

ST0551/V1.1

Draft end-point assessment plan for the Early years lead practitioner apprenticeship

Apprenticeship reference number	Level of this end-point assessment (EPA)	Integration
ST0551	5	None

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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 lead practitioner apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Early years lead practitioner apprentices, their employers and training providers should read this document.

A full-time early years lead practitioner apprentice typically spends 24 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.

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

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

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - observation with questioning:

- fail
- pass
- distinction

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

- fail
- pass
- distinction

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

- fail
- pass
- distinction

EPA summary table

[Edit epa gateway form](#)[Edit available grades form](#)[Edit overall epa grading form](#)[Edit re-sits and re-takes form](#)

<p>On-programme - typically 24 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship’s standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice’s employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>

<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Observation with questioning:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ○ fail ○ pass ○ distinction
<p>Professional recognition</p>	<p>This apprenticeship aligns with the criteria that early years qualifications must meet to be recognised by the Department for Education as full and relevant for L3</p>
<p>Re-sits and re-takes</p>	<p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 4 months

Duration of end-point assessment period

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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

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

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence 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 20 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB as a qualitative rather than quantitative approach is suggested.

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a case study report as part of the portfolio. The case study report will be based on a case study that the apprentice has completed with an individual child or group of children. The case study report should include an analysis of observations the apprentice has made. The 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. Sufficient time must be 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.

Evidence sources may also include workplace documentation and records, for example:

- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration of 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 and other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment except for evidence for S24 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 and 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 professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional 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

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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.

Observation with questioning

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Overview

In the observation with questioning, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- this is a practical role and this assessment method can assess KSBs holistically
- it should give employers assurance about an apprentice's competence as it takes place in a real work setting and the familiar environment should allow the apprentice to perform at their best
- it is cost effective, tasks completed during the observation should contribute to workplace productivity and it makes use of the employer's resources and equipment
- it allows for the assessment of KSBs that relate to interaction with colleagues, customers or members of the public,

Delivery

The observation with questioning 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 observation with questioning.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 2 weeks' notice of the observation with questions.

The observation with questioning must take 90 minutes. The observation must take place in person and not remotely.

The independent assessor can increase the time of the observation with questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

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

The independent assessor should observe the following 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 or supervising colleagues during this session
- the apprentice communicating with parents, carers or guardians of the children under their supervision.

The location, number of children and age range varies from employer to employer. Depending on the nature of the setting some examples of an observation 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.

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors.

Questions must be asked after the observation. The total duration of the observation with questions assessment method is 90 minutes and the time for questioning is included in the overall assessment time. The total time for the observation element is 60 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 7 questions. Follow-up questions are allowed where clarification is required. 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 independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

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 observation and responses to questions holistically when deciding the grade.

Professional discussion underpinned by a portfolio of evidence

[Edit professional discussion underpinned by a 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:

- legislation and guidance
- health and wellbeing
- continual professional development
- child development
- observation and assessment planning

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 portfolio of evidence materials.

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 60 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 8 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 can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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 a 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 form](#)[Edit mapping of ksbs to grade themes form](#)[Edit available grades form](#)

Observation with questioning

Fail - does not meet pass criteria

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
<p>The Unique Child K1 K5 K9 S1 S8 S9 S21 S23 B3</p>	<p>Advocates in the child’s best interest to ensure the child’s voice is always heard and respected, demonstrating 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. Continuously evaluates the quality of the childcare environment. (K1, S1, S21)</p> <p>Applies current and contemporary theories and approaches when planning and undertaking appropriate personal care routines for individual children to ensure respectful and nurturing care. (K5, S9, B3)</p> <p>Responds to a child’s individual development needs and circumstances, through planning that reflects the child’s need for consistent care, as well as adapting to the child’s and families’ needs during change, including transitions. (K9, S8)</p> <p>Identifies, actions, addresses challenging issues and undertakes 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, S1, S21)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
<p>Learning and Development S3 S5 S12 S16 S18 B4</p>	<p>Applies a responsive approach that is influenced by a range of strategies, to develop and extend children’s learning and thinking. (S5)</p> <p>Observes, assesses, plans, facilitates and participates in play opportunities with children that reflect current curriculum. (S18)</p> <p>Coordinates an exciting, dynamic, evolving and enabling environment, providing a range of fun, playful and engaging activities that reflect the interests, motivations, and play of individual and groups of children. (S16)</p> <p>Supports and promotes children's speech, language and communication, adapting their practice to engage in authentic and quality interactions with the child or children to support verbal, nonverbal interactions and engagement with written communication (S3, B4)</p> <p>Encourages all children’s participation and ensures a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities. (S12)</p>	<p>Leads and models practice within the environment to continually provoke, excite and extend children’s current interests and motivations. (S12, S16)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
<p>Leaderful Practice K18 S13 S17 S20 S22 S26 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. (K18, S22, B2)</p> <p>Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy. (S13, B5)</p> <p>Demonstrates current and contemporary influences on their pedagogical approach and practice. (S17)</p> <p>Implements health and safety practices and carries out risk assessments and risk management processes in accordance with policies and procedures. (S26)</p> <p>Supports the key person in articulating children’s progress and planning future learning opportunities. (S20)</p>	<p>Confidently applies current and contemporary theoretical perspectives and approaches when taking responsibility for supporting the key person in applying future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (K18, S20, B5)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
Legislation and Guidance K6 K10 K17 K20 K21 K22 S10 S11 S14 S25 S27 B1	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. (K6, K21, S10, S11) Evaluates the strategies they apply	Justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K6, S10, S11) Critically reflects on opportunities to recognise and challenge discriminatory processes,

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	<p>when collaborating with parents or carers stakeholders and multi agencies while advocating for the child and holistically support the child’s individual needs. (K10, S14)</p> <p>Explains the importance and impact of inclusion, equality, and diversity and how to promote and embed consistent and impartial strategies that value equality in leaderful practice, within professional boundaries. (K17, B1)</p> <p>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. (K20, S25)</p> <p>Explains how they manage efficient and sustainable practice when using resources, applying reuse,</p>	<p>behaviours and attitudes and how these impact the child and family. (K17, B1)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	recycling, and safe disposal principles. (K22, S27)	
Health & Wellbeing K4 K14 S2 S6	<p>Analyses theories of self-regulation, resilience and wellbeing and the importance for children’s holistic development and life experiences. (K4)</p> <p>Explains the importance of considering pedagogy when evaluating the curriculum’s intent, implementation and impact and how strategies are developed and modelled to ensure the emotional, psychological, physical and cultural needs of all children within the setting are met. (K14, S2)</p> <p>Analyses how they promote and support children and families to</p>	<p>Compares and contrasts different pedagogies, justifying the choices made, by illustrating the impact of decisions made on emotional, psychological, physical and cultural development of children in the setting (K14, S2)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	develop a healthy approach to making choices about activities and lifestyle. (S6)	
Continual Professional Development K13 K19 S24 B6	<p>Evaluates how reflection influences their early years practice and drives their commitment to continuing professional development and action research. (K19)</p> <p>Explains how they use opportunities to reflect on their development both professionally and personally and evaluates how they respond to challenge and constructive criticism. (S24, B6)</p> <p>Explains how they incorporate theories from physiological, neurological, developmental and education into their development and practice. (K13)</p>	<p>Analyses the impact reflective practice has on their effectiveness as a lead practitioner, and evaluates how reflective experiences involving challenge and constructive criticism enhance their professional competence. (K19, S24, B6)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
<p>Child Development K2 K3 K7 K8 S7 S15</p>	<p>Analyses how children learn and develop from conception to 8 years within the social, and cultural context and how this impacts their future. (K2)</p> <p>Analyses factors that can impact upon health, well-being and early learning of children from conception to 8 and how children and families can make healthy and effective life choices. (K3, S7)</p> <p>Explains theories of attachment they use to promote effective relationships between staff and children. (K7)</p> <p>Explains how they develop effective and collaborative partnerships with parents and carers considering social and cultural context and influence, and the importance of home</p>	<p>Evaluates approaches to children’s development they use in their practice, and articulates how they reach decisions in complex situations. (K2, K3, S7)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	<p>learning, and how that partnership enables a greater understanding of the child/children leading to enhanced opportunities. (K8, S15)</p>	
<p>Observation and Assessment Planning K11 K12 K15 K16 S4 S19</p>	<p>Uses theoretical knowledge of the importance of play, demonstrating how they support children to engage in a range of learning contexts, supporting confidence within social experiences, including how they stimulate children’s creativity and curiosity and how this benefits learning. (K11, K12, S4)</p> <p>Evaluates how planning cycles and formative and summative assessments for child or children inform and improve practice in relation to needs-based assessment and early intervention. (K16, S19)</p>	<p>Critically analyses their choice of intervention strategies to create play, learning and development and social experiences for the child or children, including how these enable enquiry based active learning. (K11, K12, S4)</p>

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	Analyses the impact of design, resources and engagement within indoor and outdoor environments to enable learning and development. (K15)	

Overall EPA grading

[Edit overall epa grading form](#)

Performance in the EPA determines the overall grade of:

- fail.
- pass.
- distinction.

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

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 both assessment methods. To achieve an overall distinction, the apprentice must achieve a distinction in both assessment methods.

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

Observation with questioning	Professional discussion underpinned by a portfolio of evidence	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

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 4 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

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Roles	Responsibilities
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months

Roles	Responsibilities
	<ul style="list-style-type: none"> • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the 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 line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with 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 • 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

Roles	Responsibilities
	<ul style="list-style-type: none"> • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • 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. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA

Roles	Responsibilities
	<p>plan. This should include how to record the rationale and evidence for grading decisions where required</p> <ul style="list-style-type: none"> • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional 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 apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and 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 grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically,

Roles	Responsibilities
	<p>they must not receive a personal benefit or detriment from the result of the assessment</p> <ul style="list-style-type: none"> • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship’s 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 apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • 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 KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA

Roles	Responsibilities
	<ul style="list-style-type: none"> • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Reasonable adjustments

[Edit reasonable adjustments form](#)

Reasonable adjustments

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](#)

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- meet the following minimum requirements:
 - have effective and rigorous quality assurance systems and procedures that ensure fair, reliable, and consistent assessment across employers, places, times, and independent assessors

- appoint independent assessors who: hold a relevant level 6 qualification, hold a qualification that meets the criteria as set by department for education and have 2 years postgraduate relevant experience within early years practice. their knowledge and skills must be maintained through ongoing cpd through their employment as an independent assessor.
- appoint independent assessors who are competent to deliver the end-point assessment
- operate induction training for independent assessors
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an epa for the first time
 - if the epa is updated
 - periodically as appropriate (a minimum of annually).
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the epao's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

Value for money

[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 apprenticeship aligns with the criteria that early years qualifications must meet to be recognised by the Department for Education as full and relevant for L3.

Mapping of KSBs to assessment methods

[Edit mapping of ksbs to assessment methods form](#)

Knowledge	Assessment methods
<p>K1</p> <p>Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey,</p>	<p>Observation with questioning</p>

Knowledge	Assessment methods
developing high quality childcare environments that are continuously evaluated.	
<p>K2</p> <p>How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K3</p> <p>Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years and how children and families can make healthy and effective life choices.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K4</p> <p>Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K5</p> <p>Current and contemporary theories and approaches to enable respectful and nurturing personal care.</p>	Observation with questioning
<p>K6</p> <p>Local and national child protection and safeguarding statutory and non-statutory frameworks, policies and procedures in practice, how to identify when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K7</p> <p>Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K8</p> <p>The importance of the social cultural context on the learning and development of the child and the influence parents, families and</p>	Professional discussion underpinned by a portfolio of evidence

Knowledge	Assessment methods
carers have within the home learning environment and the complexities of the family situation.	
<p>K9</p> <p>Potential effects of transitions and theories and approaches on how to successfully support children and their families.</p>	Observation with questioning
<p>K10</p> <p>Strategies to effect collaborative approaches to working with parents, colleagues, professional bodies and multi agencies.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K11</p> <p>The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K12</p> <p>How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K13</p> <p>A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K14</p> <p>The intent, implementation and impact of all provided experiences and opportunities for children informed by the setting's curriculum and pedagogy.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K15</p> <p>The importance and impact of design, resources and engagement within indoor and outdoor environments to enable learning and development.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K16</p> <p>How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.</p>	Professional discussion underpinned by a portfolio of evidence

Knowledge	Assessment methods
<p>K17</p> <p>How to promote inclusion, equality and diversity in the sector and why it is essential.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K18</p> <p>Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.</p>	<p>Observation with questioning</p>
<p>K19</p> <p>Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K20</p> <p>Ways to use, record and store data and information securely and in line with GDPR legislation, confidentiality requirements and local and national policies, including the safe use of digital technology to communicate effectively in both oral and written English.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K21</p> <p>The current and relevant policy, statutory and non-statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts including SEND and the impact of these on effective provision.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K22</p> <p>Principles of sustainability and efficient use of resources, in line with recycling, reuse, and safe disposal of waste.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
Skill	Assessment methods
<p>S1</p> <p>Advocate for children through their child centred approach, listening to the voice of the child; ensuring children’s rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.</p>	<p>Observation with questioning</p>
<p>S2</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

Knowledge	Assessment methods
Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.	
<p>S3</p> <p>Support and promote children’s diverse speech, language and communication development and determining and adapting appropriate responses and interventions to support verbal, nonverbal interactions and engagement with written communication.</p>	Observation with questioning
<p>S4</p> <p>Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S5</p> <p>Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p>	Observation with questioning
<p>S6</p> <p>Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S7</p> <p>Analyse and articulate how all children’s individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S8</p> <p>Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.</p>	Observation with questioning
<p>S9</p> <p>Plan, carry out and guide appropriate personal care routines for individual children.</p>	Observation with questioning

Knowledge	Assessment methods
<p>S10</p> <p>Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S11</p> <p>Explore and understand, challenge and question; knowing when to act to safeguard and protect children.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S12</p> <p>Encourage all children’s participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.</p>	<p>Observation with questioning</p>
<p>S13</p> <p>Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.</p>	<p>Observation with questioning</p>
<p>S14</p> <p>Advocate for the child, cultivating professional partnerships with parents/carers, colleagues and other professionals, presenting their understanding of the child’s journey within multidisciplinary teams to holistically support the child’s individual needs.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S15</p> <p>Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S16</p> <p>Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.</p>	<p>Observation with questioning</p>
<p>S17</p> <p>Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.</p>	<p>Observation with questioning</p>

Knowledge	Assessment methods
<p>S18</p> <p>Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.</p>	<p>Observation with questioning</p>
<p>S19</p> <p>Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S20</p> <p>Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.</p>	<p>Observation with questioning</p>
<p>S21</p> <p>Promote equality of opportunity and anti-discriminatory practice.</p>	<p>Observation with questioning</p>
<p>S22</p> <p>Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.</p>	<p>Observation with questioning</p>
<p>S23</p> <p>Identify, action and competently challenge issues and undertake difficult conversations where appropriate.</p>	<p>Observation with questioning</p>
<p>S24</p> <p>Use reflection to develop themselves both professionally and personally to enhance their practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S25</p> <p>Ensure the security and confidentiality of data, records and information in line with current legislation.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S26</p> <p>Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.</p>	<p>Observation with questioning</p>

Knowledge	Assessment methods
<p>S27</p> <p>Apply the principles of sustainability and segregate used resources for reuse, recycling, and safe disposal .</p>	Professional discussion underpinned by a portfolio of evidence
Behaviour	Assessment methods
<p>B1</p> <p>Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.</p>	Professional discussion underpinned by a portfolio of evidence
<p>B2</p> <p>Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.</p>	Observation with questioning
<p>B3</p> <p>Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.</p>	Observation with questioning
<p>B4</p> <p>Be authentic, playful, animated, responsive, creative, imaginative and curious.</p>	Observation with questioning
<p>B5</p> <p>Positive and proactive member of the team, being assertive and exercising diplomacy.</p>	Observation with questioning
<p>B6</p> <p>Reflective practitioner, receptive and open to challenge and constructive criticism.</p>	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBS to grade themes

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

Observation with questioning

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
The Unique Child K1 K5 K9	Ethical and rights-based approaches to support the child, listening to the	Advocate for children through their child centred approach, listening to the	Person centred, friendly and approachable,

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
<p>S1 S8 S9 S21 S23 B3</p>	<p>child’s authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated. (K1)</p> <p>Current and contemporary theories and approaches to enable respectful and nurturing personal care. (K5)</p> <p>Potential effects of transitions and theories and approaches on how to successfully support children and their families. (K9)</p>	<p>voice of the child; ensuring children’s rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child. (S1)</p> <p>Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child. (S8)</p> <p>Plan, carry out and guide appropriate personal care routines for individual children. (S9)</p> <p>Promote equality of opportunity and anti-discriminatory practice. (S21)</p> <p>Identify, action and competently challenge issues and undertake difficult conversations where appropriate. (S23)</p>	<p>demonstrating caring, empathetic and respectful qualities. (B3)</p>
<p>Learning and Development</p> <p>S3 S5 S12 S16 S18 B4</p>	<p>None</p>	<p>Support and promote children’s diverse speech, language and communication development and determining and adapting appropriate responses and interventions to support verbal, nonverbal interactions and engagement</p>	<p>Be authentic, playful, animated, responsive, creative, imaginative and curious. (B4)</p>

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
		<p>with written communication. (S3)</p> <p>Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking. (S5)</p> <p>Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities. (S12)</p> <p>Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children. (S16)</p> <p>Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements. (S18)</p>	
<p>Leaderful Practice K18 S13 S17 S20 S22 S26 B2 B5</p>	<p>Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice. (K18)</p>	<p>Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children. (S13)</p> <p>Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice. (S17)</p>	<p>Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues. (B2)</p> <p>Positive and proactive member of the team, being assertive and exercising diplomacy. (B5)</p>

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
		<p>Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities. (S20)</p> <p>Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice. (S22)</p> <p>Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures. (S26)</p>	

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
<p>Legislation and Guidance K6 K10 K17 K20 K21 K22 S10 S11 S14 S25 S27 B1</p>	<p>Local and national child protection and safeguarding statutory and non-statutory frameworks, policies and procedures in practice, how to identify when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews. (K6)</p>	<p>Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding. (S10)</p> <p>Explore and understand, challenge and question; knowing when to act to safeguard and protect children. (S11)</p> <p>Advocate for the child, cultivating professional partnerships with</p>	<p>Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries. (B1)</p>

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	<p>Strategies to effect collaborative approaches to working with parents, colleagues, professional bodies and multi agencies. (K10)</p> <p>How to promote inclusion, equality and diversity in the sector and why it is essential. (K17)</p> <p>Ways to use, record and store data and information securely and in line with GDPR legislation, confidentiality requirements and local and national policies, including the safe use of digital technology to communicate effectively in both oral and written English. (K20)</p> <p>The current and relevant policy, statutory and non-statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts including SEND and the impact of these on effective provision. (K21)</p> <p>Principles of sustainability and efficient use of resources, in line with recycling, reuse, and safe disposal of waste. (K22)</p>	<p>parents/carers, colleagues and other professionals, presenting their understanding of the child’s journey within multidisciplinary teams to holistically support the child’s individual needs. (S14)</p> <p>Ensure the security and confidentiality of data, records and information in line with current legislation. (S25)</p> <p>Apply the principles of sustainability and segregate used resources for reuse, recycling, and safe disposal . (S27)</p>	
<p>Health & Wellbeing K4 K14 S2 S6</p>	<p>Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences. (K4)</p> <p>The intent, implementation and impact of all provided experiences and opportunities</p>	<p>Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting. (S2)</p>	<p>None</p>

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	for children informed by the setting's curriculum and pedagogy. (K14)	Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity. (S6)	
Continual Professional Development K13 K19 S24 B6	A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K13) Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research. (K19)	Use reflection to develop themselves both professionally and personally to enhance their practice. (S24)	Reflective practitioner, receptive and open to challenge and constructive criticism. (B6)
Child Development K2 K3 K7 K8 S7 S15	How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future. (K2) Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years and how children and families can make healthy and effective life choices. (K3) Current and emerging theories of attachment and how these	Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development. (S7) Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child. (S15)	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	<p>relate to promoting relationships effectively such as the key person approach. (K7)</p> <p>The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation. (K8)</p>		
<p>Observation and Assessment Planning K11 K12 K15 K16 S4 S19</p>	<p>The importance of play and the theoretical perspectives of play and its impact on a child's learning and development. (K11)</p> <p>How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning. (K12)</p> <p>The importance and impact of design, resources and engagement within indoor and outdoor environments to enable learning and development. (K15)</p> <p>How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development. (K16)</p>	<p>Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences. (S4)</p> <p>Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs. (S19)</p>	<p>None</p>

Supporting information

External quality assurance

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

Option selected: Ofqual

Involved employers

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