Apprenticeship Assessment

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

Standard Specification

Qualification Number: 610/0974/X

Version Number: 1.0

Contents

Key Information....3
Summary....4
Overview of the Role....4
Occupation Summary....4
Typical Job Titles....4
Professional Recognition....5
Assessment Methods....6
Assessment Order....6
EPA Window....6
Gateway Considerations....6
Observation with Questions....7
Assessment Overview....7
Session Plan....7
Portfolio of Evidence....15
Professional Discussion....17
Location....17
Case Study with Report and Presentation and Questioning....22
Overview....22
Case Study Requirements....22
Case Study Report....23
Presentation and Questioning....24
Location....25
Case Study with Report and Presentation and Questioning - KSBs and Grading Criteria....25
Overall Grading....28
Resits and Retakes....28
Appeals....29

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	£8,000
Route:	Education and early years
Approved for delivery:	10 August 2021
LARS code:	655
EQA provider:	Ofqual
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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.

Theyarehighlyskilledprofessionalswhotakeanoperationalleadforthecare, learninganddevelopment 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 criteria for Level 3 Early Years qualifications for Early Years Educator.

Assessment Methods

- Professional Discussion underpinned by a portfolio of evidence
- Observation with questions
- Case study with report, and presentation and questioning

Assessment Order

Assessments can be taken in any order, but it is recommended that case study report and presentation is the final assessment method, with professional discussion preceding observation with questions, as above.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met, and is typically five months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence
- Case Study Title and Scope Template

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Observation with Questions

Assessment Overview

An observation with questions involves the 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 observation must be in an early years setting working with children. 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 may vary, 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. Group work is defined as working with a minimum of three children. The End-Point Assessor must be unobtrusive whilst conducting the observation.

Session Plan

The apprentice must prepare a session plan, including relevant risk assessments, prior to the observation. The session plan must outline 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, in order to allow the End-Point Assessor time to familiarise themselves with the content.

The session plan itself does not form part of the assessment and is not marked, 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.If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Questions

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 VQA 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 fail, pass or distinction 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.

The Unique Child	
Pass	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 (K1, S2, S24)
	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 (K4, S17, B3)
	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' and families' 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 (K14, S4)
	Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations (S23)
Dist.	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 (K1, S2, S24)
	Critically evaluate all systems including transitions and develop processes, accounting for all children's and families' needs (K14, S4)
	Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome (S23)
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.
S2 Promote equality of opportunity and anti-discriminatory practice.
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.
S17 Plan, carry out and guide appropriate physical care routines for individual children.
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.
B3 Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.

Learning and Development	
Pass	Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking (S7)
	Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum (S3)
	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 (S5, B7)

	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 (S6, B4, B8)
	Demonstrates how to support and promote all children's speech, language and communication development, including determining and adapting appropriate responses and interventions (S8)
Distinction	Applies and justifies their approach to using frameworks, theory and strategies to both ongoing assessment systems and within daily playful interactions with individual children (S7, S3)
	Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations (S5, S6)
	Critically appraises how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all (S8)
S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.	
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.	
B4 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.	

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.

Leaderful Practice	
Pass	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 (K17, S22, B2)
	Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children throughout. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy (B5, S10)
	Co-ordinates an effective and robust key person system to support children's development (S14)
	Demonstrates current and contemporary influences on their pedagogical approach and practice (S15)
	Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures including leading, modeling, and evaluating within practice (S20)
Distinction	Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others (K17, S22)
	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)
	Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding (S15)

	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 (S20)
K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.	
S10 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing 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.	
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.	
B2 Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.	
B5 Positive and proactive member of the team, being assertive and exercising diplomacy.	

Portfolio of Evidence

Apprentices must compile a portfolio containing evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain **20 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The portfolio Mapping and Tracking Form allows the apprentice to identify which piece of evidence meets each KSB.

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.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. except for evidence for S16 and B6.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

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.

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.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional

Professional Discussion

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.

Apprentice's must be given at least two weeks' notice ahead of the professional discussion.

Location

The professional discussion should take place in a controlled environment, free from any distractions.

It can take place in the employer's or training provider's premises, or conducted remotely by video conferencing using Microsoft Teams (with the agreement of the apprentice and the employer).

Grading

This assessment is graded fail, pass or distinction 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.

Professional Discussion – KSBs and Grading Criteria

Effective Implementation of Legislation and Guidance	
Pass	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 (K5, S25, S26)
	Explain and justify the strategies they have used when collaborating with parents and stakeholders (K21)
	Understand 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 (S11)
	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 (K16, B1)
	Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector (K20)
Distinction	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 (K5, S25, S26)
	Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals (K21)
	Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs (S11)
	Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family (K16, B1)

	Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector (K20)

Effective Implementation of Legislation and Guidance
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.
K16 How to promote inclusion, equality and diversity in the sector and why it is essential.
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.
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.
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.
B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.

Effective Promotion of Development, Health & Wellbeing	
Pass	Explains theories of selfregulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K6)

	Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)
	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. (S18)
	Explains how they develop, model, and implement the range strategies they utilise to understand the holistic needs of children within the setting (S19)
Distinction	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 (K6)
	Evaluates current and contemporary approaches to emergent literacy and numeracy (K12)
	Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)
	Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children (S19)
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.	
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.	

Continual Professional Development	
Pass	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 (K18)
	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 (S16, B6, B9)
Dist.	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 (K18, S16, B6, B9)
K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.	
S16 Use reflection to develop themselves both professionally and personally to enhance their practice.	
B6 Reflective practitioner.	
B9 Receptive and open to challenge and constructive criticism.	

Administrative	
Pass	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 (K19, S21)
Dist.	N/A
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.	
S21 Ensure the security and confidentiality of data, records and information in line with current legislation.	

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 and 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.

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

The case study report and presentation should be designed to allow the relevant knowledge, skills and behaviours (KSBs) to be assessed.

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 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 the evidence from the case study report, presentation and questioning will be assessed holistically.

Case Study Report

Apprentices 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 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 and produce a case study report. The six week period should provide sufficient time for the apprentice to observe the children, and allow for situations where children may leave a setting for any reason.

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.

Before the apprentice begins writing up their case study, at gateway, TQUK must sign-off the case study subject, working title and scope to ensure its suitability and sufficient coverage of the assigned KSBs. The scoping document should be no more than **500 words**. Following this

approval, the apprentice will then have **12 weeks** to write and submit the case study report and the

presentation.

The case study will be **4,000 words** (+/- 10% at the apprentice's discretion) including tables, graphs, and figures, though excluding references and annexes. 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).
- the objectives.
- a case study plan.
- an explanation of how the case study outcomes would be achieved
- a comment on the validity of the methods of analysis, data interpretation and data presentation used
- the resources required
- the proposed implementation plan including communications and stakeholder plans
- advice as to whether an alternative approach might be considered

- advice 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 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.

Presentation and Questioning

Apprentices will prepare and deliver a presentation alongside the case study report. The presentation requires the apprentice to illustrate the knowledge, skills and behaviours (KSBs) that are mapped to this assessment method.

This component complements the case study report component as it allows the apprentice to provide more clarity around the report and also gives 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 or their analysis of case studies to stakeholders and be

challenged or questioned on their decisions or findings, so this component gives the apprentice the opportunity to demonstrate evidence in this way.

The presentation content will be completed and submitted **12 weeks** after gateway at the same time as the case study report.

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

Location

The presentation and questioning must take place in a controlled environment, free from any distractions. It can take place in the employer's or training provider's premises.

The presentation can be conducted either face-to-face or remotely by video conferencing using Microsoft Teams.

Case Study with Report and Presentation and Questioning - KSBs and Grading Criteria

Child Development	
Pass	Analyses and applies to practice, theoretical stances with regards to all areas of development, factors that impact upon health, wellbeing and early learning, and how individual learning can be affected by these factors for children from conception to the age of 8 (K2, K3, S1)
	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 (K8)
	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 (S12)
	Explains theories of attachment that promote effective relationships between staff and children. (K7)
Dist.	Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice (K2, K3, S1)
	Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice (S12)
K2 How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, 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 8 years.
K7 Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.
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.
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.
S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.

Observation and Assessment Planning	
Pass	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 (K9, S9)
	Explains how children's creativity and curiosity is encouraged and how this benefits learning (K10)
	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 (K13, S13)
Dist.	Justifies, through critical analysis of theoretical perspectives, their choice of intervention strategies to create play, learning and development and social experiences for child/children (K9, S9)
	Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge (K10)
K9 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.	

K10 How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.
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.
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.
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	Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)
	Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)
Dist.	Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)
	Facilitates an enabling environment through application of theoretical knowledge. (K15)
K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.	
K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, merit, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Observation with Questions	Professional Discussion	Case Study Report and Presentation	Overall Grade
A fail in any assessment component will result in a fail overall			
Pass	Pass	Pass	Pass
		Distinction	
	Distinction	Pass	
		Distinction	Merit
Distinction	Pass	Pass	Pass
		Distinction	Merit
	Distinction	Pass	
		Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. An apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within four months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If the apprentice fails the case study assessment method, they are not required to undertake a new project. Instead, they should submit an amended project report or presentation.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

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

Where any of the assessment methods have to be resat or retaken, the EPA grade will be capped at a pass, unless VQA determines there are exceptional circumstances.

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

Appeals

VQA's Appeals Policy, including time frames, can be found here.

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