



Specification

Level 5 Early Years Lead Practitioner
Version 1.1

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Welcome to Innovate Awarding

Welcome to the Level 5 Early Years Lead Practitioner Apprenticeship. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

About Innovate Awarding

We are an EPAO with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 5 Early Years Lead Practitioner apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 24 months on-programme, working towards the Level 5 Early Years Lead Practitioner Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation with questioning
- Professional discussion underpinned by a portfolio of evidence

The Apprentice

This occupation is found in a range of educational settings which can include day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care educational settings, out of school environments and local authority provision. The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play based learning, supporting others to develop their own practice. They are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. They engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies. In their daily work, an employee in this occupation interacts with children aged birth to eight years, families, practitioners, other professionals and appropriate agencies. An employee in this occupation will be responsible for supporting the quality of learning and development in their educational setting. They lead on the operational aspects of this provision and are typically responsible for leading other practitioners, an aspect or environment such as: Communication and Language, Planning and Assessment, Forest School, Physical Activity and Nutrition. They usually report directly to the head of the educational setting (The Manager, The Leader, The Director).

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan

- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 5 Early Years Lead Practitioner Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as an Early Years Lead Practitioner and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 5 Early Years Lead Practitioner Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for 24 months. They must also have:

- Achieved Level 2 English and Maths, if applicable
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level Early Years Lead Practitioner standard

- Compiled, and be ready to submit, a portfolio of 20 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 5 Early Years Lead Practitioner Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Readiness for Gateway requires confirmation from the employer, provider and apprentice, that the apprentice has met all the mandatory requirements.

Assessment Booking

The planning meeting will be booked on epaPRO once the apprentice has been allocated to an Innovate Awarding Assessor, and the Gateway documents have been reviewed and approved. The planning meeting will take place between the apprentice and an Innovate Awarding representative (in most cases this will be the allocated End-Point Assessor). Unless specified in the Assessment Plan, there is no requirement for the employer to attend, however some employers may wish to be present for this meeting

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the end-point assessment (EPA) period, as well as providing information on certification and appeals.

The Level 5 Early Years Lead Practitioner 30-minute planning meeting will book assessment timeslots for the:

- Observation with questioning
- Professional discussion underpinned by a portfolio of evidence

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invitation for all booked assessments. The apprentice will then prepare for their end point assessment.

Portfolio of Evidence Guidance

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, based on assessment, observation and planning documentation, which involves the apprentice completing a relevant and defined piece of work. The work must have a real benefit to the child or children or setting the apprentice is working in. Sufficient time must be allowed to enable the apprentice to observe the child or 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
- anonymised annotated photographs
- anonymised learning journals
- anonymised risk assessments
- anonymised case notes
- anonymised referral forms

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 Innovate Awarding assessor will not assess the portfolio of evidence but will review it in order to prepare questions for the professional discussion.

End-Point Assessment

Assessment Methods

Assessment Method 1: Observation with questioning

In the observation with questioning, an independent assessor observes the apprentice in person in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed.

The observation with questioning must take 90 minutes. This comprises 60 minutes for the observation and 30 minutes for questioning. The independent assessor must ask at least seven questions and follow-up questions are allowed where clarification is required. The assessor may increase the time by up to 10% 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 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 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, which will be shared with the independent assessor on the day of the assessment, before the observation begins.
- 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.

Assessment Method 2: Professional discussion, underpinned by a portfolio

In the professional discussion, the independent assessor and apprentice have a formal two-way conversation.

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 independent assessor must give the apprentice two weeks' notice of the professional discussion, and must have two weeks to review the apprentice's portfolio of evidence materials. The apprentice must have access to their portfolio of evidence during the professional discussion.

The professional discussion must last for 90 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 ask at least eight questions. Follow-up questions are allowed where clarification is required.

Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Merit
- Pass
- Fail

The Innovate Awarding Assessor must individually grade the observation with questioning and professional discussion underpinned by a portfolio of evidence.

The Innovate Awarding Assessor must combine the individual assessment method grades to determine the overall EPA grade.

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.

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

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
Distinction	Pass	Distinction
Distinction	Pass	Merit
Pass	Distinction	Pass
Pass	Pass	Pass
Fail	Any grade	Fail
Any grade	Fail	Fail

Grading Descriptors

Assessment Method 1: Observation with questioning

Theme: The Unique Child

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p>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.</p> <p>S1 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>S21 Promote equality of opportunity and anti-discriminatory practice.</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>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>
<p>K5 Current and contemporary theories and approaches to enable respectful and nurturing personal care.</p> <p>S9 Plan, carry out and guide appropriate personal care routines for individual children.</p> <p>B3 Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.</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>N/A</p>

K9 Potential effects of transitions and theories and approaches on how to successfully support children and their families.	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)	N/A
S8 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.		
S23 Identify, action and competently challenge issues and undertake difficult conversations where appropriate.	Identifies, actions, addresses challenging issues and undertakes difficult conversations. (S23)	

Theme: Learning and development

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
S12 Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.	Encourages all children's participation and ensures a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities. (S12)	Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S12, S16)
S16 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.	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)	
S5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S5)	N/A

S18 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.	Observes, assesses, plans, facilitates and participates in play opportunities with children that reflect current curriculum. (S18)	N/A
S3 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.	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)	N/A
B4 Be authentic, playful, animated, responsive, creative, imaginative and curious.		

Theme: Leaderful practice

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K18 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice, supporting teams and guiding change.	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)	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)
S22 Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of educational settings, providing inspiration and motivation to engage others to develop their practice, supporting teams and guiding change.		N/A

B2 Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.		N/A
S20 Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities including the safe use of digital technology to communicate effectively in both oral and written English.	Supports the key person in articulating children's progress and planning future learning opportunities. (S20)	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)
B5 Positive and proactive member of the team, being assertive and exercising diplomacy.	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)	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)
S13 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.		N/A
S17 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.	Demonstrates current and contemporary influences on their pedagogical approach and practice. (S17)	N/A
S26 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.	Implements health and safety practices and carries out risk assessments and risk management processes in accordance with policies and procedures. (S26)	N/A

Assessment Method 2: Professional Discussion

Theme: Legislation and guidance

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p>K6 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 reviews of serious cases.</p> <p>S10 Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.</p> <p>S11 Explore and understand, challenge and question; knowing when to act to safeguard and protect children.</p>	<p>Explains the role of the designated lead for safeguarding and assimilating findings of reviews and assessments of significant incidents or cases. 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)</p>	<p>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)</p>
<p>K21 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. The impact of these contexts on effective provision.</p>		N/A
<p>K10 Strategies to effect collaborative approaches to working with parents, carers, colleagues, professional bodies and multiagencies.</p>		N/A
<p>S14 Cultivate professional partnerships with parents, carers, colleagues and other</p>	<p>Evaluates the strategies they apply when collaborating and cultivating partnerships with parents or carers stakeholders and multiagencies. (K10, S14)</p>	N/A

professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.		
K17 How to promote inclusion, equality and diversity in the sector and why it is essential.	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)	Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K17, B1)
B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.		
K20 Ways to use, record and store data and information securely and in line with data protection legislation, confidentiality requirements and local and national policies, including the safe use of digital technology to communicate effectively in both oral and written English.	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)	N/A
S25 Ensure the security and confidentiality of data, records and information in line with current legislation.		N/A
K22 Principles of sustainability and efficient use of resources, in line with recycling, reuse, and safe disposal of waste.	Explains how they manage efficient and sustainable practice when using resources, applying reuse, recycling and safe disposal principles. (K22, S27)	N/A
S27 Apply the principles of sustainability and segregate used resources for reuse, recycling, and safe disposal.		N/A

Theme: Health and wellbeing

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K4 Theories of self-regulation, resilience and wellbeing and the impact of adverse early childhood experiences.	Analyses theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K4)	N/A
K14 The intent, implementation and impact of all provided experiences and opportunities for children informed by the setting's curriculum and pedagogy. S2 Develop, model and implement strategies to support the emotional, social, psychological, physical and cultural needs of all children within the educational setting.	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)	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)
S6 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.	Analyses how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle. (S6)	N/A

Theme: Continual professional development

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K19 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.	Evaluates how reflection influences their early years practice and drives their commitment to continuing professional development and action research. (K19)	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)
S24 Use reflection to develop themselves both professionally and personally to enhance their practice.	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)	
B6 Reflective practitioner, receptive and open to challenge and constructive criticism.		
K13 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.	Explains how they incorporate theories from physiological, neurological, developmental and education into their development and practice. (K13)	N/A

Theme: Child development

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
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.	Analyses how children learn and develop from conception to 8 years within the social, and cultural context and how this impacts their future. (K2)	Evaluates approaches to children's development they use in their practice, and articulates how they reach decisions in complex situations. (K2, K3, S7)
K3 Factors that have an impact upon health, wellbeing and early learning that can affect children from conception to 8 years and how children and families can make healthy and effective life choices.	Analyses factors that can impact upon health, wellbeing and early learning of children from conception to 8 and how children and families can make healthy and effective life choices. (K3, S7)	
S7 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.		
K7 Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.	Explains theories of attachment they use to promote effective relationships between staff and children. (K7)	N/A
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.	Explains how they develop effective and collaborative partnerships with parents and carers considering social and cultural context and influence, and the importance of home learning, and how that partnership enables a	N/A

S15 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.	greater understanding of the child/children leading to enhanced opportunities. (K8, S15)	N/A
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Theme: Observation and assessment planning

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K11 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.	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)	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)
K12 How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.		
S4 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.		
K16 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.	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)	N/A
S19 Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on		N/A

individual developmental needs.		
K15 The importance and impact of design, resources and engagement within indoor and outdoor environments to enable learning and development.	Analyses the impact of design, resources and engagement within indoor and outdoor environments to enable learning and development. (K15)	N/A

Annex 1: Assessment Plan and Occupational Standard

The Level 5 Early Years Lead Practitioner Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://skillsengland.education.gov.uk/apprenticeships/st0551-v1-1>

Level 5 Early Years Lead Practitioner ST0551

Version 1.1

Sector: Education and Early Years

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on epaPRO within **ten working days** of the assessment taking place.

We will submit a certificate claim with the DfE within 15 working days after the final result has been uploaded to epaPRO. The DfE will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the DfE.

Re-sits and Re-takes

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 Innovate Awarding 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 Innovate Awarding determines there are exceptional circumstances.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Support Materials

All the support materials for this apprenticeship can be found on epaPRO including the Assessment Key Verbs Document.

Use of Artificial Intelligence (AI) and referencing

Apprentice submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org



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