Think about

Case Study Based On Child Study

Level 3 ST0135 Early Years Educator v2.0



For this assessment method, you will carry out:

- A written case study report with a recommended word count of 4,000 words
- The case study based on child study may be started and completed at any point during the apprenticeship
- The case study based on child study must be undertaken within your early years setting
- Can be conducted and assessed by the Training Provider or Highfield

Key point

Your case study based on child study provides an opportunity for you to demonstrate how you apply knowledge and skills when supporting a child's or group of children's learning, development and wellbeing through your everyday practice.

Do

- Review the knowledge and skills statements associated with the case study based on child study - these can be found in the Assessment Specification and in the table at the end of this document
- Ensure you are given sufficient time and access to the necessary resources to plan, undertake and complete the case study based on child study as part of your normal work activities

Don't

- Forget to include all aspects of the case study based on child study as written in the Assessment Specification
- Forget to plan

Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results

Resits or retakes

- You may resit or retake following an unsuccessful outcome



Use the table below to plan and prepare for the case study based on child study

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

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

Each knowledge and skills statement is mapped to a performance category. Each performance category has its own acronym:

- Applied Knowledge - (AK)
- Applied Skills - (AS)
- Regulatory and Procedural Awareness - (RPA)
- Communication and Collaboration - (CC)
- Information Use and Decision Making - (IUDM)
- Responsibility and Autonomy - (RA)

(P) indicates knowledge and skills statements mapped to pass grading descriptors

(D) indicates knowledge and skills statements mapped to distinction grading descriptors

Assessment criteria	Key points to remember
AO1: Safeguarding of children and colleagues	
(P) K2: Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. (RPA)	



(P) K3: Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues. (RPA)	
(P) K4*: The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding. (RPA)	
(P) K5*: The principles of risk assessment and management, and how to balance risks and benefits of activities for children. (RPA)	
(P) 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. (AS)	



(P) 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). (AS)	
(P) S3*: Apply the principles of risk assessment and risk management within documentation and practice. (AS)	
AO2: Support for holistic child development	
(P) K10: The role and responsibilities of the key person. (CC)	
(P) K16*: How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors. (AK)	



(P) K21: How children experience change, transition, and significant events. (AK)	
(P) S8: Recognise and apply theories of attachment to develop effective relationships with children. (AS)	
(D) K11: Theories and significance of attachment. (AK)	
(D) S17: Apply strategies that support children's ability to manage change, transition, and significant events. (AS)	



AO3: Inclusive relationships and partnerships	
(P) K8: The role of colleagues and multi-agency working to support the child. (CC)	
(P) K12*: The importance of professional relationships and collaboration with parents, families, or carers. (CC)	
(P) S6: Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. (CC)	
(D) K9: The role and responsibilities of the early years educator, including providing supervision to staff. (CC)	



(D) K13: The importance of professional relationships with colleagues, other organisations, and agencies. (CC)	
AO4: Design and maintenance of enabling environments	
(P) 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). (AK)	
(D) K18*: How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. (AK)	
AO5: Observation, planning, and response in relation to learning	
(P) K24: How, when, and why to conduct observation and assessment. (IUDM)	



(D) K25: How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests. (IUDM)	
(D) K26: How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy. (AK)	
AO6: Advocacy for equality, diversity, and inclusion	
(P) K1: The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. (RA)	
(P) S10: Advocate for all children's needs, including children which require SEND or EAL support. (RPA)	



(D) K6: The statutory and non-statutory frameworks and guidance for provision in early years including SEND. (RPA)	
(D) K7: The legal rights of each individual child according to their current and future needs. (RPA)	
(D) S12: Support children to develop a positive sense of their own identity and culture. (AS)	
AO7: Reflection and development of professional practice	
(D) K27: Methods of reflective practice, including supervision, and opportunities for continuous professional development. (RA)	



(D) S21*: Use reflection to develop yourself both professionally and personally. (RA)	

