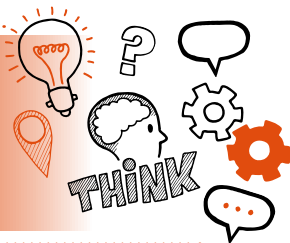


Think about Case study with report and presentation and questioning Level 5 ST0551 Early Years Lead Practitioner v1.0



On the day of this assessment you will carry out:



A 40-minute presentation and questioning session based on your case study report (+10%)



Remote or face-to-face



In a suitable environment under exam conditions



On a one-to-one basis with the assessor



Key point

You will have already submitted your case study report and presentation based on the case study you have carried out 12 weeks after gateway.



Do

- ☐ Review the criteria associated with the case study with report and presentation and questioning – this can be found in the EPA kit
- ☐ Make sure you have a quiet room available free from distractions and external influences
- ☐ Ensure that you bring your case study report and presentation resources with you to the assessment
- ☐ Ensure that you adopt a formal tone for your presentation and maximise the use of presentation effects such as visuals, audio and supporting documents
- ☐ Be prepared to answer at least 4 questions at the end of your presentation



Don't

- ☐ Forget to plan
- ☐ Forget to refer to the evidence provided in your case study to demonstrate your knowledge, skills and behaviours
- ☐ Forget to bring your ID



Next steps

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



Resits

- If you do not achieve a pass result on the case study with report and presentation and questioning you can resit the assessment.



Use the table below to plan and prepare for the case study with report and presentation and questioning.

(P) indicates pass criteria

(D) indicates distinction criteria

| Assessment criteria | Key points to remember |
|--|------------------------|
| Child development | |
| <p>(P) Analyse and apply 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)</p> | |

| Assessment criteria | Key points to remember |
|---|------------------------|
| (P) Demonstrate how you consider social cultural context, and the influence of parents, families, carers and the family situation on the learning and development of the child. (K8) | |
| (P) Demonstrate how you 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) | |
| (P) Explain theories of attachment that promote effective relationships between staff and children. (K7) | |
| (D) Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice. (K2, K3, S1) | |

| Assessment criteria | Key points to remember |
|--|------------------------|
| (D) Justify your strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice. (S12) | |
| Observation and assessment planning | |
| (P) Use 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) | |
| (P) Explain how children's creativity and curiosity is encouraged and how this benefits learning. (K10) | |

| Assessment criteria | Key points to remember |
|--|------------------------|
| <p>(P) Evaluate and show how planning cycles and formative and summative assessments for the child/children have informed and improved practice in relation to needs-based assessment and early intervention. (K13, S13)</p> | |
| <p>(D) Justify, through critical analysis of theoretical perspectives, your choice of intervention strategies to create play, learning and development and social experiences for the child/children. (K9, S9)</p> | |
| <p>(D) Critically analyse approaches to promoting creativity and curiosity and justify practice decisions in line with theoretical knowledge. (K10)</p> | |

| Assessment criteria | Key points to remember |
|---|------------------------|
| Reflective practice | |
| (P) Describe appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop your own pedagogy. (K11) | |
| (P) Explain the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15) | |
| (D) Evaluate the application of one approach and how it could be developed further to impact on current practice. (K11) | |
| (D) Facilitate an enabling environment through application of theoretical knowledge. (K15) | |

