

End-point assessment plan for Early Years Lead Practitioner apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0551	5	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Early Years Lead Practitioner apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Early Years Lead Practitioner apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 5 months after the EPA gateway.

This EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Observation with questions

- fail
- pass
- distinction

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

Assessment method 3: Case study with report and presentation and questioning

- fail
- pass
- distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- fail
- pass

- merit
- distinction

EPA summary table

On-programme (typically 24 months)	<ul style="list-style-type: none"> • Training to develop the occupation standard's knowledge, skills, and behaviours (KSBs). • Training towards English and mathematics Level 2, if required. • Compiling a portfolio of evidence
End-point assessment gateway	<ul style="list-style-type: none"> • The employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • Apprentices must have achieved English and mathematics Level 2 Apprentices must submit: • A portfolio of evidence to underpin the professional discussion • The case study title and scope will be agreed between the apprentice, employer and the EPAO at the gateway
End-point assessment (which will typically take 5 months)	<p>Assessment method 1: Observation with questions</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Assessment method 3: Case study with report and presentation and questioning</p>

	<p>With the following grades:</p> <ul style="list-style-type: none">• fail• pass• distinction <p>Overall EPA/apprenticeship graded</p> <ul style="list-style-type: none">• fail• pass• merit• distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none">• The apprenticeship standard has been developed to cover the Department for Education criteria for level 3 Early Years qualifications (Early Years Educator).

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 5 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A completed portfolio of evidence

The portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- evidence should be mapped by the apprentice against the KSBs assessed by the professional discussion
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- 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.

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment except for evidence for S16 and B6.
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs 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.

For the Case study with report and presentation with questioning:

- The title and scope of the case study will be agreed between the apprentice, employer and the EPAO at the gateway.
- The apprentice will scope out and provide a brief summary of what the project will cover and will submit this to the EPAO at the gateway. This should demonstrate that the work-based project will provide sufficient opportunity for the KSBs to be met.
- The brief summary is not assessed and will typically be no longer than 500 words.
- The brief summary needs to outline the project plan, research requirements, and an overview of time frames, taking into account the deadlines stipulated within this end-point assessment plan.
- The EPAO will sign off the project title in consultation with the employer within 2 weeks of the gateway.

Assessment methods

End-point assessment method 1: Observation with questions

Overview

This assessment method has 1 component.

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work, as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- tasks completed during the observation should contribute to workplace productivity and must be valid
- it is a holistic assessment method

Delivery

The EPAO will arrange for the observation to take place, in consultation with the employer.

The apprentice must prepare a session plan, including relevant risk assessments prior to the observation outlining 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 independent assessor receives a copy of the session plan at least one hour before

the observation begins. The session plan itself is not marked but may be used as a basis for questions at the end of the observation.

- 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 re-sit/re-take.

Evidence of the above should be presented to the EPAO two weeks before the date of the observation.

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 independent 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 independent 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 the EPAO's policy around exceptional circumstances applies.

Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage the invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

One independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation, including the timescales they will be working to before the start of the observation. The time taken to give this information is exclusive of the assessment time.

The apprentice must prepare a session plan in advance of the observation. They must present this plan to the independent assessor at least one hour before the observation commences in order to allow the independent assessor time to familiarise themselves with the content. The apprentice must ensure any children who want to take part in the observation have parental/guardian consent prior to the activity taking place. They must submit this to the EPAO two weeks before the observation takes place. The session plan itself does not form part of the assessment, but the independent assessor may use this to provide focus to their questions at the end of the observation. The independent assessor must ask questions about the planning process in the questioning element.

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 varies from employer to employer, 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.

Please note group work is defined as working with a minimum of three children.

The observation must include the following requirements:

- In an Early Years setting working with children.
- The independent assessor must be unobtrusive whilst conducting the observation.

The independent assessor will ask a minimum of 7 questions at the end of the observation. The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the observation and session plan. They will use them to confirm their understanding of the observation and how it demonstrates the relevant KSBs. 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 independent assessor may ask follow-up questions where

clarification is required. The independent 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.

KSBs observed, and answers to questions, must be recorded by the independent assessor. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions.

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in any of the following:

- employer's premises
- workplace other than that of employer
- detached and outreach locations

The EPAO must ensure the appropriate identification checks have been carried out, to verify the identity of the apprentice and ensure the apprentice is not being aided.

The children who take part in the assessment will attend the Early years setting, so will recognise and have a working relationship with the apprentice.

There may be circumstances where direct observation is not possible due to restrictions imposed by the venue (e.g., within the secure estate, specific health settings). In these circumstances, agreement for a video recording of the post gateway observation session may be approved, subject to confidentiality and GDPR legal requirements. This video submission should be viewed by the independent assessor alongside the apprentice at the apprentice's workplace, to replicate the observation process. The video must not leave the apprentice's workplace. Questions can then be defined for clarification in the same way as they would be after a normal, in person observation.

Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions (where permitted) in line with the EPAOs training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the questioning.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specification
- outline of the assessment method's requirements
- grading guidance
- question bank
- assessment recording documentation
- guidance document for employers and apprentices on the process / timescales for the observation as well as a description of the purpose of the observation
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

This assessment method has 1 component.

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent 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 rationale for this assessment method is:

- The professional discussion was selected as a valid way to draw out KSBs, in particular behaviours. It allows for a range of examples to be brought forward during the two-way conversation.
- It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.
- It enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge.
- It allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking.

Delivery

The independent assessors will conduct and assess the professional discussion.

Apprentices must be given at least two weeks' notice ahead of the professional discussion. The underpinning portfolio will have been submitted in line with EPAO requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor should have a minimum of 5 days to review the portfolio and can use the contents of the portfolio to identify discussion topics for the professional discussion.

The professional discussion must last 60 minutes. The independent 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. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

- The professional discussion is a structured two-way conversation between the apprentice and an independent assessor.
- The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors will ask a minimum of 6 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 independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to identify discussion areas from reviewing portfolio content, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded. Independent assessors must allocate grades using the grading criteria.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

KSBs met and answers to questions, must be recorded in writing by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- remotely with the agreement of the apprentice and the employer
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions. Video conferencing can also be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Independent assessor training materials
- Grading guidance
- A question bank
- Assessment recording documentation

End-point assessment method 3: Case study with report and presentation and questioning

This assessment method has 2 components.

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. The case study report 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.

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

The in-depth analysis of the observations and resulting case study report and presentation must be undertaken after the apprentice has gone through the gateway.

The case study, report and presentation should be designed to allow the relevant KSBs to be assessed for the EPA. The EPAO must refer to the grading descriptors to ensure that case studies are pitched appropriately.

The observations, analysis and preparation of the case study report and presentation will typically take 12 weeks. The case study report and presentation must be submitted 12 weeks after the gateway.

Sufficient time has been allowed to enable the apprentice to observe children over a period of typically 6 weeks and allow for situations where children may leave a setting for any reason.

Parental consent for children participating in the case study must be gained prior to starting the case study assessment method.

The rationale for this assessment method is:

- The case study is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Observing children over a period of time and producing case studies reflects normal practice in an Early Years workplace, so this assessment method is appropriate.
- It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.
- The case study should have a real business benefit and is a cost-effective assessment method.

The case study may be based on the following:

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 EPAO will sign off the case study subject, working title and scope to confirm its suitability at the gateway (this scoping document should be no more than 500 words).

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

Assessment method 2 component 1: Case study report

Delivery

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 the 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 over a period of typically six weeks and produce a case study report.

Before the apprentice begins writing up their case study, the EPAO must sign-off the case study title and scope to ensure its suitability and sufficient coverage of the assigned KSBs.

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.

The case study will be 4,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The apprentice will have 12 weeks to write and submit the case study report and the presentation following the EPAO's approval of the case study's scope and title.

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)
- Objectives
- A case study plan
- How the case study outcomes would be achieved
- Comment on the validity of the methods of analysis, data interpretation and data presentation used
- Resources required
- Proposed implementation plan including communications and stakeholder plans
- Advise whether an alternative approach might be considered
- Advise 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 case study report must be submitted 12 weeks after the gateway.

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.

The independent assessor will review and assess the case study report holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Assessment method 2 component 2: Presentation and questioning

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment alongside the case study report.

The rationale for this assessment method is:

This component complements the case study report component as it allows the apprentice to provide more clarity around the report and the independent assessor the opportunity to probe and clarify issues through questioning. It is typical for Early Years Practitioners to present the outcomes of their projects to stakeholders and be challenged on their decisions, so this

component gives the apprentice the opportunity to demonstrate evidence in this way. It is typical for Early Years Practitioners to present their analysis of case studies to others and be questioned on their findings.

Delivery

The presentation will be based on the case study carried out in component 1 and will summarise and make reference to the case study report.

The presentation content will be completed and submitted 12 weeks after the gateway at the same time as the case study report and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and ensure the apprentice is not being aided in some way.

There will be a 40-minute presentation and questioning, split into typically 20 minutes for the presentation and typically 20 minutes questioning. This presentation requires the apprentice to illustrate the Knowledge, Skills and Behaviours that are mapped to this assessment method. The independent 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 independent assessor will ask a minimum of 4 questions at the end of the presentation.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs.

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)
- notes

The presentation will be conducted as follows:

The presentation will take place on a one-to-one basis between the independent assessor and the apprentice.

The way in which the content of the presentation is made is not prescriptive.

A copy of the project report and presentation must be sent to the EPAO 12 weeks after the gateway and the independent assessor must have at least 2 weeks in advance of the assessment to review the report and presentation and prepare questions. The apprentice must also be given two weeks' notice of the presentation date. The presentation submission must be a hard copy and/or electronic slide deck. When submitted, this must outline details of any visual

aids to be used and specify any equipment required. The EPAO must ensure these are available on the day of assessment.

The presentation must be formal in tone and be well-balanced in its use of visuals, text, and other supporting elements e.g., audio, documents, small scale demonstrations etc.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider's premises)

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can also be used to conduct the presentation, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Only the independent assessor will observe the presentation. A representative from the EPAO may be present when necessary for moderation purposes.

Question and resource development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop test specifications and question banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs, must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- question bank
- assessment specifications

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit, or distinction.

Independent assessors must individually grade the observation with questions professional discussion supported by a portfolio of evidence and case study with report and presentation and questioning assessment methods, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

To gain an overall EPA pass, apprentices must achieve a pass in all the assessment methods.

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

Assessment 1: Observation with Questions	Assessment 2: Professional Discussion underpinned by a portfolio	Assessment 3: Case study with report and presentation with questioning	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Distinction	Distinction	Pass	Merit
Distinction	Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the discretion of the employer. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

If the Case Study assessment method is failed, the apprentice is not required to undertake a new project. Instead, they should submit an amended project report or presentation.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake at least 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the level of the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA

	<ul style="list-style-type: none"> • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice • provide the EPAO with any workplace specific policies, requirements and or instructions as requested at least two weeks in advance of the apprentice being assessed
EPAO	<ul style="list-style-type: none"> • As a minimum, EPAOs should: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices,

	<p>employers and training providers to prepare for the EPA</p> <ul style="list-style-type: none"> • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed
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	<ul style="list-style-type: none"> • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of

	<p>assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</p> <ul style="list-style-type: none"> • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	<p>As a minimum, the training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable, and consistent assessment across employers, places, times, and independent assessors
- appoint independent assessors who: hold a relevant Level 6 qualification, hold a qualification that meets the criteria as set by Department for Education* and have 2 years postgraduate relevant experience within Early Years Practice. Their knowledge and skills must be maintained through ongoing CPD through their employment as an independent assessor.
- appoint independent assessors who are competent to deliver the end-point assessment
- operate induction training for independent assessors
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

Value for Money

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises
- scheduling the professional discussion and presentation with questioning on the same day

Professional body recognition

This apprenticeship covers the Department for Education criteria for level 3 Early Years qualifications (Early Years Educator) and is designed to prepare successful apprentice to meet the requirements for registration as a Level 5 Early Years Lead Practitioner.

* Department for Education criteria can be found here: <https://www.gov.uk/guidance/early-years-qualifications-finder>

Mapping of knowledge, skills and behaviours (KSBs)

End-point assessment method 1: Observation with questions

Knowledge
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.
K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.

Skills
S2 Promote equality of opportunity and anti-discriminatory practice.
S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.
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.
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.
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.
S17 Plan, carry out and guide appropriate physical care routines for individual children.
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.
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.

Behaviours
B2 Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.
B3 Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.
B4 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.
B5 Positive and proactive member of the team, being assertive and exercising diplomacy.
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.

End-point assessment method 2: Professional discussion underpinned by a portfolio

Knowledge
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.
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.
K16 How to promote inclusion, equality and diversity in the sector and why it is essential.
K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.
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.
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.

Skills
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.
S16 Use reflection to develop themselves both professionally and personally to enhance their practice.
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.
S21 Ensure the security and confidentiality of data, records and information in line with current legislation.
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.

Behaviours

B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.

B6 Reflective practitioner

B9 Receptive and open to challenge and constructive criticism.

End-point assessment method 3: Case Study with report and presentation with questioning

Knowledge

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.

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.

K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.

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.

K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.

Skills

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.

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.

S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.

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.

Grading descriptors

Assessment method 1: Observation with questions

Fail: Does not meet the pass criteria

KSBs	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the distinction descriptors below
The Unique Child		
<p>K1, K4, K14 S2, S4, S17, S23, S24 B3</p>	<p>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)</p> <p>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)</p> <p>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</p>	<p>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)</p> <p>Critically evaluate all systems including transitions and develop processes, accounting for all children's and families' needs. (K14, S4)</p> <p>Evaluates their own approach to challenging issues and how</p>

	<p>in the planning and provision needed for their individual care and development (K14, S4)</p> <p>Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)</p>	<p>undertaking difficult conversations may impact the outcome (S23)</p>
Learning and Development		
<p>S3, S5, S6, S7, S8 B4, B7, B8</p>	<p>Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S7)</p> <p>Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum (S3)</p> <p>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)</p> <p>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)</p> <p>Demonstrates how to support and promote all children's speech,</p>	<p>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)</p> <p>Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S5, S6)</p> <p>Critically appraises how the support of children's speech, language and communication development is promoting a</p>

	language and communication development, including determining and adapting appropriate responses and interventions. (S8)	language and interactive rich environment for all. (S8)
Leaderful Practice		
K17 S10, S14, S15, S20, S22 B2, B5	<p>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)</p> <p>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)</p> <p>Co-ordinates an effective and robust key person system to support children's development (S14)</p> <p>Demonstrates current and contemporary influences on their pedagogical approach and practice (S15)</p> <p>Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures</p>	<p>Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others (K17, S22)</p> <p>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)</p> <p>Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding. (S15)</p> <p>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</p>

	including leading, modeling, and evaluating within practice. (S20)	dissemination of procedures. (S20)
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Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Fail: Does not meet the pass criteria

KSBs	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the distinction descriptors below
Effective Implementation of Legislation and Guidance		
K5, K16, K20, K21 S11, S25, S26 B1	<p>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)</p> <p>Explain and justify the strategies they have used when collaborating with parents and stakeholders. (K21)</p> <p>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)</p>	<p>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)</p> <p>Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)</p> <p>Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)</p>

	<p>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)</p> <p>Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>	<p>Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family (K16, B1)</p> <p>Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>
<i>Effective Promotion of Development, Health & Wellbeing</i>		
<p>K6, K12 S18, S19</p>	<p>Explains theories of self-regulation, resilience and well-being and the importance for children's holistic development and life experiences. (K6)</p> <p>Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)</p> <p>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)</p> <p>Explains how they develop, model, and implement the range strategies they utilise to understand the holistic needs of children within the setting (S19)</p>	<p>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)</p> <p>Evaluates current and contemporary approaches to emergent literacy and numeracy (K12)</p> <p>Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)</p> <p>Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children (S19)</p>

<i>Continual Professional Development</i>		
K18 S16 B6, B9	<p>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)</p> <p>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)</p>	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)
<i>Administrative</i>		
K19 S21	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)	

Assessment method 3: Case study with report and presentation and questioning

Fail: Does not meet the pass criteria

KSBs	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the distinction descriptors below
Child Development		
K2, K3, K7, K8 S1, S12	<p>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)</p> <p>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)</p> <p>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)</p> <p>Explains theories of attachment that promote effective relationships between staff and children. (K7)</p>	<p>Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice (K2, K3, S1)</p> <p>Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice (S12)</p>

Observation and Assessment Planning		
<p>K9, K10, K13 S9, S13</p>	<p>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)</p> <p>Explains how children’s creativity and curiosity is encouraged and how this benefits learning. (K10)</p> <p>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)</p>	<p>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)</p> <p>Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. (K10)</p>
Reflective Practice		
<p>K11, K15</p>	<p>Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)</p> <p>Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)</p>	<p>Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)</p> <p>Facilitates an enabling environment through application of theoretical knowledge. (K15)</p>