

Early Years Lead Practitioner Level 5 End-Point Assessment

ST0551/01 Version 1.0 Specification

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Introduction

Title: Early Years Lead Practitioner
Standard: ST0551/AP01 v1.0
Level: 5

Welcome to the Best Practice Network End-Point Assessment Organisation (BPN EPAO) specification document for the Early Years Lead Practitioner Level 5 Apprenticeship Standard, the purpose of which is to provide information to users about the End Point Assessment (EPA).

BPN is a leading national provider of CPD and assessment, specialising in the education sector. Our programmes include National Professional Qualifications in school leadership and subject specialisms, Initial Teacher Training, Early Years Initial Teacher Training, Higher Level Teaching Assistant status and the Diploma for School Business Managers. We provide end-point assessment for the Early Years Lead Practitioner Level 5 and other Apprenticeship Standards.

Our core values define what we stand for and how we do things, helping us to work together in the most fulfilling way to provide the best service to our clients.



Inspire learning

We aim to change lives for the better by inspiring and developing colleagues working in education. As a team and a network, we inspire each other to grow personally and professionally.



Work together

Across the network, personal relationships and collaboration are at the heart of what we do. We show care and support for our candidates, partners and colleagues, and we go the extra mile to get things done.



Act with integrity

We can be trusted and we do what we say we will. We are open and straightforward, tackling challenges head-on rather than avoiding them. We treat each other with respect and dignity.



Strive for excellence

We have high expectations of ourselves and others. We invest and innovate to deliver the best learning, systems and outcomes. We keep things simple, use evidence and embrace change to achieve our best.

Occupational Profile

This occupation is found in a range of settings which can include day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care settings, out of school environments and local authority provision. The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play based learning, supporting others to develop their own practice. They are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. They engage

with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies. In their daily work, an employee in this occupation interacts with children aged birth to eight years, families, practitioners, other professionals and appropriate agencies. An employee in this occupation will be responsible for supporting the quality of learning and development in their setting. They lead on the operational aspects of this provision and are typically responsible for leading other practitioners, an aspect or environment such as Communication and Language, Planning and Assessment, Forest School, Physical Activity and Nutrition. They usually report directly to the head of the setting (The Manager, The Leader, The Director).

Typical job titles (taken from the IfATE description) include:

Assistant manager	Baby room leader	Deputy manager	Early years coordinator
Early years foundation stage lead or coordinator	Early years officer		
Early years practitioner	Early years support worker	Education welfare officer	
Health play specialist	Higher level teaching and learning assistant	Hospital play worker	
Key worker	Lead baby room practitioner	Lead practitioner	Nursery officer
Pastoral assistant	Pastoral care manager	Play leader	Pre-school leader
Room leader	Senior key worker	Senior practitioner	
Specialist practitioner in child development (health), community nursery nurse			

Qualification objective and KSBs

The objective of the qualification is to equip early years practitioners with the knowledge, skills and behaviours required to be occupationally competent in their role. This will enable them to be competent to carry out the duties set out in the **Early Years Lead Practitioner L5 Assessment Plan Version 1.0**

The knowledge, skills and behaviours required for occupational competence, and the relevant assessment method are summarised in Appendix A below.

Gateway requirements

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. As the EPAO, BPN EPAO determines when all other gateway requirements have been met, and the EPA period will only start once we have 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.)

End-Point Assessment

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.

Apprentices will be assessed according to the requirements of the **Early Years Lead Practitioner L5 Assessment Plan Version 1.0**

As an EPAO, BPN EPAO tests the apprentice against the entire standard through 3 assessment methods:

- **Observation with questions**
- **Professional discussion underpinned by a portfolio of evidence**
- **Knowledge Test**

The knowledge, skills and behaviours (KSBs) to be tested by each assessment method are set out within the Assessment Plan. Apprentices registered with BPN EPAO will have access to a range of resources to support preparation for, and understanding of, the EPA.

BPN EPAO independent assessors are selected for their sector expertise and their assessment experience. Our team will assess and grade each assessment activity separately and combine the results to determine the EPA and apprenticeship grade. Each assessment method will be graded fail, pass or distinction.

Observation with questions

Overview

This assessment method has 1 component. An observation with questions involves an independent assessor, appointed by BPN EPAO, 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.

Delivery

BPN 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., no. 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 rearranged 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 BPN EPAO's policy around exceptional circumstances applies.

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

BPN EPAO will manage the invigilation of apprentices during breaks in order to maintain security of the assessment in line with our malpractice policy.

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

Apprentices will 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 BPN 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 will 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 BPN 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 will ask follow-up questions where clarification is required and will 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 BPN 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

BPN EPAO will 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.

Professional discussion underpinned by a portfolio

Overview

This assessment will take the form of a professional discussion which will 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.

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 our 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 BPN EPAO's Reasonable Adjustments policy.

During this method, the independent assessor will combine questions from the BPN 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 appointed by BPN EPAO will use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. They 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.

The professional discussion will 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 and will use the assessment tools and procedures that are set by the BPN EPAO to record the professional discussion.

KSBs met and answers to questions, will be recorded in writing by the independent assessor who 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 BPN EPAO (for example a training provider's premises)
- video conferencing

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

Portfolio of evidence

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 will not be marked by BPN EPAO. Our independent assessors will review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

Case study with report and presentation and questioning

Overview

The assessment method is the completion of a case study, and the outcome will be a case study report and presentation. The case study report will be based on a case study that the apprentice has done with an individual child or group of children. 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. BPN EPAO as the EPAO, will 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 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 BPN 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.

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 endpoint assessment plan.
- The EPAO will sign off the project title in consultation with the employer within 2 weeks of the gateway

Delivery – Case study report

Apprentices will conduct a case study and produce a case study report either paper based or electronically. The case study starts after the apprentice has gone through 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 BPN 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 and will make all grading decisions.

Delivery – 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 presentation will be based on the case study carried out 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, BPN EPAO will 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 and 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 BPN 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 will be given at 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. BPN EPAO will 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 who 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, if so, BPN EPAO has 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 BPN EPAO, as the EPAO, may be present when necessary for moderation purposes.

Order of 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.

Order of assessment methods

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.

How apprentices are supported for end-point assessment

We believe the key to maximising the potential for an apprentice to perform to the best of their ability on the day of assessment, is to help them to be fully prepared in terms of what to expect.

BPN EPAO will provide registered apprentices/training providers with the following resources before they approach gateway assessment:

- A training/provider/employer handbook
- An apprentice handbook
- A briefing document for apprentices and their employers on assessment method requirements, including guidance on:
 - the process / timescales for the observation as well as a description of the purpose of the observation
- Word document templates for all documentation required by BPN EPAO at Gateway
- A Portfolio of Learning guidance document.
- A sample test and mark scheme
- A Portfolio of evidence confirmation and tracking form document that apprentices use to confirm requirements of the portfolio and track coverage of the KSBs against the documents selected.

Completion and certification

BPN EPAO activate certification following successful completion of all EPA and IEPA activity. Outcomes are shared with the certificate issuing authority to ensure the apprentice receives their certificate.

Why choose BPN EPAO

We are an approved End-Point Assessment Organisation specialising in EPA delivery across education and early years standards and sectors. Our understanding of these sectors is underpinned by our experience as a leading national provider of school and early years leadership and professional development programmes. We provide clear and detailed guidance documentation, along with proactive service and support, to help maximise the potential for all apprentices to fulfil their potential.

Appendix A – Grading of knowledge, skills and behaviours

Assessment method 1: Professional discussion underpinned by portfolio

Fail – does not meet pass criteria

Theme 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, S1, S2, 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 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>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 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, language and communication development, including determining and adapting appropriate responses and interventions. (S8)</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 language and interactive rich environment for all. (S8)</p>
<p>Leaderful Practice</p>		
<p>K17, S10, S14, S15, S20, S22, B2, B5</p>	<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>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</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 including leading, modelling, and evaluating within practice. (S20)</p>	<p>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 dissemination of procedures. (S20)</p>
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Assessment method 1: Professional discussion underpinned by a portfolio of evidence

Fail – does not meet pass criteria

Theme 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>Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and impartial strategies, that value equality</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>Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours</p>

	<p>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>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>
Effective Promotion of Development, Health & Wellbeing		
K6, K12 S18, S19	<p>Explains theories of self-regulation, resilience and wellbeing and the importance for children’s holistic development and life experiences. (K6) Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12) Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children. (S18) Explains how they develop, model, and implement the range strategies they utilise to understand the holistic needs of children within the setting (S19)</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>
Continual Professional Development		
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) 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>	<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)</p>
Administrative		

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

Theme 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		
K9, K10, K13 S9, S13	<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>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>

	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)	Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. (K10)
Reflective Practice		
K11, K15	Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11) Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)	Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11) Facilitates an enabling environment through application of theoretical knowledge. (K15)

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.

BPN EPAO will 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