ST1077/V

Draft end-point assessment plan for the Early years teacher (EYTS) apprenticeship

Apprenticeship reference number	Level of this end-point assessment (EPA)	Integration
ST1077	6	Degree-apprenticeship

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Introduction and overview

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This document explains the requirements for end-point assessment (EPA) for the early years teacher (eyts) degree-apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Early years teacher (EYTS) apprentices, their employers and training provider should read this document.

A degree-apprenticeship awards a degree with the achievement of the apprenticeship. The degree learning outcomes must be aligned with the knowledge, skills and behaviours (KSBs) in the apprenticeship. The degree must be completed, passed and awarded alongside the early years teacher (eyts) degree-apprenticeship.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

A degree-apprenticeship must be delivered by a Higher Education Provider (HEP) that is on the apprenticeship providers and assessment register (APAR). The selected HEP must be the training provider and the EPAO. The apprentice's employer must select a HEP from this register.

If the HEP is using a credit framework, the EPA must contribute to the total credit value, and must be delivered in line with this EPA plan. However, the number of credits devoted to EPA may vary across HEP's. The recommended EPA contribution is 30 credits of the total credit value.

A full-time early years teacher (eyts) apprentice typically spends 33 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

This EPA should then be completed within an EPA period lasting typically 3 months.

Occupational competence is outlined by the EPA grade descriptors and determined, when assessed in line with this EPA plan, by an independent assessor who is an occupational expert and confirms the overall EPA grade.

This EPA has 2 assessment methods.

Assessment method 1 - presentation with questions:

- fail

- pass

Assessment method 2 - professional discussion underpinned by portfolio of evidence:

- fail

- pass

The result from each assessment method is combined to decide the overall degree-apprenticeship grade. The following grades are available for the degree-apprenticeship:

- fail

- pass

EPA summary table

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On-programme - typically 33 months	The apprentice must: - complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this degree-apprenticeship's standard - complete training towards English and mathematics qualifications in line with the apprenticeship funding rules - compile a portfolio of evidence - work towards all required elements of the early years teacher (eyts) degree-apprenticeship except undertaking the EPA. The qualification required is: A BA (Hons) or BSc (Hons) that fully aligns to the KSBs and leads to the award of early years teacher status (EYTS).
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: - confirm they are ready to take the EPA - have achieved English and mathematics qualifications in line with the apprenticeship funding rules - have completed and passed all required elements of the early years teacher (eyts) degree-apprenticeship except the EPA For the professional discussion underpinned by portfolio of evidence, the apprentice must submit a portfolio of evidence.

	Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 3 months	**The grades available for each assessment method are below** Presentation with questions: - fail - pass Professional discussion underpinned by portfolio of evidence: - fail - pass **Overall EPA and degree-apprenticeship can be graded:** - fail - pass
Professional recognition	This degree-apprenticeship aligns with: - Department for Education for Early years teacher status
Re-sits and re-takes	The details for re-sits and re-takes are below: - re-take and re-sit grade cap: pass - re-sit timeframe: typically 2 months - re-take timeframe: typically 3 months

Duration of end-point assessment period

[Edit duration of end-point assessment period form](#)

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

[Edit epa gateway form](#)

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- have completed and passed all required elements of the A BA (Hons) or BSc (Hons) that fully aligns to the KSBs and leads to the award of early years teacher status (EYTS). degree-apprenticeship except the EPA

- submit a portfolio of evidence for the professional discussion underpinned by portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence across baby, toddler and pre-school children during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. 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 and records, for example:

- workplace policies and procedures

- workplace evidence of leading and supporting others

- observation records

- session plans

- leading and supporting documents

- leadership action plan

- witness statements

- performance reports

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

[Edit order of assessment methods form](#)

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.

Presentation with questions

[Edit presentation with questions form](#)

Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses understanding of a subject it assesses knowledge and skills that cannot be directly observed in practice

- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation

- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role

- it allows for the presentation of evidence and testing of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

Delivery

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the presentation with questions.

The presentation must cover: The presentation must be underpinned by a substantial research project that has been completed during the degree programme and the presentation must cover:

- Teachers' Standards (Early Years) 2 - Promote good progress and outcomes by children

- Teachers' Standards (Early Years) 3 - Demonstrate good knowledge of early learning and EYFS

- Teachers' Standards (Early Years) 5 - Adapt education and care to respond to the strengths and needs of all children

- Teachers' Standards (Early Years) 7 - Safeguard and promote the welfare of children, and provide a safe learning environment

- Teachers' Standards (Early Years) 8 - Fulfil wider professional responsibilities

The above will typically be based on a 60 credit research project completed on programme.

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The apprentice must submit any presentation materials to the EPAO by the end of week 2 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment

- flip chart and writing and drawing materials

- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to seek clarification where required

- to assess the level of competence against the grading descriptors

The presentation and questions must last 65 minutes. This will typically include a presentation of 20 minutes and questioning lasting 45 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 8 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the presentation with questions:

- independent assessor EPA materials which include:
    o training materials
    o administration materials
    o moderation and standardisation materials
    o guidance materials
    o grading guidance
    o question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by portfolio of evidence

[Edit professional discussion underpinned by portfolio of evidence form](#)

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively

- it allows for the assessment of KSBs that do not occur on a predictable or regular basis

- it allows for assessment of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- Teachers' Standards (Early Years) 1 - Set high expectations which inspire, motivate and challenge all children

- Teachers' Standards (Early Years) 2 - Promote good progress and outcomes by children

- Teachers' Standards (Early Years) 4 - Plan education and care taking account of the needs of all children

- Teachers' Standards (Early Years) 5 - Adapt education and care to respond to the strengths and needs of all children

- Teachers' Standards (Early Years) 6 - Make accurate and productive use of assessment

- Teachers' Standards (Early Years) 7 - Safeguard and promote the welfare of children, and provide a safe learning environment

- Teachers' Standards (Early Years) 8 - Fulfil wider professional responsibilities

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 75 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must explain to the apprentice the format and timescales of the professional discussion before it starts. This does not count towards the assessment time.

The independent assessor must ask at least 12 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by portfolio of evidence:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

[Edit add grade descriptor formEdit mapping of ksbs to grade themes formEdit available grades form](#)

Presentation with questions

Fail - does not meet pass criteria

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
Teachers' Standards (Early Years) 2 - Promote good progress and outcomes by children K5 K7 K8 K19 K20 K34 B1	Applies relational theories and early years educational paradigms and evaluates their impact on child development and relationships. (K5, K7) Effectively uses pedagogical strategies and approaches, including play-based learning and observations, to enhance child learning and development. (K8, K19, K20) Demonstrates accountability in leading practice and for children's outcomes in line with current policy, statutory and non-statutory frameworks, and

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
	guidance relevant to the setting and the community. (K34, B1)
Teachers' Standards (Early Years) 3 - Demonstrate good knowledge of early learning and EYFS K1 K2 K3 K10 K11 K12 K55 S8 S9 S36	Applies early childhood development theories, principles, and research, and their impact on children's learning and development within statutory frameworks. (K1, K2) Applies pedagogical approaches to early language, literacy, and mathematics, emphasising the importance of fostering a love for reading and numeracy in

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
	children in how these support children when starting school. (K10, K11, K12, S8, S9)
	Ensures the curriculum meets the needs of all children, respecting their rights and maintaining high-quality standards through effective quality assurance practices. (K55, S36)
	Analyses the communication and language needs of babies and children, including the relationship between early literacy, using approaches to the pedagogy of early reading and literacy. (K3, S8)

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
Teachers' Standards (Early Years) 5 - Adapt education and care to respond to the strengths and needs of all children K4 K22 K23 K24 K54	Utilises patterns of typical and atypical development and methods of supporting all children when considering their current and future needs, with reference to theories of transition to address the impacts of transitions children will experience. (K4, K22) Applies statutory and non-statutory frameworks for early years and SEND provision

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
	and evaluates theories and principles of working with parents to enhance early years practice. (K23, K24, K54)
Teachers' Standards (Early Years) 7 - Safeguard and promote the welfare of children, and provide a safe learning environment K27 K28 K30 K35 K36 K37 K48 S14 S23 S30 B2	Explains how they value and promote a culture of safeguarding, ensuring all children's health and wellbeing is prioritised through applying the principles of safeguarding and child protection, statutory frameworks and duties with regard to safeguarding and SEND, and their own professional

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
	curiosity. (K27, K28, K30, B2)
	Evaluates the factors that impact health and wellbeing in children making use of contemporary research and considering the importance of them to children's holistic development, advocating for children's rights and supporting colleagues in doing the same. (K35, K36, K37, S30)
	Translates national policies into local contexts when applying the principles of safeguarding and child protection in line with statutory

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
	requirements and local approaches to ensure support for parents, carers, and families in providing enabling home environments for children. (K48, S23, S14)
Teachers' Standards (Early Years) 8 - Fulfil wider professional responsibilities K39 K40 K46 K47 K49 K50 K51 S17 S18 S19 S20 S21 S22	Applies ethical approaches to advocacy and the principles of practice-based enquiry, to analyse outcomes and embed learning in practice. (K39, K40, S17, S18) Applies methods of identifying, evaluating and analysing evidence bases. (K46)

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
	Critically analyses theories, evidence bases and policy to inform practice, translating national policies to local contexts, and aligning policy, processes and procedures with practice. (K47, S20, S21, S22)
	Applies theories and approaches to leadership in an early years context. (K49, K50)
	Manages change in early years practice to drive improvement and quality. (K51, S19)

Professional discussion underpinned by portfolio of evidence

Fail - does not meet pass criteria

| Theme

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| Teachers' Standards (Early Years) 1 - Set high expectations which inspire, motivate and challenge all children K16 K17 K18 S13 B6 B9 | |

Theme KSBs	F A c t c
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Teachers' Standards (Early Years) 2 - Promote good progress and outcomes by children. K6 S7 S15 S28	
	E p t b u c a i c
Teachers' Standards (Early Years) 4 - Plan education and care taking account of the needs of all children K9 K13 K15 S1 S2 S3 S10 S16	

Theme KSBs	R...
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Teachers' Standards (Early Years) 5 - Adapt education and care to respond to the strengths and needs of all children K14 K25 K26 S11 S12	J... e... c... s...

Theme KSBs	**F** **A** **t** **c**
	a t a v (E p p p r i S
Teachers' Standards (Early Years) 6 - Make accurate and productive use of assessment K21 S4 S5 S6	A c c a t u i p p C c c c u L c e

Theme KSBs	**F** **A** **t** **c**
	le ir t p r e e c
Teachers' Standards (Early Years) 7 - Safeguard and promote the welfare of children, and provide a safe learning environment K29 K31 K32 K38 K56 S24 S25 B4	C ic c v v t ir c c v a a s c (J p p a b k s a

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Teachers' Standards (Early Years) 8 - Fulfil wider professional responsibilities K33 K41 K42 K43 K44 K45 K52 K53 S26 S27 S29 S31 S32 S33 S34 S35 B3 B5 B7 B8	J... y... f...

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Overall EPA grading

[Edit overall epa grading form](#)

Performance in the EPA determines the overall grade of:

- fail

- pass

An independent assessor must individually grade the presentation with questions and professional discussion underpinned by portfolio of evidence in line with this EPA plan.

An independent assessor must individually grade the

- Presentation with questions An independent assessor must individually grade the
    - Professional discussion underpinned by portfolio of evidence

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. The apprentice must pass both assessment methods to achieve a pass.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Presentation with questions	Professional discussion underpinned by portfolio of evidence	Overall Grading
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass

EPA degree apprenticeship aggregation

[Edit epa degree apprenticeship aggregation form](#)

The outcome of the EPA must be aggregated with the degree to enable the degree-apprenticeship to be awarded.

Once the overall EPA grade has been determined, aggregation can be achieved in a variety of ways. This will be determined during the creation of the degree-apprenticeship. Examples of how this aggregation can work include:

- each assessment method grade, and therefore the overall EPA grade, can be converted to marks or percentages however these must be an absolute figure and not a range

- alternatively, the overall EPA grade can be used directly

HEPs can explore other ways of aggregating the EPA with the degree outcomes in line with the latest IfATE degree-apprenticeship policy

Re-sits and re-takes

[Edit re-sits and re-takes form](#)

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. 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 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

[Edit roles and responsibilities form](#)

Roles	Responsibilities
Apprentice	As a minimum, the apprentice should: • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules as arranged by the employer and training provider • understand the purpose and importance of EPA

Roles	Responsibilities
	• prepare for and undertake the EPA including meeting all gateway requirements • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan
Employer	As a minimum, the apprentice's employer must: • select the HEP (and therefore the training provider and EPAO) • 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 off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner • provide 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 allows appropriate opportunity for the apprentice to meet the KSBs. • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place

Roles	Responsibilities
	• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt from the EPAO

EPAO - HEP	As a minimum, the EPAO (HEP) must:
	
	• conform to the requirements of the apprenticeship provider and assessment register
	
	• conform to the requirements of this EPA plan and deliver its requirements in a timely manner
	
	• conform to the requirements of the external quality assurance provider (EQAP)
	
	• understand the degree-apprenticeship, including the apprenticeship standard, EPA plan and funding
	
	• 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)
	
	• maintain and apply a policy for the declaration and management of conflict of interests and independence which ensures, as a minimum, no personal benefit or detriment is received by those delivering the EPA or from the result of an assessment and covers:
	
	    o apprentices
	
	    o employers
	
	    o assessors
	
	    o the HEP's role as a training provider
	
	    o any other roles involved in delivery or grading of the EPA

Roles	Responsibilities
	- have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of IQA activity for external quality assurance (EQA) purposes - appoint independent, competent and suitably qualified assessors in line with the requirements of this EPA plan - where required to facilitate the EPA, appoint administrators, invigilators and any other roles - deliver induction, initial and on-going training for all assessors, and if used administrators and invigilators and any other roles involved in delivery or grading of the EPA specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required - standardise all assessors, before allowing them to deliver EPAs and: - when the EPA is updated - at least once a year - moderate their decisions once EPAs have begun - monitor the performance of all assessors and provide re-training where necessary - develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders - use language in the development and delivery of the EPA that is appropriate to the level of the degree-apprenticeship - arrange for the EPA to take place in a timely manner, in consultation with the employer

Roles	Responsibilities
	• provide information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met • host and facilitate the EPA or make suitable alternative arrangements • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation, security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall EPA grade • arrange the certification of the degree-apprenticeship • conduct appeals where required, according to the EPAO's appeals procedure
Training provider - HEP	As a minimum, the training provider (HEP) must: • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • 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 outlined in the apprenticeship standard • deliver training to apprentices as outlined in their learner agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA

Roles	Responsibilities
	• advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan
Independent assessor	As a minimum, an independent assessor must: • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • not be employed by the same organisation as the apprentice or employed by an organisation on IfATE's directory of professional and employer-led bodies (employer directory) that supports external quality assurance. • be current and active in the occupation, for example be sourced from the industry or a professional body • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have authority to represent the professional body where the EPA is acting as the professional body's assessment process (if necessary and permitted in the EPA plan) • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the degree-apprenticeship (occupational standard and EPA plan) • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the degree-apprenticeship

Roles	Responsibilities
	• work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in accordance with the EPA plan • make all final grading decisions on an apprentice's occupational competence in accordance with grading descriptors in this EPA plan • if an assessor panel is used, the independent assessor must chair and make final grading decisions • record and report all assessment outcome decisions for each apprentice • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
External examiner	As a minimum, the external examiner must: • confirm the EPA has been delivered in accordance with the EPA plan • accept, and therefore not change, the EPA grading decisions made by the independent assessor • comply with the requirements of the EPA plan and IfATE policies • comply with the requirements, policies, and procedures of the EQA provider • be independent of the apprentice, and the employing organisation who are involved in delivering the degree-apprenticeship • be independent of the delivery and awarding of the EPA • not have been involved in the teaching or on-programme assessment of the apprentice

Reasonable adjustments

[Edit reasonable adjustments form](#)

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment

- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration

- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

[Edit internal quality assurance form](#)

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 6 gained in the last 3 years or significant experience of the occupation or sector

- meet the following minimum requirements:

  - must hold either early years teacher status (eyts), early years professional status (eyps) or qualified teacher status (qts)

Value for money

[Edit value for money form](#)

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

- utilising digital remote platforms to conduct applicable assessment methods

- using the employer's premises

- conducting assessment methods on the same day

Professional recognition

Edit professional recognition form

This degree-apprenticeship aligns with:

- Department for Education for Early years teacher status

Mapping of KSBs to assessment methods

Edit mapping of ksbs to assessment methods form

Knowledge	Assessment methods
K1 The theories, principles, and approaches to early childhood development the associated research and evidence bases, and the impact on children's learning and development.	Presentation with questions
K2 The areas of effective learning development, within statutory frameworks.	Presentation with questions
K3 The communication and language needs of babies and children including the relationship between early literacy .	Presentation with questions
K4 Patterns of typical and atypical development, and how to support all children considering their current and future needs.	Presentation with questions
K5 Relational theories and their impact on children's development and relationships.	Presentation with questions
K6 The importance of attachment theory within a relational context, and the significance of the key person.	Professional discussion underpinned by portfolio of evidence

Knowledge	Assessment methods
K7 The principles of the different paradigms influencing early years education and care.	Presentation with questions
K8 Pedagogical strategies and approaches to learning (for example play, approaches to adult-led teaching, sustained shared thinking, group learning and relational approaches).	Presentation with questions
K9 Methods to evaluate pedagogical approaches to inform their own approach.	Professional discussion underpinned by portfolio of evidence
K10 Approaches to the pedagogy of early language and literacy and the importance of developing a love of early reading.	Presentation with questions
K11 Approaches to the pedagogy of early mathematics and the importance of a love of early number.	Presentation with questions
K12 How early mathematics, early literacy, children's holistic communication development, and the prime areas of learning support children when starting school.	Presentation with questions
K13 How to plan experiences to support learning, based on an understanding of children's interests and needs.	Professional discussion underpinned by portfolio of evidence
K14 How to adapt education and care to support all children.	Professional discussion underpinned by portfolio of evidence

Knowledge	Assessment methods
K15 The principles of co-construction of the curriculum.	Professional discussion underpinned by portfolio of evidence
K16 The factors that contribute to enabling environments and how to adapt environments to the needs of children.	Professional discussion underpinned by portfolio of evidence
K17 The impact of enabling environments, in the setting and in the home, on children's learning and development.	Professional discussion underpinned by portfolio of evidence
K18 The impact of environmental factors, trauma and stress on children's learning and development.	Professional discussion underpinned by portfolio of evidence
K19 The importance of play-based opportunities in children's learning and development.	Presentation with questions
K20 The principles and approaches to observations, of children's play.	Presentation with questions
K21 The implications of observation and assessment on practice.	Professional discussion underpinned by portfolio of evidence
K22 Theories of transition, the range of transitions that children will experience, and the impact of transition on children.	Presentation with questions
K23 The statutory and non-statutory frameworks and guidance for provision in early years.	Presentation with questions

Knowledge	Assessment methods
K24 The statutory and non-statutory frameworks and guidance for SEND provision in early years.	Presentation with questions
K25 How to access additional support for all children who need it	Professional discussion underpinned by portfolio of evidence
K26 The principles, processes, and procedures related to early identification of SEND.	Professional discussion underpinned by portfolio of evidence
K27 The principles of safeguarding and child protection.	Presentation with questions
K28 The statutory frameworks and statutory duties required with regards to safeguarding and SEND.	Presentation with questions
K29 Local approaches to safeguarding and child protection and how these vary.	Professional discussion underpinned by portfolio of evidence
K30 The principles of professional curiosity in the context of safeguarding.	Presentation with questions
K31 The principles of professional accountability within early years, and how this relates to the role of key person, safeguarding, and advocacy for children.	Professional discussion underpinned by portfolio of evidence
K32 The other professionals that contribute to the multi-agency system that supports children, young people, and families.	Professional discussion underpinned by portfolio of evidence

Knowledge	Assessment methods
K33 How early years professionals fit within, and contribute to, the multi-agency system that supports children, young people, and families.	Professional discussion underpinned by portfolio of evidence
K34 Current policy, statutory and non-statutory frameworks, and guidance relevant to the setting and the community.	Presentation with questions
K35 The factors that impact health and wellbeing in children.	Presentation with questions
K36 The importance of health and wellbeing as a factor in children's holistic development.	Presentation with questions
K37 The theories and contemporary research underpinning approaches to supporting children's health and wellbeing.	Presentation with questions
K38 Respectful and nurturing personal care practices, and how these impact on children's development.	Professional discussion underpinned by portfolio of evidence
K39 Ethical approaches to advocacy.	Presentation with questions
K40 The principles of practice-based enquiry.	Presentation with questions
K41 The principles of supervision in an early years context.	Professional discussion underpinned by portfolio of evidence

Knowledge	Assessment methods
K42 Approaches to mentoring, coaching, and supporting others in their professional development.	Professional discussion underpinned by portfolio of evidence
K43 The importance of a scholarly approach to continuing professional development.	Professional discussion underpinned by portfolio of evidence
K44 The purpose of reflection, its impact on children, the early years teacher, and other early years professionals.	Professional discussion underpinned by portfolio of evidence
K45 Approaches to, and models of, reflective practice, including proactive reflection.	Professional discussion underpinned by portfolio of evidence
K46 Methods of identifying, evaluating and analysing evidence bases.	Presentation with questions
K47 Approaches to critically analysing policy and theory.	Presentation with questions
K48 How national policy translates to impact local contexts.	Presentation with questions
K49 Theories and approaches to leadership.	Presentation with questions
K50 The principles of leading in an early years context.	Presentation with questions
K51 Approaches to leading change and improvement.	Presentation with questions

Knowledge	Assessment methods
K52 The purposes of and approaches to recording, storing, reporting, and sharing information in the early years context.	Professional discussion underpinned by portfolio of evidence
K53 The principles of equality, diversity, and inclusion within the early years setting.	Professional discussion underpinned by portfolio of evidence
K54 The theories and principals of working with parents.	Presentation with questions
K55 The rights of the child.	Presentation with questions
K56 How to establish and sustain a safe environment and employ practices that promote children's health and safety.	Professional discussion underpinned by portfolio of evidence
Skill	**Assessment methods**
S1 Apply understanding of child development to observations, assessments, and practice.	Professional discussion underpinned by portfolio of evidence
S2 Plan experiences for children, based on an understanding of their individual interests and needs.	Professional discussion underpinned by portfolio of evidence
S3 Integrate the child's voice into the design of the curriculum.	Professional discussion underpinned by portfolio of evidence
S4	Professional discussion underpinned by portfolio of evidence

Knowledge	Assessment methods
Conduct observations of all children to understand what they are learning, how they are developing and what they are experiencing.	
S5 Lead practitioners in the setting to embed observation of children into daily practice.	Professional discussion underpinned by portfolio of evidence
S6 Analyse and use the outcomes of observations to inform planning and practice.	Professional discussion underpinned by portfolio of evidence
S7 Lead and model strategies to develop and extend children's learning.	Professional discussion underpinned by portfolio of evidence
S8 Apply approaches to the pedagogy of early reading and early literacy.	Presentation with questions
S9 Apply approaches to the pedagogy of early mathematics.	Presentation with questions
S10 Critically analyse pedagogies, and evaluate when to apply certain pedagogies in practices.	Professional discussion underpinned by portfolio of evidence
S11 Adapt education and care to all children.	Professional discussion underpinned by portfolio of evidence
S12 Apply the principles, processes, and procedures for the early identification of SEND.	Professional discussion underpinned by portfolio of evidence

Knowledge	Assessment methods
S13 Establish enabling environments, and adapt those environments, to support children's learning and development.	Professional discussion underpinned by portfolio of evidence
S14 Support parents, carers, and families to provide enabling home environments for children.	Presentation with questions
S15 Promote secure attachments and relationships.	Professional discussion underpinned by portfolio of evidence
S16 Reflect on the effectiveness of pedagogy and provision, and lead other practitioners in reflecting on provision.	Professional discussion underpinned by portfolio of evidence
S17 Apply the principles of practice-based enquiry.	Presentation with questions
S18 Analyse the outcomes of practice-based enquiry and embed learning in practice.	Presentation with questions
S19 Manage change in early years practice to drive quality.	Presentation with questions
S20 Critically analyse theories and evidence bases to inform practice.	Presentation with questions
S21 Critically analyse policy and translate policy to local contexts.	Presentation with questions

Knowledge	Assessment methods
S22 Align policy, processes, and procedures with practice.	Presentation with questions
S23 Apply the principles of safeguarding and child protection in line with statutory requirements and local approaches.	Presentation with questions
S24 Identify when a child is at risk, applying an understanding of verbal and non-verbal cues and the norms for individual children.	Professional discussion underpinned by portfolio of evidence
S25 Lead the application of approaches to safe practice.	Professional discussion underpinned by portfolio of evidence
S26 Lead the settings approach to multi-agency working.	Professional discussion underpinned by portfolio of evidence
S27 Mentor or coach early years practitioners within the setting to support their professional development.	Professional discussion underpinned by portfolio of evidence
S28 Lead practitioners to establish a culture of cooperative play learning and development.	Professional discussion underpinned by portfolio of evidence
S29 Apply approaches to team working and leadership within the early years setting.	Professional discussion underpinned by portfolio of evidence
S30 Advocate for, and support colleagues to advocate for, children's rights.	Presentation with questions

Knowledge	Assessment methods
S31 Record, store, and report information on children to a range of audiences.	Professional discussion underpinned by portfolio of evidence
S32 Communicate with colleagues to share information and improve practice.	Professional discussion underpinned by portfolio of evidence
S33 Lead communication with parents, carers, and families.	Professional discussion underpinned by portfolio of evidence
S34 Maintain the rights of the child, including the promotion of equality, diversity and inclusion.	Professional discussion underpinned by portfolio of evidence
S35 Lead the learning and development of staff through peer observation, supervision and support.	Professional discussion underpinned by portfolio of evidence
S36 Quality assure the curriculum and how it meets the needs of all children.	Presentation with questions
Behaviour	**Assessment methods**
B1 Be accountable for leading practice and children's outcomes.	Presentation with questions
B2 Value and promote a culture of safeguarding.	Presentation with questions
B3 Act ethically and responsibly.	Professional discussion underpinned by portfolio of evidence

Behaviour	Assessment methods
B4 Be confident to challenge others.	Professional discussion underpinned by portfolio of evidence
B5 Be proactive in seeking out opportunities for CPD and reflective practice.	Professional discussion underpinned by portfolio of evidence
B6 Be visionary and influence colleagues and others.	Professional discussion underpinned by portfolio of evidence
B7 Establish a culture of cooperative working.	Professional discussion underpinned by portfolio of evidence
B8 Promote equality of opportunity and inclusive practice.	Professional discussion underpinned by portfolio of evidence
B9 Model the positive values, attitudes and behaviours expected of children.	Professional discussion underpinned by portfolio of evidence

Mapping of KSBs to grade themes

[Edit add grade themes formEdit mapping of ksbs to grade themes form](#)

Presentation with questions

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
Teachers' Standards (Early Years) 2 - Promote good progress and outcomes by children K5 K7 K8 K19 K20	Relational theories and their impact on children's development and relationships. (K5) The principles of the different paradigms	None	Be accountable for leading practice and children's outcomes. (B1)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
K34 B1	influencing early years education and care. (K7) Pedagogical strategies and approaches to learning (for example play, approaches to adult-led teaching, sustained shared thinking, group learning and relational approaches). (K8) The importance of play-based opportunities in children's learning and development. (K19) The principles and approaches to observations, of children's play. (K20) Current policy, statutory and non-statutory frameworks, and guidance relevant to the setting and the community. (K34)		
Teachers' Standards (Early Years) 3 - Demonstrate good knowledge of early learning and EYFS K1 K2 K3 K10 K11 K12 K55 S8 S9 S36	The theories, principles, and approaches to early childhood development the associated research and evidence bases, and the impact on children's learning and development. (K1)	Apply approaches to the pedagogy of early reading and early literacy. (S8) Apply approaches to the pedagogy of early mathematics. (S9)	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	The areas of effective learning development, within statutory frameworks. (K2)	Quality assure the curriculum and how it meets the needs of all children. (S36)	
	The communication and language needs of babies and children including the relationship between early literacy . (K3)		
	Approaches to the pedagogy of early language and literacy and the importance of developing a love of early reading. (K10)		
	Approaches to the pedagogy of early mathematics and the importance of a love of early number. (K11)		
	How early mathematics, early literacy, children's holistic communication development, and the prime areas of learning support children when starting school. (K12)		
	The rights of the child. (K55)		
Teachers' Standards (Early Years) 5 - Adapt education and care to respond to	Patterns of typical and atypical development, and how to support all children considering	None	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
the strengths and needs of all children K4 K22 K23 K24 K54	their current and future needs. (K4) Theories of transition, the range of transitions that children will experience, and the impact of transition on children. (K22) The statutory and non-statutory frameworks and guidance for provision in early years. (K23) The statutory and non-statutory frameworks and guidance for SEND provision in early years. (K24) The theories and principals of working with parents. (K54)		
Teachers' Standards (Early Years) 7 - Safeguard and promote the welfare of children, and provide a safe learning environment K27 K28 K30 K35 K36 K37 K48 S14 S23 S30 B2	The principles of safeguarding and child protection. (K27) The statutory frameworks and statutory duties required with regards to safeguarding and SEND. (K28) The principles of professional curiosity in	Support parents, carers, and families to provide enabling home environments for children. (S14) Apply the principles of safeguarding and child protection in line with statutory requirements and local approaches. (S23)	Value and promote a culture of safeguarding. (B2)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	the context of safeguarding. (K30) The factors that impact health and wellbeing in children. (K35) The importance of health and wellbeing as a factor in children's holistic development. (K36) The theories and contemporary research underpinning approaches to supporting children's health and wellbeing. (K37) How national policy translates to impact local contexts. (K48)	Advocate for, and support colleagues to advocate for, children's rights. (S30)	
Teachers' Standards (Early Years) 8 - Fulfil wider professional responsibilities K39 K40 K46 K47 K49 K50 K51 S17 S18 S19 S20 S21 S22	Ethical approaches to advocacy. (K39) The principles of practice-based enquiry. (K40) Methods of identifying, evaluating and analysing evidence bases. (K46) Approaches to critically analysing policy and theory. (K47)	Apply the principles of practice-based enquiry. (S17) Analyse the outcomes of practice-based enquiry and embed learning in practice. (S18) Manage change in early years practice to drive quality. (S19)	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	Theories and approaches to leadership. (K49) The principles of leading in an early years context. (K50) Approaches to leading change and improvement. (K51)	Critically analyse theories and evidence bases to inform practice. (S20) Critically analyse policy and translate policy to local contexts. (S21) Align policy, processes, and procedures with practice. (S22)	

Professional discussion underpinned by portfolio of evidence

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
Teachers' Standards (Early Years) 1 - Set high expectations which inspire, motivate and challenge all children K16 K17 K18 S13 B6 B9	The factors that contribute to enabling environments and how to adapt environments to the needs of children. (K16) The impact of enabling environments, in the setting and in the home, on children's learning and development. (K17) The impact of environmental factors, trauma and stress on children's	Establish enabling environments, and adapt those environments, to support children's learning and development. (S13)	Be visionary and influence colleagues and others. (B6) Model the positive values, attitudes and behaviours expected of children. (B9)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	learning and development. (K18)		
Teachers' Standards (Early Years) 2 - Promote good progress and outcomes by children. K6 S7 S15 S28	The importance of attachment theory within a relational context, and the significance of the key person. (K6)	Lead and model strategies to develop and extend children's learning. (S7) Promote secure attachments and relationships. (S15) Lead practitioners to establish a culture of cooperative play learning and development. (S28)	None
Teachers' Standards (Early Years) 4 - Plan education and care taking account of the needs of all children K9 K13 K15 S1 S2 S3 S10 S16	Methods to evaluate pedagogical approaches to inform their own approach. (K9) How to plan experiences to support learning, based on an understanding of children's interests and needs. (K13) The principles of co-construction of the curriculum. (K15)	Apply understanding of child development to observations, assessments, and practice. (S1) Plan experiences for children, based on an understanding of their individual interests and needs. (S2) Integrate the child's voice into the design of the curriculum. (S3) Critically analyse pedagogies, and evaluate when to apply certain pedagogies in practices. (S10)	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
		Reflect on the effectiveness of pedagogy and provision, and lead other practitioners in reflecting on provision. (S16)	
Teachers' Standards (Early Years) 5 - Adapt education and care to respond to the strengths and needs of all children K14 K25 K26 S11 S12	How to adapt education and care to support all children. (K14) How to access additional support for all children who need it (K25) The principles, processes, and procedures related to early identification of SEND. (K26)	Adapt education and care to all children. (S11) Apply the principles, processes, and procedures for the early identification of SEND. (S12)	None
Teachers' Standards (Early Years) 6 - Make accurate and productive use of assessment K21 S4 S5 S6	The implications of observation and assessment on practice. (K21)	Conduct observations of all children to understand what they are learning, how they are developing and what they are experiencing. (S4) Lead practitioners in the setting to embed observation of children into daily practice. (S5) Analyse and use the outcomes of	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
		observations to inform planning and practice. (S6)	
Teachers' Standards (Early Years) 7 - Safeguard and promote the welfare of children, and provide a safe learning environment K29 K31 K32 K38 K56 S24 S25 B4	Local approaches to safeguarding and child protection and how these vary. (K29) The principles of professional accountability within early years, and how this relates to the role of key person, safeguarding, and advocacy for children. (K31) The other professionals that contribute to the multi-agency system that supports children, young people, and families. (K32) Respectful and nurturing personal care practices, and how these impact on children's development. (K38) How to establish and sustain a safe environment and employ practices that promote children's	Identify when a child is at risk, applying an understanding of verbal and non-verbal cues and the norms for individual children. (S24) Lead the application of approaches to safe practice. (S25)	Be confident to challenge others. (B4)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	health and safety. (K56)		
Teachers' Standards (Early Years) 8 - Fulfil wider professional responsibilities K33 K41 K42 K43 K44 K45 K52 K53 S26 S27 S29 S31 S32 S33 S34 S35 B3 B5 B7 B8	How early years professionals fit within, and contribute to, the multi-agency system that supports children, young people, and families. (K33) The principles of supervision in an early years context. (K41) Approaches to mentoring, coaching, and supporting others in their professional development. (K42) The importance of a scholarly approach to continuing professional development. (K43) The purpose of reflection, its impact on children, the early years teacher, and other early years professionals. (K44) Approaches to, and models of, reflective practice, including	Lead the settings approach to multi-agency working. (S26) Mentor or coach early years practitioners within the setting to support their professional development. (S27) Apply approaches to team working and leadership within the early years setting. (S29) Record, store, and report information on children to a range of audiences. (S31) Communicate with colleagues to share information and improve practice. (S32) Lead communication with parents, carers, and families. (S33) Maintain the rights of the child, including the promotion of equality, diversity and inclusion. (S34)	Act ethically and responsibly. (B3) Be proactive in seeking out opportunities for CPD and reflective practice. (B5) Establish a culture of cooperative working. (B7) Promote equality of opportunity and inclusive practice. (B8)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	proactive reflection. (K45) The purposes of and approaches to recording, storing, reporting, and sharing information in the early years context. (K52) The principles of equality, diversity, and inclusion within the early years setting. (K53)	Lead the learning and development of staff through peer observation, supervision and support. (S35)	

Supporting information

External quality assurance

[Edit external quality assurance - eqa form](#)

Option selected: Office for Students (OfS)

Involved employers

Ambition Institute, Best Practice Network, Bright Horizons, Gloucester City Council, Kids Planet Day Nurseries, Kingston University, KM Training, Leicestershire County Council, Little Pips Nursery, NCFE, NDNA, Newcastle City Council, North Northamptonshire Council, Nottingham Trent University, Our Monkey Club, Pen Green Children's Centre, St John Vianney RC Primary School, South Farnham Educational Trust, Storal, The Early Years Alliance, University of Greenwich, University of Reading

 EPA menu