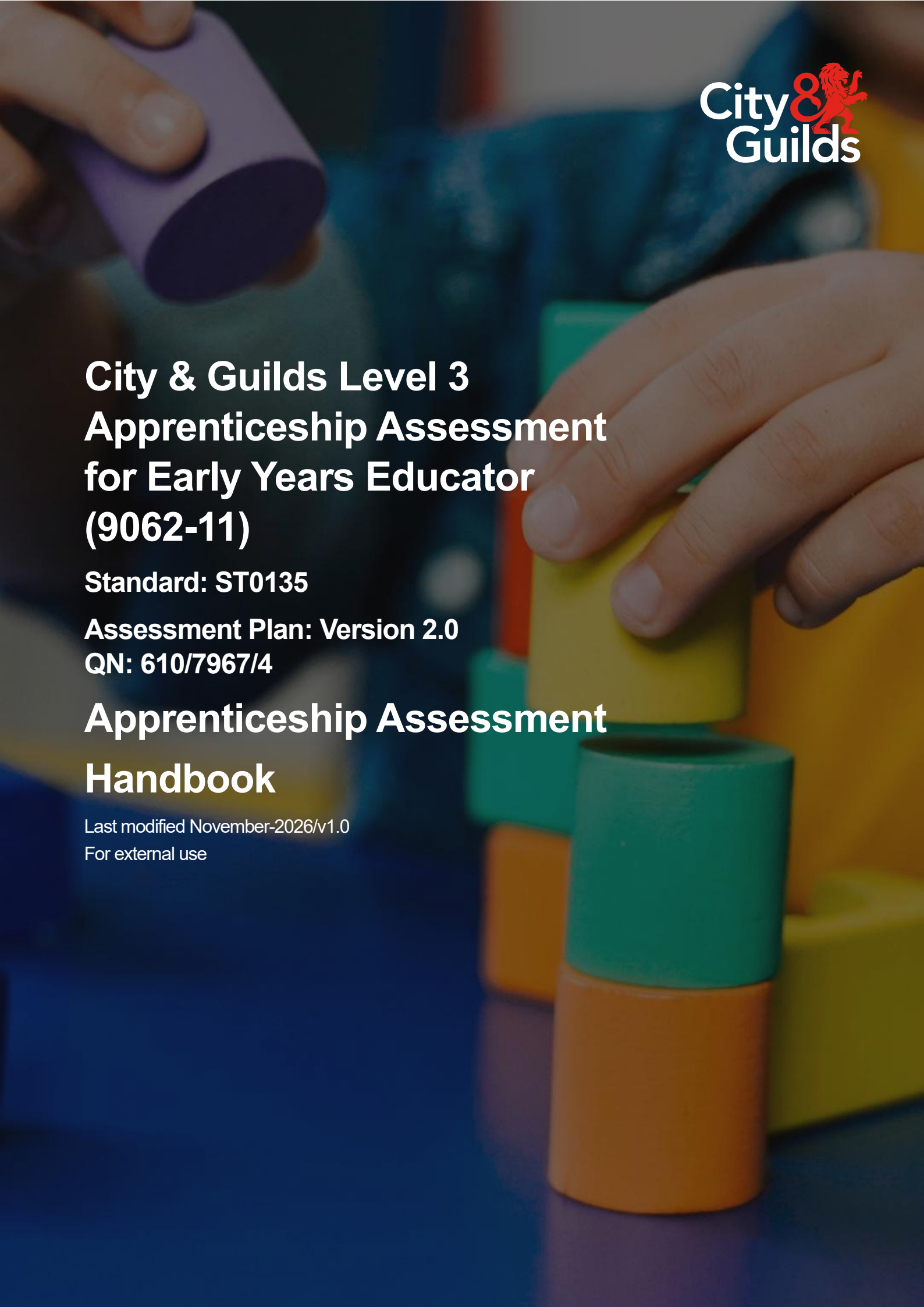

City & Guilds Level 3 Apprenticeship Assessment for Early Years Educator (9062-11)

Standard: ST0135

Assessment Plan: Version 2.0
QN: 610/7967/4

Apprenticeship Assessment Handbook

Last modified November-2026/v1.0
For external use

Qualification at a glance

Subject area	Education and early years
City & Guilds number	9062-11
Age group approved	16+ 18+
Entry requirements	None specified by City & Guilds
Assessment	Observation with Q&A Case study
Grading	Distinction/pass/fail
Approvals	Full approval required
Support materials	Observation with Q&A assessment (assessor) pack Observation with Q&A assessment (candidate) pack Observation with Q&A Candidate Recording forms Case study assessment (assessor) pack Case study assessment (candidate) pack Case study Candidate Recording forms Case study Centre Assessor Recording forms
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number
City & Guilds Level 3 Apprenticeship Assessment for Early Years Educator	9062-11	610/79674

Version	Summary of changes	Section
1.0 November 2026	Initial version	All

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1. Introduction



Occupation summary

This occupation is found in a range of maintained and private, voluntary, and independent settings such as 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 occupation is to provide high-quality early education and care to children. Through an evidence-based approach, early years educators provide 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) requirements set by the government for the learning, development and care of children from birth to age 5 years in both indoor and outdoor environments.

In their daily work, an employee in this occupation interacts with children, parents, carers, colleagues and wider multiagency professionals such as health visitors, early help services, social workers and speech and language therapists. This includes supporting children with SEND.

An employee in this occupation will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children, and demonstrate a clear understanding of equality, diversity, and inclusion. Early years educators teach and facilitate children's learning through play. They apply the observation with Q&A, assessment and planning cycle to support progress and children's development. An early years educator will act as the key person for one or more children within their setting. They may play a leadership role within the setting or may act under the supervision of a manager.

Typical job titles include:

- Childminder assistant
- Early years educator
- Early years worker
- Nursery educator
- Nursery nurse
- Nursery worker

Apprenticeship overview

This pack will help centres to prepare learners for their apprenticeship assessments, and support centres in conducting assessments, for the City & Guilds Level 3 Apprenticeship Assessment for Early Years Educator (9062-11). It explains how learners will demonstrate the knowledge and skills that they have developed during their apprenticeship.

This pack must be used alongside the:

- Observation with Q&A assessment (assessor) pack
- Observation with Q&A assessment (candidate) pack
- Observation with Q&A Candidate Recording forms
- Case study assessment (assessor) pack
- Case study assessment (candidate) pack
- Case study Candidate Recording forms
- Case study Centre Assessor Recording forms
- Apprenticeship service | City & Guilds, which includes information to support you with the transition to Apprenticeship Assessment
- Quality Assurance | City & Guilds for information about quality assurance guidance.

Full-time learners will typically spend 18 months on-programme working towards meeting the Occupational Standard for the Apprenticeship Assessment for Early Years Educator, with required off-the-job training as specified by the apprenticeship funding rules. The employer and centre should ensure that the learner has access to development opportunities to gain the required technical knowledge, skills and behaviours (KSBs) as outlined in the Occupational Standard.

There are no prescribed points when assessment should take place. Learners may be assessed at appropriate points (or milestones) throughout their apprenticeship. See the assessment instructions sections within this handbook to understand what is required for each assessment.

The assessment for this apprenticeship includes the following:

- Observation with Q&A
- Case study

Learners must complete the English and maths formal qualification requirements as set out in the apprenticeship funding rules.

Knowledge, skills and behaviours

Knowledge	
K1	The importance of equality, diversity and inclusion, and respecting children's social and cultural context.
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.
K5	The principles of risk assessment and management, and how to balance risks and benefits of activities for children.
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.
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.
K10	The role and responsibilities of the key person.
K11	Theories and significance of attachment.
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.
K15	The development of social skills and maintaining relationships.
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.
K17	The elements and characteristics of a wide range of enabling environments.
K18	How the design, resourcing and use of the indoor and outdoor physical environment supports children's learning and development.
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).

Knowledge	
K20	How the organisation's approach and values underpin the environment.
K21	How children experience change, transition and significant events.
K22	The theories of play and its fundamental role in learning and development.
K23	How children develop characteristics for effective learning.
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.
K26	How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.
K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development.

Skills	
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).
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.
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.
S7	Undertake the role and responsibilities of a key person.
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.
S10	Advocate for all children's needs, including children which require SEND or EAL support.
S11	Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.

Skills	
S12	Support children to develop a positive sense of their own identity and culture.
S13	Support children to understand and respond to their emotions and make considered choices about their behaviours.
S14	Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.
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.
S17	Apply strategies that support children's ability to manage change, transition and significant events.
S18	Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs 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.
S21	Use reflection to develop themselves both professionally and personally.

Behaviours *Note: all behaviours will be verified by the employer, and a declaration will need to be completed as part of the Gateway to Completion.*	
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.



2. Centre requirements

Approval

Full approval

To offer this Apprenticeship Assessment, centres will need to gain both centre and qualification approval.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the Apprenticeship Assessment before designing a course programme.

Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Resource requirements for 9062-11

Centre staffing

Staff delivering this Apprenticeship Assessment must be able to demonstrate that they meet the occupational expertise requirements listed below.

Technical competence

- Staff must be fully competent in the job role and/or have technical knowledge at least equal to the level they are teaching.
- Their experience must reflect current industry standards, practices and expectations.

Professional experience

- Staff must have recent and relevant hands-on experience in the specific subject they are delivering or assessing.
- They must be able to demonstrate assessment competence through relevant qualifications or training.

Training delivery

- Staff should have a proven track record of delivering training or be actively working towards developing these skills.
- Centres must ensure delivery staff are supported in developing and enhancing training delivery.

Cross-cutting subject expertise

For some subject areas of a qualification, content may be delivered by specialists from outside the vocational area (ie business, maths, digital, health and safety). This is permitted where mapping to the curriculum, assessment and industry standards is evidenced and is managed through internal quality assurance procedures.

Continuing Professional Development (CPD)

Centres must ensure that staff maintain up-to-date knowledge of their occupational area and current best practice in delivery, mentoring, training, assessment and quality assurance. Staff should take account of any national or legislative changes and developments. Assessors must be regularly observed and sampled in line with the centre's internal quality assurance procedures.

Assessment resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this apprenticeship and its assessment requirements.

Quality assurance 9062-11

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of Apprenticeship Assessment. Quality assurance includes initial centre approval, Apprenticeship Assessment approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes, visit the **What is CASS?** and **Quality Assurance Standards documents** on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

To carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- adhere to the requirements set out in the centre handbook
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the Apprenticeship Assessment.

External quality assurance for the Apprenticeship Assessment will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- adhere to the requirements set out in the centre handbook
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres using systematic sampling
- provide feedback to centres and to City & Guilds.

3. Delivering the Apprenticeship Assessment



Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their Apprenticeship Assessment
- any knowledge and skills relevant to the Apprenticeship Standard which the learner is already demonstrating prior to starting their apprenticeship
- the appropriate type and level of apprenticeship for the learner.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessment(s) to best support accessibility and inclusion for all learners. City & Guilds understands, however, that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow learners with disabilities, special educational needs or temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that learners will be able to access the requirements of the Apprenticeship Assessment.

Special consideration is a post-examination adjustment to a learner's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**.

Health and safety and codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work etc. Act (1974) and any codes of practice associated with the industry **must** always be adhered to.

Following safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the centre and employer to ensure that all the health and safety requirements are in place.

Should any evidence submitted by the learner fail to follow correct health and safety practices and procedures, City & Guilds will grade the Apprenticeship Assessment as a fail.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040, or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy used, as well as considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Authenticity of evidence

Apprenticeship Assessment evidence provided must be valid and attributable to the learner. Centres and learners should be aware of City & Guilds guidance on both plagiarism and the use of artificial intelligence (AI).

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the learner's own. Plagiarism is not allowed in this assessment. This is an assessment of a learner's abilities, so the work submitted must be their own and carried out under the conditions stated. The learner will be asked to sign a declaration to confirm that the work is authentically their own.

Support materials

City & Guilds provides a generic glossary of command verbs that are typically used within our assessment products. This resource is available to download here.



4. Assessment overview

Assessment of this apprenticeship

Learners must successfully complete the following assessments:

- Observation with Q&A
- Case study

Assessment method

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.	
Knowledge and skills	**Assessment method**
K5, S3, S4	Observation with Q&A
K2, K3, K4, S1, S2	Case study

AO2 Support for holistic child development Promotes holistic development in children from birth to age 7 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.	
Knowledge and skills	**Assessment method**
K15, K22, K23, S9, S11, S13	Observation with Q&A
K10, K11, K16, K21, S7, S8, S17	Case study

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.	
Knowledge and skills	**Assessment method**
K9	Observation with Q&A
K8, K12, K13, K14, S5, S6	Case study

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.	
Knowledge and skills	**Assessment method**
K17, K18, K19, K20, S14, S15, S16	Observation with Q&A
None	Case study

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.	
Knowledge and skills	**Assessment method**
K26, S19, S20	Observation with Q&A
K24, K25, S18	Case study

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.	
Knowledge and skills	**Assessment method**
K1, K6, S10, S12	Observation with Q&A
K7	Case study

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.	
Knowledge and skills	**Assessment method**
None	Observation with Q&A
K27, S21	Case study

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessments for this apprenticeship align with these descriptors.

Performance category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of factual, procedural and theoretical knowledge (for example, of child development, safeguarding, inclusive practice and curriculum approaches) across routine and responsive early years activities, undertaking them to an acceptable standard.	Applies a thorough understanding of factual, procedural and theoretical knowledge (for example, of child development, safeguarding, inclusive practice and curriculum approaches) to manage and resolve routine and responsive early years activities with discernment and skill.

Performance category	Pass	Distinction
Applied Skills	Identifies and applies appropriate skills, methods and procedures to complete early years activities and address challenges (for example, to support children's development, safeguarding, and enabling environments) with a reasonable degree of autonomy and effectiveness.	Selects and integrates appropriate skills, methods and procedures, proactively and resourcefully to complete early years activities and address challenges effectively (for example, responding as situations evolve when supporting children's development, safeguarding and enabling environments) with the appropriate minimal oversight.
Regulatory and Procedural Awareness	Applies legislation, regulation and guidance relevant to early years practice, without error, with some depth of insight and adaptability in safeguarding, health and safety, inclusion and professional conduct.	Demonstrates refined judgement in interpreting legislation, regulation and guidance, confidently navigating nuanced issues in safeguarding, health and safety, inclusion and professional conduct.
Communication and Collaboration	Participates effectively in team environments, communicates clearly with children and adults and supports positive relationships with families, colleagues and other professionals.	Adapts confidently to different audiences and environments, communicates effectively with children and adults and takes the initiative in maintaining positive relationships with families, colleagues and other professionals.
Information Use and Decision Making	Accurately interprets and evaluates relevant information from a variety of sources (for example, observations and assessments) to plan and	Evaluates diverse and sometimes conflicting information from a variety of sources (for example, observations and assessments) with critical

Performance category	Pass	Distinction
	respond to children's learning and development in mostly familiar but sometimes complex contexts.	insight, drawing informed conclusions that improve outcomes in mostly familiar but sometimes complex contexts.
Responsibility and Autonomy	Takes responsibility for initiating and completing activities within set parameters (for example, in safeguarding, planning and supporting development).	Pre-empts the need for activities to be initiated within set parameters (for example, in safeguarding, planning and supporting development), demonstrating accountability and responsiveness to emerging needs, priorities or risks.

Overall grade

This Apprenticeship Assessment is graded distinction, pass or fail overall.

Information about how each assessment is graded can be found in the Assessment instructions sections of this pack. The learner will fail an assessment method if they do not meet the assessment criteria.

In order to achieve a pass in the overall apprenticeship, learners must achieve a pass in both of the assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the Apprenticeship Assessment as a whole:

Observation with Q&A 9062-701	Case study 9062-702	Overall grading
Distinction	Distinction	Distinction
Pass	Distinction	Pass
Distinction	Pass	Pass
Pass	Pass	Pass

Observation with Q&A 9062-701	Case study 9062-702	Overall grading
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Fail	Fail

5. Completing the Apprenticeship Assessment



Gateway to Completion

Gateway to Completion provides a final confirmation that the learner has successfully completed all required elements of the Apprenticeship Assessment and is ready for final grading and certification. No further assessment takes place after this point. The centre determines when a learner is ready to proceed to Gateway to Completion.

Gateway to Completion will be managed through Proficient, with City & Guilds support and guidance in place to answer any questions you have.

By declaring that the learner is ready for final grading and certification, you will be confirming the following:

- All assessment components have been completed.
- All components meet at least a pass.
- All required evidence and results are ready for aggregation.
- The learner meets all other requirements set out in the assessment plan:
  - has completed minimum duration for this Apprenticeship Standard.
  - has completed minimum off-the-job training as set out in the Department for Education (DfE) funding rules for this Apprenticeship Standard.
  - has completed any English and maths requirements as set out in the apprenticeship funding rules for this Standard.
  - any mandatory qualifications as specified in the Assessment Plan (Level 3 Paediatric First Aid or Level 3 Emergency Paediatric First Aid). Learners must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework
  - the learner's employer has verified that the required behaviours have been suitably demonstrated over the course of the apprenticeship.

Once Gateway to Completion is approved:

- City & Guilds aggregates all assessment results
- the final grade is determined
- certification is claimed and issued by Skills England.

Statement of Achievement

An Apprenticeship Assessment Statement of Achievement will be issued to each successful learner, confirming the grade achieved

Centres with access can view and download PDF copies of the Statement in Proficient once the learner's final results are confirmed. A PDF supports more efficient processing of funding claims by providing evidence of learner certification before the learner's paper certificate arrives.

Digital credentials

A digital credential is a verified, visual representation of knowledge and skills earned in various learning environments. Please see an example below.



Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature and on a CV. This is a complimentary service in addition to the paper certificate.

For further information, please visit the City & Guilds Digital Credentials webpage and the general terms in respect of our privacy policy or **Contact us | City & Guilds**.

6. Assessment information: 9062-701 Observation with Q&A Overview



Grading	Distinction/Pass/fail To achieve a pass, the learner must sufficiently evidence all the pass grading descriptors To achieve a distinction, the learner must sufficiently evidence all the pass and distinction grading descriptors
Type of assessment	Observation with assessed activity evidence pack and question and answer
Duration	Evidence included in the activity evidence pack must be generated during the learner's time on the apprenticeship programme. Evidence produced prior to the learner's start date cannot be submitted. The observation with Q&A will last up to1hr 15 minutes (45 minutes observation and 30 minutes question & answer)
Internal or external assessment	9062-701: externally assessed
Location	The assessment must take place at the candidate's normal place of work
Resources	See Section 2 of the assessment pack

Assessment specification

The following knowledge and skills will be assessed by the Observation with Q&A. City & Guilds have provided grading descriptors for these knowledge and skills and the assessor guidance for the grading descriptors in the assessor assessment pack.

AO1 Safeguarding of children and colleagues	
Technical 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.

AO2 Support for holistic child development	
Technical 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.
K23	How children develop characteristics for effective learning.
S9	Provide sensitive and respectful personal care for children from birth to 5 years.
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.

AO3 Inclusive relationships and partnerships	
Technical knowledge and skills	
K9	The role and responsibilities of the early years educator, including providing supervision to staff.

AO4 Design and maintenance of enabling environments	
Technical knowledge and skills	
K17	The elements and characteristics of a wide range of enabling environments.
K18	How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.
K19	How the design of the day and expectations adapt 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 organisation's approach and values underpin the environment.
S14	Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.
S15	Create inclusive, child-centred, dynamic, innovative and evolving physical environments both indoors and outdoors.
S16	Create inclusive and supportive emotional environments that enable the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.

AO5 Observation, planning and response in relation to learning	
Technical knowledge and skills	
K26	How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.
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.

AO6 Advocacy for equality, diversity and inclusion	
Technical 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.

AO6 Advocacy for equality, diversity and inclusion	
S10	Advocate for all children's needs, including children which require SEND or EAL support.
S12	Support children to develop a positive sense of their own identity and culture.

Assessment instructions

All assessment guidance for the Observation with Q&A Apprenticeship Assessment is in the observation with Q&A assessment pack which is available on the City & Guilds website **www.cityandguilds.com** and Proficient.

Activity evidence pack submission

The activity evidence pack must be submitted 14 days prior to the observation with Q&A assessment taking place.

Grading

The observation with Q&A will be graded distinction, pass or fail.



7. Assessment information: 9062-702 Case Study Assessment

Overview

Grading	Distinction/pass/fail To achieve a pass, the learner must sufficiently evidence all the pass grading descriptors To achieve a distinction, the learner must sufficiently evidence all the pass and distinction grading descriptors
Type of assessment	Case study based on child study
Duration	Evidence included in the case study must be generated during the learner's time on the apprenticeship programme. Evidence produced prior to the learner's start date cannot be submitted
Internal or external assessment	9062-702: internally assessed
Location	Evidence can be produced by the learner during their time with the employer or at the centre
Resources	See Section 2 of the assessment pack

Assessment specification

The following knowledge and skills will be assessed by the Case Study based on a child study. City & Guilds have provided grading descriptors for these knowledge and skills and the assessor guidance for the grading descriptors in the assessor assessment pack.

AO1 Safeguarding of children and colleagues	
Technical 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).

AO2 Support for holistic child development	
Technical 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 7: 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.
S7	Undertake the role and responsibilities of key person.
S8	Recognise and apply theories of attachment to develop effective relationships with children.
S17	Apply strategies that support children's ability to manage change, transition and significant events.

AO3 Inclusive relationships and partnerships	
Technical knowledge and skills	
K8	The role of colleagues and multi-agency working to support the child.
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.

AO5 Observation, planning and response in relation to learning	
Technical 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.
S18	Analyse observation evidence to assess and plan holistic individual learning, based on a comprehensive understanding of the child’s needs and interests.

AO6 Advocacy for equality, diversity and inclusion	
Technical knowledge and skills	
K7	The legal rights of each individual child according to their current and future needs.

AO7 Reflection and development of professional practice	
Technical 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.

Assessment instructions

All assessment guidance for the Case Study Apprenticeship Assessment is in the case study assessment pack which is available on the City & Guilds website **www.cityandguilds.com** and Proficient.

Case study submission

When the case study is complete and internal quality assurance has been completed, the centre should submit the grade on Proficient. The grade will then be subject to sampling and verification. The case study assessment grade must be confirmed prior to Gateway to Completion taking place.

Grading

The case study will be graded distinction, pass or fail.

8. Resits and retakes



Resits and retakes are defined as follows:

- a resit does not require any further training or learning to be undertaken to pass the assessment.
- a retake requires further training and learning for the learner to demonstrate that they are working at or above the level set out in the Apprenticeship Standard.

If a learner is unsuccessful in an assessment, they can resit or retake the assessment. The centre and apprentice's employer will need to agree whether a resit or retake is an appropriate course of action. There will be no restrictions on the grade that can be achieved for resits or retakes. Learners can resit or retake an assessment to improve their grade. City & Guilds do not place any restrictions on the number of resits/retakes.

9062-701 Observation with Q&A

If the resit or retake relates to the observation with Q&A, the assessor will observe the learner under the same circumstances.

Please refer to the observation with Q&A assessment pack – for assessors for details of the resubmission process.

9062-702 Case Study

Please refer to the project assessment pack – for assessors for details of the resubmission process.

Submission must include

A new set of Recording Forms for the resit or retake should be submitted. These must refer to the version of recording forms originally submitted.

9. Security, confidentiality and copyright of Apprenticeship Assessment materials

The approved centre must:

- Only use the City & Guilds assessment materials in formal planned assessments (leading to the award of apprenticeships) and not for any other purpose (including, but not restricted to, for commercial purposes).
- Handle and store securely the City & Guilds assessment materials in accordance with the following conditions:
  - City & Guilds assessment materials must be accessible to learners only during formal assessment as governed by the assessment conditions specified for the qualification (see section 5 and 6 in this handbook for further information); learners should on no account be allowed to take question papers or answers away with them, and copies of question papers and answer packs should be kept securely by the centre at all times
  - learner portfolios may contain assessment results referenced to the assessment taken but should not contain the City & Guilds assessment materials (such as assessment tasks, questions or learners' marked scripts if the tests may be reused (unless otherwise stated))
  - the approved centre must not make public in any format the contents of any City & Guilds assessment materials either in part or in full.
- City & Guilds assessment materials must be securely handled and under no circumstances shared with third party organisations or individuals.
- Assessment materials cannot be replaced, amended or adapted and remain the copyright and intellectual property rights of City & Guilds.
- The centre undertakes to check the website on a regular basis to ensure that they have the latest version of the assessment materials and will make a request to City & Guilds for these. It is not expected that City & Guilds will send out these updates automatically.
- Assess the learner as the assessment intended. Adaptations to assessments must only be those published by City & Guilds.

Learner's completed assessments must be retained securely by centres for quality assurance purposes following certification. Currently this is for a period of three years from the date of certification, this may be in electronic format. After this time, the papers may be securely destroyed. They must not be given to the learner.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to **www.cityandguilds.com** or click on the links below:

Centre handbook: quality assurance standards
This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards
This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on

developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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