



End-Point Assessment

Early Years Lead Practitioner Level 5 (V1.0)

Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Early Years Lead Practitioner Level 5 apprenticeship standard. It is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Early Years Lead Practitioner Level 5.

An apprentice for Early Years Lead Practitioner Level 5 should have a minimum of 12 months learning prior to End-Point Assessment (EPA).

This document is divided into sections covering all of the relevant aspects of EPA for Level 5 Early Years Lead Practitioner.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education's, Early Years Lead Practitioner Assessment Plan. For reference, you can find this document.

[Early Years Lead Practitioner L5 EPA Plan \(instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org)



EPA TIMESCALE



GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that they are ready for EPA via Gateway.

Gateway requirements for the Early Years Lead Practitioner Level 5 apprenticeship outline that an apprentice must have:

- **Achieved Level 2 maths and English***
- **A completed Portfolio of Evidence**
- **Title and Scope of Case Study**

The Gateway form must be sent to NQual a minimum of 8 weeks before End-Point Assessment is carried out, along with the evidence listed above.

All EPA activity will take place no later than 6 months from Gateway.

You can request the NQual Gateway form by emailing: admin@nqual.co.uk

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

PORTFOLIO OF EVIDENCE

Apprentices will have prepared a portfolio during the programme to support the Professional Discussion component. The portfolio will be uploaded electronically via ACE360.

The portfolio can include written statements, reports, video extracts, observation documents, reports and feedback from managers and peers. (This is not an exhaustive list; other evidence can also be provided).

The evidence provided must cover all knowledge, skills, and behaviours, highlighted within the discussion section of our methods table. It is expected that there will be between 20 discrete pieces of evidence. A mapping document should be included to show how the evidence meets the required criteria for this part of the assessment. Although the portfolio will not be directly assessed, it will be used by the Independent End-Point Assessor to prepare questions for the discussion component.

It should not include reflective accounts or any methods of self-assessment except for evidence for S16 and B6. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions.

CASE STUDY REPORT

The title and scope of the case study will be approved by NQual on Gateway submission but defined by the apprentice and employer. The apprentice will scope out and provide a brief summary of what the project will cover. This should demonstrate that the work-based project will provide sufficient opportunity for the KSBs to be met.

The brief summary is not assessed and will typically be no longer than 500 words. The brief summary needs to outline the project plan, research requirements, and an overview of time frames, taking into account the deadlines stipulated within this End-Point Assessment plan.

NQual will sign off the project title in consultation with the employer within 2 weeks of Gateway.



COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Early Years Lead Practitioner Level 5 apprenticeship standard consists of three assessment methods. These are an Observation with Questions, Professional Discussion Underpinned by a Portfolio of Evidence and a Case Study with Report and Presentation with Questioning. Each is outlined in further detail below.

Observation with Questions

The Observation with Questions assessment involves an independent assessor observing and questioning an apprentice undertaking work, as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. Simulation is not permitted.

Apprentices must prepare a session plan, including relevant risk assessments prior to the Observation outlining the following:

- “what” opportunities and experiences will be supported (outline of learning focus)
- “who” is involved (i.e., number of children/children’s profiles/parents/guardians/colleagues)
- “why” these areas of focus for learning have been selected (i.e., how it provides the apprentice the opportunity to provide coverage of the KSBs)
- “when” it will occur (i.e., scheduled date/time)
- “how” the session will be supported (i.e., the probable skills and approaches that the apprentice will use to support and extend the children’s learning)
- “where” it will begin (i.e., indoors/outdoors)

The session plan must be no more than two sides of A4 in size 12 font. The apprentice must ensure the independent assessor receives a copy of the session plan at least two weeks before the Observation begins. The session plan itself is not marked but may be used as a basis for questions at the end of the Observation.

The total time for this assessment on the day will be 90 minutes. 60 minutes will be allocated for the Observation and 30 minutes for Questioning.

A minimum of 7 questions will be asked by the independent assessor that they will use to confirm their understanding of the observation and how it demonstrates the relevant KSBs. Follow up questions may be asked where clarification is required.

The independent assessor has the discretion to increase the time of the Observation by up to 10% to allow the apprentice to complete their last task or respond to a question. The discretionary additional 10% time can be allocated in any proportion across the observation and questioning.

If unforeseen circumstances beyond the apprentices control prevent them from carrying out the task as planned, for example a safeguarding incident arises and takes priority, then NQual’s policy around exceptional circumstances applies. Where breaks occur, they will not count towards the total assessment time.

Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a two-way discussion that involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

Apprentices must be given at least two weeks’ notice ahead of the Professional Discussion. The Underpinning Portfolio will have been submitted in line with NQual’s requirements at the Gateway and must evidence all of the KSBs mapped to this assessment method.

The Professional Discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer.

The independent assessors will ask a minimum of 6 questions and may ask to follow up questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

Case Study with Report and Presentation with Questioning

This assessment method is split into 2 separate components.

Component One: Case Study with Report

The Case Study Report will be based on a case study that the apprentice has done with an individual child or group of children. The Case Study Report should include an analysis of observations that the apprentice has made over a 12-week period.

Before the apprentice begins writing up the Case Study, NQual will sign off the Case Study title and scope to ensure its suitability and sufficient coverage of the assigned KSBs.

The Case Study will be 4,000 words (+/- 10%) including tables, graphs, figures, though excluding references and annexes.

In order to ensure the Case Study is robust and sufficiently covers the KSBs, it should include:

- An executive summary
- An introduction
- The scope of the Case Study (including key performance indicators)
- Objectives
- A Case Study plan
- How the case study outcomes would be achieved
- Comment on the validity of the methods of analysis, data interpretation and data presentation used.
- Resources required.
- Proposed implementation plan including communications and stakeholder plans.

- Advise whether an alternative approach might be considered.
- Advise upon whether it could be completed in a more cost or time efficient manner.
- Recommendations and conclusions

Component Two: Presentation and Questioning

The Presentation should complement the Case Study report by allowing the apprentice the opportunity to provide more information about the report and to answer questions. It should also appropriately cover the KSBs assigned to this method of assessment.

It is typical for Early Years Practitioners to present the outcomes of their projects to stakeholders and be challenged on their decisions, so this component gives the apprentice the opportunity to demonstrate evidence in this way.

This assessment will be carried out over a total of 40-minutes, being split into a 20-minute Presentation and 20 minutes of Questioning.

The independent assessor has the discretion to increase the time of the Presentation by up to 10% to allow the apprentice to complete their last point. The independent assessor will ask a minimum of 4 questions at the end of the Presentation. The purpose of the questions will be:

- For clarification
- To assess the depth and breadth of understanding

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

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

The Case Study Report and Presentation must be submitted 12 weeks after the Gateway following the AO's approval of the case study's scope and title.

END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Observation with Questioning	Professional Discussion Underpinned by a Portfolio of Evidence	Case Study with Report and Presentation with Questioning
Knowledge				
K1	Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.	✓		
K2	How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.			✓
K3	Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.			✓
K4	Current and contemporary schools of thought to enable respectful and nurturing personal care.	✓		
K5	Local and national child protection and safeguarding policies and procedures in practice, identifying when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews.		✓	
K6	Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.		✓	
K7	Current and emerging theories of attachment and how these relate to			✓

	promoting relationships effectively such as the key person approach.			
K8	The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.			✓
K9	The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.			✓
K10	How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.			✓
K11	A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.			✓
K12	Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.		✓	
K13	How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.			✓
K14	Potential effects of transitions and schools of thought on how to successfully support children and their families.	✓		
K15	The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.			✓
K16	How to promote inclusion, equality, and diversity in the sector and why it is essential.		✓	
K17	Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.	✓		

K18	Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.		✓	
K19	How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.		✓	
K20	The current and relevant policy, statutory guidance, and legal requirements as appropriate to the sector within; local, national, historical, and global contexts.		✓	
K21	Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.		✓	
Skills				
S1	Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.			✓
S2	Promote equality of opportunity and anti-discriminatory practice.	✓		
S3	Observe, assess, plan, Facilitate and participate in play opportunities which include current curriculum requirements.	✓		
S4	Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.	✓		
S5	Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.	✓		
S6	Encourage all children's participation, ensuring a sensitive, respectful, and effective balance within the adult and child dynamic to facilitate play opportunities.	✓		

S7	Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	✓		
S8	Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.	✓		
S9	Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.			✓
S10	Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.	✓		
S11	Advocate for the child, cultivating professional partnerships with parents/carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.		✓	
S12	Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.			✓
S13	Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs.			✓
S14	Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.	✓		
S15	Use current and contemporary knowledge, research, theories, and approaches to develop, enhance and articulate their own pedagogical approach and practice.	✓		

S16	Use reflection to develop themselves both professionally and personally to enhance their practice.		✓	
S17	Plan, carry out and guide appropriate physical care routines for individual children	✓		
S18	Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity		✓	
S19	Develop, model, and implement strategies to support the emotional, psychological, physical, and cultural needs of all children within the setting.		✓	
S20	Identify and act upon own responsibilities in relation to health and safety, prevention, and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.	✓		
S21	Ensure the security and confidentiality of data, records, and information in line with current legislation.		✓	
S22	Be a leaderful practitioner to support, mentor, coach, train, and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.	✓		
S23	Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.	✓		
S24	Advocate for children through their child centred approach, listening to the voice of the child; ensuring children's rights, views and wishes are heard, respected, and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.	✓		
S25	Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.		✓	

S26	Explore and understand, challenge and question; knowing when to act to safeguard and protect children.		✓	
Behaviours				
B1	Ethical, Fair, consistent, and impartial, valuing equality and diversity at all times within professional boundaries		✓	
B2	Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.	✓		
B3	Person centred, Friendly and approachable, demonstrating caring, empathetic, and respectful qualities.	✓		
B4	Authentic and Fun, demonstrating playful practice through animated and expressive play and quality interactions with children.	✓		
B5	Positive and proactive member of the team, being assertive and exercising diplomacy.	✓		
B6	Reflective practitioner		✓	
B7	Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.	✓		
B8	Flexible and adaptable; responding to children's spontaneous activities.	✓		
B9	Receptive and open to challenge and constructive criticism.		✓	

GRADING & CRITERIA

Assessments contained within this plan will result in an apprentice achieving a Fail, Pass, Merit, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria. In order to achieve a Passing grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

Grades allocated for each component will be Fail, Pass and Distinction.

The final grade will be decided based on the following combinations:

Assessment Methods 1: Observation with Questioning	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio of Evidence	Assessment Methods 3: Case Study with Report and Presentation / Questioning	Overall Grading
Fail	Any Grade	Any Grade	Fail
Any Grade	Fail	Any Grade	Fail
Any Grade	Any Grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Distinction	Distinction	Pass	Merit
Distinction	Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below separated into Observation with Questions and Professional Discussion Underpinned by a Portfolio of Evidence and Case Study with Report and Presentation with Questioning.

Grading Descriptors for the Observation with Questions

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p>The Unique Child</p>	<p>Advocates to ensure the child’s voice is always heard, respected, and acted upon in their best interest, demonstrating a clear understanding of an inclusive and ethical approach to practice which is responsive and respectful to the individual child and takes account of the social and cultural context. Demonstrates how they continuously evaluate the quality of the childcare environment. (K1, S2, S24)</p> <p>Demonstrates respectful and nurturing care through current and contemporary schools of thought when planning and undertaking theoretically sound physical routines for individual children. Acts in a way that is person centred, friendly and approachable, demonstrating caring, empathetic, and respectful qualities. (K4, S17, B3)</p> <p>Responds to a child’s individual needs and circumstances, through planning that reflects the child’s need for consistent care as well as being able to adapt to the child’ and Families’ needs during change, including transitions.</p> <p>Responds to a child’s needs by being consistent in the planning and provision needed for their individual care and development. (K14, S4)</p>	<p>Demonstrates how their practice challenges both explicit and implicit discrimination and actively supports children to advocate for themselves, by developing a sense of agency, autonomy, and the skills to impact their world. (K1, S2, S24)</p> <p>Critically evaluate all systems including transitions and develop processes, accounting for all children’s and Families’ needs. (K14, S4)</p> <p>Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome (S23)</p>	<p>Pass</p> <p>Demonstrates a thorough awareness of an ethical and inclusive approach to practice that is sensitive to the needs of each individual child and takes into consideration the social and cultural context. Ensure the child’s voice is always heard, respected, and considered when making decisions that will best serve their interests.</p> <p>Demonstrates how you assess the setting quality on a regular basis.</p> <p>Demonstrates caring and respectful care when organising and carrying out physically sound routines for specific children to include at least 2 theories.</p> <p>Displays person-centered, amiable, and approachable behaviour while exhibiting traits of respect, empathy, and compassion.</p> <p>Demonstrates how to adapt to the unique requirements and circumstances of each child through planning and provision that consider the need for consistent yet flexible care.</p> <p>Demonstrates the ability to meet the needs of the child and family at times of change, such as transitions.</p>

	<p>Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)</p>		<p>Demonstrates the ability to communicate in order to recognise, take action on, and resolve difficult situations, as well as engage in hard conversations effectively.</p> <p>Distinction</p> <p>Demonstrate how your approach combats discrimination, both implicit and explicit. Actively help children speak up for themselves by giving them the tools to make a difference in the world and a sense of agency.</p> <p>Explicit discrimination – conscious feelings, beliefs and behaviours.</p> <p>Implicit discrimination – negative attitudes that the person may not be consciously aware of.</p> <p>Analyse all systems critically, including transitions, and create procedures that take into consideration the requirements of all families and children.</p> <p>Assesses how you handle difficult situations and the potential effects that having uncomfortable conversations may have.</p>
<p>Learning and Development</p>	<p>Applies a responsive approach that is influenced by a range of strategies, to develop and extend children’s learning and thinking. (S7)</p> <p>Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum. (S3)</p> <p>Co-ordinates an exciting, and enabling environment providing a wide range of fun,</p>	<p>Applies and justifies their approach to using frameworks, theory, and strategies to both ongoing assessment systems and within daily playful interactions with individual children (S7, S3)</p> <p>Leads and models practice within the environment to continually provoke, excite, and extend children’s current interests and motivations. (S5, S6)</p>	<p>Pass</p> <p>Demonstrate a flexible method that draws from a variety of techniques to enhance and broaden children’s knowledge and comprehension.</p> <p>Show how you observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of</p>

	<p>playful and engaging experiences, whilst promoting creativity, imagination, inquisitiveness, and curiosity to enable problem solving, with individual and groups of children. (S5, B7)</p> <p>Demonstrates animated and expressive play through practice that is flexible, responsive, sensitive, and respectful, altering their practice to engage in authentic and quality interactions with the child or children. (S6, B4, B8)</p> <p>Demonstrates how to support and promote all children's speech, language, and communication development, including determining and adapting appropriate responses and interventions. (S8)</p>	<p>Critically appraises how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all. (S8)</p>	<p>the curriculum that is in place within your setting.</p> <p>Demonstrate how you organise a stimulating and supportive environment that offers a variety of enjoyable, engaging, and creative activities, which also foster imagination, creativity, curiosity, and inquisitiveness to help children solve problems both individually and in groups.</p> <p>Demonstrate how you ensure play is lively and expressive, whilst also being adaptable, attentive, and respectful. Demonstrate how you modify practice to guarantee genuine and excellent interactions when playing.</p> <p>Demonstrate how you support and encourage the speech, language, and communication development of all children, identifying and modifying suitable responses as appropriate.</p> <p>Distinction</p> <p>Demonstrate how you assess the children using frameworks, theories and strategies relevant to your setting. Several theories or strategies should be noted.</p> <p>Show how you lead and model practice within the setting that supports the children's interests and motivations.</p> <p>Evaluate how you support children's speech, language and communication development. Describe how the environment is interactive and language-rich for all children.</p>
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<p>Leaderful Practice</p>	<p>Demonstrates a leaderful approach within practice influenced by current theoretical perspectives and approaches. Inspires, motivates, and coaches colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice. (K17, S22, B2)</p> <p>Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children throughout. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy. (B5, S10)</p> <p>Co-ordinates an effective and robust key person system to support children's development. (S14)</p> <p>Demonstrates current and contemporary influences on their pedagogical approach and practice. (S15)</p> <p>Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures including leading, modelling, and evaluating within practice. (S20)</p>	<p>Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others. (K17, S22)</p> <p>Justifies the reasons for all decision making and its impact on practice and provision when deploying practitioners and resources to enhance the learning environment. Takes responsibility for supporting the key person in planning future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (S10, S14, B2)</p> <p>Demonstrates a clearly defined pedagogical approach, justifying, and evaluating the influences on their approach and understanding. (S15)</p> <p>Demonstrates a comprehensive and robust understanding of legislation and guidance regarding health and safety and how this is implemented both within the setting and their own practice, including contributing to the development and dissemination of procedures. (S20)</p>	<p>Pass</p> <p>Demonstrate your leadership style in practice that is informed by the most recent theoretical ideas and methods. Demonstrate how you encourage, inspire, and mentor peers to develop their own practice.</p> <p>Demonstrate how you deploy appropriate staffing to the learning environment, always putting the safety and well-being of the kids first. Behaves as a proactive and upbeat team player, being diplomatic and assertive.</p> <p>Demonstrate how you oversee the management of a strong and efficient key person system to aid in the development of children.</p> <p>Demonstrate how your pedagogical approach and practice have been influenced by modern and current ideas.</p> <p>Demonstrate how you carry out health and safety procedures in line with your responsibilities, and the requirements of the setting. This includes setting an example, modelling behaviour, and conducting internal assessments.</p> <p>Distinction</p> <p>Assess the impact that theory has on your leadership style and how this style impacts on other members of staff.</p> <p>Provide an explanation for decisions made as a leader, when using practitioners and resources to improve the learning environment.</p>
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			<p>Explain how these decisions will affect practice and service delivery.</p> <p>Describe how you assist the key person in organising future learning opportunities, and how you set an example of creative and ambitious work for peers.</p> <p>Demonstrate a well-defined pedagogical approach. Explain and assess what influences your practice.</p> <p>Demonstrate a thorough and solid comprehension of health and safety laws and guidelines, as well as how they are applied in your setting. This should include how procedures in your setting are created and distributed.</p>
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Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p>Effective Implementation of Legislation & Guidance</p>	<p>Explains the role of the designated lead for safeguarding and assimilating findings of serious case reviews. Explains current legislation and guidance and how this is implemented through policy and procedure. Outlines their own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children. (K5, S25, S26)</p> <p>Explain and justify the strategies they have used when collaborating with parents and stakeholders. (K21)</p> <p>Understand their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role particularly when challenging others to work in the best interests of the child. (S11)</p> <p>Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and impartial strategies, that value equality in leaderful practice, within professional boundaries. (K16, B1)</p> <p>Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>	<p>Evaluates and justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K5, S25, S26)</p> <p>Evaluates the impact of strategies to cultivate professional partnerships with parents, carers, and other professionals. (K21)</p> <p>Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)</p> <p>Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours, and attitudes and how these impact the child and family (K16, B1)</p> <p>Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>	<p>Pass</p> <p>Explain the role of the DSL.</p> <p>Explain what Serious Case Reviews are and the impact that these can have on practice. Serious Case reviews such as Baby P, Victoria Climbié.</p> <p>Knows and understands the legislation and guidance surrounding safeguarding, linked to policies and procedures. Examples may include the Working Together to Safeguard Children 2018 statutory guidance, The Children Act 1989.</p> <p>Detail your role and responsibilities concerning safeguarding, noting your own professional curiosity, and knowing when to question and challenge others in an appropriate way.</p> <p>Explain how parents, carers, stakeholders and other professionals are involved in the setting, and the impact of this on the child and their development. Stakeholders could include but are not limited to government bodies such as OFSTED, or the local authority.</p> <p>Discuss advocacy for the child and how to work in the child's best interests when dealing with other professionals. Detail how to challenge others to also work within the best interests of the child.</p>

			<p>Discuss the importance and impact of inclusion, equality and diversity and the policies that are in the setting to support these areas. Describe how policies are embedded into practice in a consistent and impartial manner, whilst remaining mindful of your professional boundaries.</p> <p>Describe and provide detail about current and relevant policies, statutory guidance and legal requirements appropriate to the setting and sector. Examples could include but are not limited to: legislation in place to support health and safety, the EYFS statutory framework, OFSTED requirements.</p> <p>Distinction</p> <p>Review and explain your reasons for decisions made about keeping children safe, referring to the policies and procedures. Also consider your professional insight and curiosity, and how these can influence practice.</p> <p>Assess the effectiveness of the methods you use to build relationships with others, such as parents, carers, stakeholders and other professionals. Consider and discuss how these relationships can be maintained.</p> <p>Discuss how you would identify and address unfair practices, behaviours, and beliefs, and how these could impact on a child and their family.</p> <p>Detail the impact that current and relevant policies, statutory guidance and legal</p>
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			<p>requirements appropriate to the setting and sector have on the setting. Examples such as but are not limited to: legislation in place to support health and safety, the EYFS statutory framework, OFSTED requirements.</p>
<p>Effective Promotion of Development, Health & Wellbeing</p>	<p>Explains theories of self-regulation, resilience and well-being and the importance for children's holistic development and life experiences. (K6)</p> <p>Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)</p> <p>Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children. (S18)</p> <p>Explains how they develop, model, and implement the range strategies they utilise to understand the holistic needs of children within the setting. (S19)</p>	<p>Analyses the impact of strategies on children's current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy, and engagement with learning (K6)</p> <p>Evaluates current and contemporary approaches to emergent literacy and numeracy (K12)</p> <p>Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)</p> <p>Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children. (S19)</p>	<p>Pass</p> <p>Demonstrate a clear knowledge and understanding around key theories surrounding self-regulation, resilience and well-being, and their importance for holistic development. Self-regulation theories may include but are not limited to theorists such as Bandura and Vygotsky. Resilience theories may include work by theorists including Rutter and Werner. Well-being theories may include work by Garnezy and Masten.</p> <p>Detail and discuss different approaches to emergent literacy, such as the use of phonics, and numeracy skills such as early counting skills, that are used within your setting.</p> <p>Demonstrate how you support children and their families in developing healthy approaches to activities and lifestyles, and the impact that this can have on the child.</p> <p>Discuss the processes and systems you have in your setting to understand the overall needs of the child. These could include, but are not limited to the initial meetings you have with parents/carers, and any forms you complete to gather information about the child.</p>

			<p>Distinction</p> <p>Discuss and examine how the strategies you use support the child's growth and well-being both in the present and for long-term development. Discuss how thoughtful support can enhance mental health, independence and an enthusiasm for learning.</p> <p>Assess the impact of your setting's approaches to emergent literacy and numeracy development. What works, what could be changed.</p> <p>Assess the impact you have on supporting families to develop healthy lifestyle choices, and how these could have implications for early and later, adult life.</p> <p>Detail the strategies that you use to gather a holistic view of the child, explain why you use these particular strategies, and how the information gathered supports the development of the child.</p>
<p>Continual Professional Development</p>	<p>Recognises and analyses the impact of reflection and becoming a reflective practitioner on their continuing professional development and enhancing practice including evidence of reflection on change, research, and theoretical approaches. (K18)</p> <p>Describes opportunities they have taken to reflect on their development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism. (S16, B6, B9)</p>	<p>Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner and explains a range of reflective experiences using challenge and constructive criticism to enhance their professional competence. (K18, S16, B6, B9)</p>	<p>Pass</p> <p>Discuss what reflection is and what the importance of being a reflective practitioner means to you. Detail how reflection improves your personal growth and practice. Detail a time you have reflected on change, any research you have carried out, or any particular theorists you have looked at. Theorists may include but are not limited to: Piaget, Maslow.</p>

			<p>Discuss how you reflect on your professional and personal growth and development, through appraisals or supervisions. Describe challenges you have faced, and how constructive criticism has been used to enhance your practice.</p> <p>Distinction</p> <p>Detail how reflection has improved your performance as a lead practitioner. Discuss how challenges and constructive criticism have made you a better practitioner.</p>
<p>Administrative</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. (K19, S21)</p>		<p>Pass</p> <p>Discuss the different records you may keep on a child, and how these are stored. Systems may include and are not limited to Tapestry, Baby Dayz. Detail how these records are kept in a safe and secure manner, in line with your settings security and confidentiality policy. Describe the legislation that guides the policies you follow within your setting.</p>

Grading Descriptors for the Case Study with Report and Presentation with Questioning

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p>Child Development</p>	<p>Analyses and applies to practice, theoretical stances with regards to all areas of development, Factors that impact upon health, wellbeing and early learning, and how individual learning can be affected by these Factors for children. From conception to the age of 8. (K2, K3, S1)</p> <p>Demonstrates how they consider social cultural context, and the influence of parents, families, carers and the family situation on the learning and development of the child. (K8)</p> <p>Demonstrates how they have developed an effective and collaborative partnership with parents and carers of the child/children and how that partnership has enabled a greater understanding of the child/children leading to enhanced opportunities. (S12)</p> <p>Explains theories of attachment that promote effective relationships between staff and children. (K7)</p>	<p>Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice. (K2, K3, S1)</p> <p>Justifies their strategies for creating collaborative partnerships with parents, families, and carers, showing holistic practice. (S12)</p>	<p>Pass</p> <p>Discuss theories that relate to a child's development, health, well-being and early learning and how these impact on your practice. Consider this from conception to the age of 8. Theorists may include but are not limited to: Piaget, Maslow.</p> <p>Show how you take into account the background of the child, such as their social and cultural needs, and the influence that parents and carers and their family situation may have on the learning and development of the child.</p> <p>Demonstrate how you have built a strong relationship with parents/carers, and how this helps you to have a deeper understanding of the child and therefore, supports you to provide better opportunities for the child.</p> <p>Detail theories of attachment and how these promote good relationships between your staff and children. Theories may include, but are not limited to the work of Bowlby, Ainsworth.</p> <p>Distinction</p> <p>Discuss theories of development in more depth, describing what works well and what doesn't work well. Explain how these link to the decisions made within your setting around development. Theorists may include but are not limited to: Piaget, Maslow., Montessori.</p>

			<p>Explain your methods around developing partnerships with parents, families and carers, and the importance of this in developing an holistic approach to the care of the children.</p>
<p>Observation & Assessment Planning</p>	<p>Uses theoretical knowledge of the importance of play, demonstrating the support strategies for children to engage in through a variety of learning contexts and supporting confidence with social experiences. (K9, S9)</p> <p>Explains how children's creativity and curiosity is encouraged and how this benefits learning. (K10)</p> <p>Evaluates and shows how planning cycles and formative and summative assessments for child/children have informed and improved practice in relation to needs-based assessment and early intervention. (K13, S13)</p>	<p>Justifies, through critical analysis of theoretical perspectives, their choice of intervention strategies to create play, learning and development and social experiences for child/children. (K9, S9)</p> <p>Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. (K10)</p>	<p>Pass</p> <p>Discuss theories relating to play, such as but not limited to Montessori, Piaget, and note how these can support children to engage in both learning and social experiences.</p> <p>Describe how creativity and curiosity is encouraged in your setting. Describe the benefits of this to the child.</p> <p>Discuss formative and summative assessments used within your setting. Review your planning cycle, what works and what could be altered to improve this. Describe how assessments have informed and improved practice around needs-based assessments and the early intervention process.</p> <p>Distinction</p> <p>Explain in detail your choice of intervention strategies for creating play, learning, development, and social experiences for children, based on the theorists that you have looked at, such as but not limited to Montessori, Piaget.</p> <p>Describe and analyse the methods you use in your setting to promote creativity and curiosity. Explain these methods in line with theorists, such as but not limited to Montessori, Piaget.</p>

<p>Reflective Practice</p>	<p>Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)</p> <p>Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)</p>	<p>Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)</p> <p>Facilitates an enabling environment through application of theoretical knowledge. (K15)</p>	<p>Pass</p> <p>Detail theory around physiological, neurological, developmental and educational, such as but not limited to Freud, Erikson, and discuss how these theorists influence your own practice.</p> <p>Describe what an enabling environment is and why this kind of environment matters. Describe how opportunities, resources and relationships have an impact on the learning and growth of the children.</p> <p>Distinction</p> <p>Review the use of one approach and suggest ways that it could be improved to better support current practice.</p>
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Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice’s employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 4 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK OBSERVATION

It is the responsibility of the employer and training assessor to complete a Mock Observation with the apprentice and to ensure they are ready for the End-Point Assessment.

A Mock Observation should take 90 minutes +/- 10% and is likely to include 60 minutes of direct observation, followed by 30 minutes of post-observation questioning.

Practical assessment materials will be given to the training providers on booking of End-Point Assessment.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice, and it is the responsibility of the apprentice to ensure they have practiced answering questions for the End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take a maximum of 60 minutes.

The logo consists of a solid lime green circle containing the lowercase text "nqual." in a dark teal, sans-serif font.

nqual.

The background features a dark teal, wavy shape that resembles a stylized mountain range or a series of hills. In the bottom left corner, there is a lime green shape with rounded corners, partially overlapping the teal area.

NQual Ltd
Unit 11 Penketh Business Park
Liverpool Road
Warrington
WA5 2TJ
UK

admin@nqual.co.uk
www.nqual.co.uk
01925-931-684

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