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Highfield Level 3 End-Point Assessment for ST0135 Early Years Educator

End-Point Assessment Kit

Highfield Level 3 End-Point Assessment for ST0135 Early Years Educator

EPA Kit

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Early Years Educator apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Early Years Educator apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Key facts	
Apprenticeship standard:	Early Years Educator
Level:	3
On-programme duration:	Typically, 18 months
End-point assessment window:	3 months
Grading:	Pass/merit/distinction
End-point assessment methods:	Observation with questioning
	Professional discussion underpinned by a portfolio of evidence

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

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Introduction

Standard overview

An early years educator provides high quality early education and care to children. Through an evidence-based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND).

In their daily work, an early years educator interacts with children, parents, carers, colleagues and wider multi-agency professionals. They follow the Early Years Foundation Stage (EYFS) requirements for the learning, development and care of children from birth to 5 years old. This includes supporting children with SEND.

An early years educator will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children, and demonstrate a clear understanding of equality, diversity and inclusion. They will act as the key person for 1 or more children within their setting.

This occupation is found in a range of maintained and private, voluntary and independent settings such as full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home-based provision, hospitals, social care settings, out of school environments, and local authority provision.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Early Years Educator apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the observation, professional discussion and collation of the portfolio of evidence (such as a provision of recordings of observations, professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths
- complete training towards a required qualification such as Paediatric First Aid or Emergency Paediatric First Aid
- complete training to develop the relevant knowledge, skills and behaviours
- compilation of a portfolio of evidence
- regular performance reviews undertaken by the employer
- structured one-to-one reviews of their progress with their employer and/or training provider

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development. This will determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **12 discrete pieces of evidence**. A qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace policies and procedures
- witness statements and observation records from training providers, managers and peer observations
- care records, SEND records and safeguarding records
- risk assessments
- records of continuous professional development

This is not a definitive list and other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should **not** include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. All evidence **must** be anonymised before submission and the employer's policies and procedures on the sharing of information **must** be followed.

The portfolio **must** be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed including a declaration by the

employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence **must** be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

Use of artificial intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation or artefact it should be referenced as such within the work. AI must **not** be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Additional, relevant on-programme qualification

Prior to gateway, apprentices are required to have completed a first-aid qualification in line with the requirements of the EYFS Framework in either Paediatric First Aid or Emergency Paediatric First Aid.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths.
- the apprentice must have achieved a first-aid qualification in either Paediatric First Aid or Emergency Paediatric First Aid
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
  - o Raising safeguarding and protection concerns
  - o Health, safety and wellbeing of children
  - o Sensitive and respectful personal care
  - o Supporting children through transitions, changes and significant events
  - o Learning environments that align to organisational values

  This list is **not** definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and

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that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.

- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments, to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2024)

[Early Years Educator / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan (ST0135/v1.3)

https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-educator-v1-3

Specific considerations

Highfield's approach does **not** deviate from the assessment plan.

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 2 English
- achieved level 2 maths
- achieved a qualification in line with the requirements outlined in the EYFS Framework such as either Paediatric First Aid or Emergency Paediatric First Aid
- compiled a portfolio of evidence
- submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

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The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements
Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

The Early Years Educator apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Observation with questioning	
Risk management	
Knowledge	**Skills**
K5 The principles of **risk assessment** and **management**, and how to balance risks and benefits of activities for children.	**S3** Apply the principles of risk assessment and risk management within documentation and practice. **S4** Teach children to develop skills to manage risk and maintain their own and others safety.
Pass criteria	**Distinction criteria**
RM1 Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4) **RM2** Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documented correctly. (K5, S3)	*No distinction criteria.*
Amplification and guidance	
Risk assessment is a process of evaluating potential risks that may be present during an activity. **Risks** could include: • environment checks such as slippery floors, exposed wires, animal faeces and damaged equipment • fire risks	

- security such as fences, locked gates and visitors
- food hygiene such as allergies and cross contamination
- personal safety such as use of personal protective equipment (PPE), and moving and handling procedures
- online safety
- electrical faults
- outings such as road safety and missing children

Hazards can be defined as an object or activity that could cause harm or endanger a child or adult within the environment. These could include:
- falling objects
- a child choking
- adults lifting, carrying or moving children and objects
- chemicals and cleaning products
- untrained staff

Risk management factors could include:
- the individual needs, age and abilities of the children and staff
- staff compliance and suitability
- desired outcomes for the children
- the function and purpose of the environment
- the duty of care
- risk assessments
- risk benefit such as learning opportunities for children:
  - developing resilience
  - developing independence
- daily checklists

- reporting procedures such as maintenance logs/hazards

Teaching children to develop skills to manage such as:
- rules such as walking feet, kind hands and turn taking
- hygiene such as hand-washing
- safe use of equipment such as scissors and climbing frames
- online safety
- knowing their own bodies and what is acceptable to touch
- engaging in new experiences and learning by trial and error
- promoting emotional well-being, resilience and mental health

Key person and attachment		
Knowledge	**Skills**	**Behaviours**
K10 The role and responsibilities of the **key person**. **K21** How children experience **change, transition, and significant events**.	**S7** Undertake the role and responsibilities of key person. **S9** Provide sensitive and respectful **personal care** for children from birth to 5 years. **S10** Advocate for all children's needs, including children which require SEND or EAL support.	**B2** Child-centred and empathetic, **valuing equality, diversity, and inclusion and the uniqueness of each child.** **B4** Caring, compassionate and sensitive. **B5** Honest, open, respectful, and a **role model**.

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	S13 Support children to understand and respond to their emotions and make considered choices about their behaviours. S17 Apply **strategies that support children's ability to manage change, transition, and significant events.**	

Pass criteria	Distinction criteria
KPA1 Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the **key person** whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5) **KPA2** Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational **policy and procedure**. (S9) **KPA3** Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)	*KPA4 Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)*

Amplification and guidance
A **key person** is an individual who is an important role model for the child, who the child can relate to and rely on. The key person is responsible for ensuring the child progresses in their development and maintains a good level of health and well-being while in the early years setting. • Child centred is an approach fundamental to safeguarding and promoting the welfare of every child. It means keeping the child in focus when making decisions and meeting their learning, emotional and physical needs.

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- Assessing children's developmental needs by completing formative and summative assessments and the two-year progress check, delivery of the EYFS, supporting children with additional needs and SEND support.

Change, transition and significant events could include:
- lifestyle changes such as diet, exercise and health
- moving house
- going to school or an early years setting
- moving from room to room within the early years setting
- separation or divorce of parents
- new sibling
- loss/death of a significant person
- parental well-being and the impact on children
- mental health and support systems
- moving area/country
- new relationships within the immediate family

Providing **personal care** could include:
- sleep routines
- nappy changing/toileting
- care of teeth, hair and skin
- appropriate clothing for hot and cold temperatures
- administration of medication
- first aid
- handwashing and personal hygiene
- prevention and control of infection

- feeding for babies and children with SEND
- bathing and washing for children with SEND

Strategies that children's ability to manage change, transition, and significant events could include:
- role play to help with transitions such as new siblings and new school
- books, stories and social stories
- displays and activities
- validating feelings
- discussions
- parental partnerships
- photos from the home and/or new setting
- visits
- meeting new staff
- settling in sessions
- strategies to manage emotions and behaviours could include:
  - Behaviour management skills/techniques
  - Validating feelings
  - ABC trackers or document relevant to the setting
  - Timers in line with setting policies
  - Calm and quiet areas
  - Fidget and sensory toys
  - Sensory areas
  - Books about feelings
  - Circle time
  - Visuals now and next
  - Zones of regulation

- Identify triggers
- Social stories
- Use of targeted strategies such as 'the colour monster' or a 'worry box'
- Self-regulation to concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult
- Executive function to hold information in their mind, focus their attention, think flexibly and inhibit impulsive behaviour

Valuing equality, diversity, and inclusion and the uniqueness of each child, could include:
- Special educational needs and disabilities (SEND).
- Cultural.
- Religion.
- Family background.
- Ethnicity.
- Appearance.
- English as another language (EAL).
- Celebrating differences.
- Acknowledging what a child is good at or achieved.
- The unique child is 1 of the 4 guiding principles which should shape all early years practice. The early years foundation stage (EYFS) describes this principle as: 'every child is a unique child who is constantly learning and who can be resilient, capable, confident and self-assured'.

Role model is a person whose behaviour or example serves as a model for others to be inspired by, especially by younger people.
- Examples of a good role model could include:
  - following rules
  - manners
  - dress code
  - modelled behaviours

o   positive communication

o   following British values

o   adhering to expectations and rules of the setting

o   completing daily routines

Policy and procedure relating to the expectations of health and safety, safeguarding, food hygiene and first aid.

Learning and development

Knowledge	Skills	Behaviours
K15 The development of **social skills and maintaining relationships.** **K22** The **theories of play** and its fundamental role in learning and development. **K24** How, when, and why to conduct **observation** and **assessment**. **K25** How the observation, assessment, and **planning cycle** is used to analyse and respond to children's learning, development, and interests. **K26** How to create experiences and opportunities for children informed by the setting's **curriculum** and **pedagogy**.	**S11** Promote and facilitate children's interpersonal communication to develop their social interactions and relationships. **S18** Analyse observation evidence to assess and plan **holistic individual learning** based on a comprehensive understanding of the child's needs and interests. **S19** Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy. **S20** Provide adult led opportunities and experience based on the setting's curriculum and pedagogy.	**B7** Playful and creative.

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Pass criteria	Distinction criteria
LD1 Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11) **LD2** Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, S18) **LD3** Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)	*LD4 Responds to the needs of the child in the moment to adapt delivery, and justifies the approach they take to meet the child's needs. (S18, S19, S20)*

Amplification and guidance

Social skills and maintaining relationships such as:

- developing a sense of self
- respecting other's thoughts, feelings and differences
- confidence in their own abilities
- positive communication skills
- persistence
- resilience
- patience such as turn taking
- making good friendships
- playing cooperatively
- resolving conflicts
- managing emotions
- understanding their own feelings and those of others
- knowledge of the ages and stages of learning in relation to personal, social and emotional development

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Theories of play could include:

- Parallel play **-** where children in this stage play near each other but not with each other.
- Solitary play **-** this type of play occurs when children entertain themselves without any other social involvement.
- Cooperative play - this type of play involves turn taking, communication, sharing thoughts and ideas, and social cues.
- Further underpinning theorists on play could include:
  - Jean Piaget's Cognitive Development Theory
  - Lev Vygotsky's Social Development Theory
  - John Bowlby's Attachment Theory
  - Erik Erikson's Psychosocial Theory
  - Sigmund Freud's Psychoanalytic Theory
  - Tina Bruce's Free Flow Play Theory
  - Albert Bandura's Social Learning Theory
- Philosophical approaches could include:
  - Waldorf Steiner
  - Forest School
  - Reggio Emilia
  - Montessori Education
  - Friedrich Froebel Trust

Fundamental role in learning and development could include:

- language development
- understanding the external world
- cognitive growth
- freedom of expression
- problem-solving

- holistic development
- develop social interactions
- develop own thoughts and opinions

Observation - could include:
- snapshots
- narrative
- photographs and videos
- time samples

Assessment - could include:
- summative
- formative
- observations
- baselines
- checklists
- tracking
- progress check at 2 years

Planning cycle consists of observe, assess, plan and evaluate.
- Observation is a stage where information about a child's strengths, interests and areas for development are gathered through formal and/or informal methods such as written notes, photographs or videos.
- The assessment stage analyses the information taken from the observation to identify a child's needs and to identify any learning gaps.
- The planning stage uses this information to plan appropriate activities and experiences to move a child's learning forward.
- Evaluation involves considering the effectiveness of the activities and experiences used in the planning stage to make adjustments as needed.

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The **curriculum** of how the prime and specific areas of learning are to be encompassed within the setting through the delivery of activities and opportunities. Incorporating the different types of play:

- sensory
- symbolic
- pretend
- cooperative role play
- fantasy
- physical
- rough and tumble
- risky
- digital

Pedagogy is the practices that are taught to provide opportunities for learning.

Holistic individual learning requires awareness of children's physical, personal, social, emotional and spiritual well-being, including cognitive aspects of learning. Ensuring areas of learning are interwoven to support the best possible learning experiences.

Environments

Knowledge	Skills
K17 The elements and characteristics of a wide range of **enabling environments.** **K18** How the design, resourcing, and use of the **indoor and outdoor** physical environment supports children's learning and development. **K19** How the **design of the day** and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able). **K20** How the organisations **approach and values** underpin the environment. **K23** How children develop **characteristics for effective learning.**	**S14** Assess the responsiveness of the environment for effective **child-centred** experiences in line with curriculum requirements. **S15** Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. **S16** Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.
Pass criteria	**Distinction criteria**
E1 Creates physical learning environments that align to organisational **values** and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15) **E2** Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)	*E3 Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14)*
Amplification and guidance	
Enabling environments benefits children as it offers security, comfort and opportunity for them to choose their own learning through play.	

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- Enabling an environment could include:
  - accessible resources that are inclusive for all
  - availability of opportunities
  - choice of resources
  - holistic offer
  - calm and cosy spaces
  - loose parts play
  - sensory areas
  - areas for critical thinking and problem-solving
  - open ended play opportunities
  - discovery areas
  - co-operative play areas
  - dynamic environments (regularly changed/new ideas/innovative)
  - evolving based on the interests of child

Indoor and outdoor could include:
- Climbing areas and balance beams
- Creative areas
- Mark making
- Imaginative spaces
- Role play
- ICT
- Sand and water
- Exploration stations
- Construction
- Bikes and scooters

- Story corners
- Small world
- Sensory/tactile

Design of the day could include:
- curriculum intent
- timetabling
- routines
- balanced provision for indoor and outdoor play
- balanced provision for adult and child led
- intervention provision for SEND and EAL

Approach and values may underpin the environment by including:
- A child-centred approach allowing a child freedom of choice, listening to their ideas and interests. Giving children ownership of their play and learning experiences.
- Allowing children to physically access all aspects of the environment and show some independence.
- The curiosity approach allowing children to be active learners, think critically, play, explore and be creative by providing a wide range of accessible and motivating resources.
- Learning approaches may be guided by The Montessori method and The Reggio Emilia approach.
- A blended approach may bring together a range of strategies and theories on learning.
- Promoting sustained shared thinking helps to clarify ideas, and support and extend children's thinking through asking open-ended questions.
- Activities through role play and stories may promote values such as trust, respect, courage, friendship and perseverance.
- British values in the environment through golden rules, learning about different religious festivals, freedom to choose resources, fair and equal treatment and taking turns.
- A broad, balanced and flexible curriculum based around children's interests.

Approach in an early years setting gives all professionals a set of common and shared principles and commitments to deliver quality early education and childcare experiences to all children.

Values are principles that influence and direct behaviour.
- British values may include:
    - democracy
    - rule of law
    - individual liberty
    - mutual respect and tolerance for those with different faiths

Characteristics for effective learning describe behaviours children use to learn such as:
- engagement: playing and exploring
- motivation: active learning
- thinking: creative and critical

Child centred keeps the child as the focus when making decisions and meeting their learning, emotional and physical needs.

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Professional discussion underpinned by a portfolio of evidence
Equality, diversity, and inclusion

Knowledge	Skills
K1 The importance of equality, **diversity**, and inclusion, and respecting children's **social and cultural context**. **K6** The **statutory and non-statutory frameworks** and guidance for provision in early years including **SEND**. **K7** The **legal rights** of each individual child according to their **current and future needs.**	**S12** Support children to develop a positive sense of their own identity and culture.

Pass criteria	Distinction criteria
EDI1 Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12) **EDI2** Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7) **EDI3** Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including **SEND**. (K6)	*No distinction criteria.*

Amplification and guidance

Diversity could include:
- diversity of values:
  - individual choices
  - beliefs and preferences
  - equal opportunities and respect

- o provides opportunities for education
- o provides opportunities for children to be developed based on the child's needs and capabilities
- cultural diversity celebrates change and individuality and provides opportunities for children to share ideas and opinions. Can include issues around being fair in practice.

Social and cultural context could include:
- Religion
- Culture
- Family background
- EAL (English as an Additional Language)
- SEND

Statutory and non-statutory frameworks such as the Equality Act 2010, SEND Code of Practice, Childrens Act, Every Child Matters, Protected Characteristics, British Values, EYFS and UNCRC.

Legal rights for **current and future needs** include a range of different laws. They ensure that children:
- are heard
- have opportunities to take part in various activities
- have access to education
- have a safe home environment to live in
- have support when they need to leave home
- are safe if they decide to get a job
- have protected personal information
- have access to medical support

Special Education Needs and Disabilities (SEND) to deliver the Special Educational Needs Code of Practice and focusing on inclusive practice and removing barriers to learning.

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Safeguarding

Knowledge	Skills	Behaviours
K2 Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. **K3 Types of abuse** including domestic, neglect, physical, emotional and sexual, and know how to **act to protect** children and colleagues. **K4** The **legal requirements and guidance** on health and safety, security, confidentiality of information, and safeguarding.	**S1** Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure. **S2** Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).	**B3** Vigilant and act with professional curiosity.

Pass criteria	Distinction criteria
SG1 Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3) **SG2** Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)	*SG3 Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)*

Amplification and guidance
Safeguarding policies and procedures could include: • No mobile phones

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- Security measures
- Visitors into setting
- Disclosures
- Safer recruitment and suitability
- Maintenance of the setting
- Collection of children
- Risk assessment
- DBS checks
- Whistleblowing
- GDPR/Confidentiality
- Fire and evacuation procedures
- Missing children
- Eating and sleeping

Legal requirements and guidance could include:
- Keeping Children Safe in Education (KCSIE)
- Children Act 2004
- Working Together to Safeguard Children 2023
- Children and Families Act 2014
- Data Protection Act 2018

Types of abuse could include:
- neglect
- e-safety
- domestic
- county lines

- physical
- radicalisation
- sexual
- trafficking
- child on child
- emotional

An **act to protect** could include:
- knowing the signs and indicators of abuse or neglect
- recording disclosures
- recording using disclosures with the TED technique – Tell, Explain, Describe or the 3 R's - Respond, Record, Report (depending on the area)
- reporting to the designated safeguarding lead (DSL)
- contacting the local authority designated officer (LADO) or multi-agency safeguarding hubs (MASH)
- policies and procedures in line with the Local Safeguarding Partners (LSP)
- ensure confidentiality
- regular training and knowledge updates

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Relationships		
Knowledge	**Skills**	**Behaviours**
K8 The role of colleagues and multi-agency working to support the child. **K9 The role and responsibilities of the early years educator**, including **providing supervision to staff.** **K11** Theories and significance of **attachment**. **K12 The importance of professional relationships and collaboration with parents, families, or carers.** **K13 The importance of professional relationships with colleagues, other organisations, and agencies.** **K14 The influence of all key individuals** in children's lives on children's learning and development.	**S5** Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child. **S6** Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. **S8** Recognise and apply theories of attachment to develop effective relationships with children.	**B1** Confident to have difficult conversations.

Pass criteria	Distinction criteria
R1 Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1) **R2** Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by	*R4 Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development. (K8, K12, K14)*

developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6) **R3** Explains the significance of attachment, and how they apply theories of **attachment** to support the development of relationships with children. (K11, S8)	

Amplification and guidance

Role and responsibilities of the early years educator could include:

- identifying signs of harm or abuse
- monitoring the behaviour, emotions and well-being of a child
- ensuring care and compassion, honesty, trust and integrity
- commitment
- a non-discriminatory approach
- knowing and following the settings' procedures and policies
- fundamental British Values
- understanding the practices in Safeguarding Children: Working Together Under the Children Act 2004
- training in child protection
- knowing when and how to raise concerns about child abuse to the designated safeguarding lead (DSL), outside agencies and police

Providing supervision to staff could include:

- sharing best practice
- reporting concerns to the DSL or the local authority designated officer (LADO)
- having an awareness of discrimination
- following the whistleblowing policy
- conduct
- mandatory and statutory training

Agencies that are part of multi-agency working could include:xl

- Multi-agency safeguarding hubs (MASH)
- Educational phycologist
- Local authority designated officer (LADO)
- Child and adolescent mental health services (CAMHS)
- NHS
- Police
- Social workers
- Health workers such as physiotherapists and occupational therapists
- Foster carers
- Speech and language therapists (SALT)

The importance of professional relationships and collaboration with parents, families and carers could include:

- to gain a holistic view of the child
- working together to achieve a common goal
- to provide advice and support
- putting the child at the centre as the focus

The importance of professional relationships and collaboration with organisations and agencies could include:

- joint working
- sharing best practice
- combining resources/sharing expertise
- a faster, more coordinated response
- achieving the best possible outcomes for the child

The influence of key individuals could include:

- role modelling such as behaviour, healthy lifestyles and values
- allowing a child to feel safe, cared for and understood
- being supportive in a triangle of trust with the child and family
- appreciating and respecting cultures, identities and diverse backgrounds
- having the ability to recognise next steps to promote learning and well-being

Attachment is a strong, emotional bond between 2 people. Attachment theorists could include:
- John Bowlby
- Mary Ainsworth

Different types of attachments include secure, insecure resistant and insecure avoidant. An early years educator should understand how attachments can change according to the age of the child.

Learning and child development
Knowledge
K16 How children learn and develop from conception to age 7; **physiologically**, **neurologically**, **biologically**, **psychologically**, **cognitively**, **emotionally**, and **socially**. Including the interaction and impact of **biological and environmental factors**.

Pass criteria	Distinction criteria
LCD1 Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)	*No distinction criteria.*
Amplification and guidance	
How children learn and develop: children learn from their experiences through purposeful approaches. Children need opportunities to practise what they know and to develop new knowledge and skills.	

- **Physiologically** such as fine motor skills and gross motor skills
- **Neurologically** such as sensorimotor stage (birth to 2 years), preoperational stage (Ages 2 to 7) and concrete operational stage (ages 7 to 11)
- **Biologically** such as growth, height, weight and genetics
- **Psychologically** such as the ability to express thoughts and feelings, and understand emotions
- **Cognitively** such as children thinking, learning, exploring, remembering and solving problems
- **Emotionally/socially** such as attachments, moral development, self-conception and behaviour

Early Years Foundation Stage Statutory Framework sets the standards for learning, development and care for children from birth to 5 years. Additionally, it details how children learn and progress through their stages of development and have knowledge of what and how children learn in relation to different approaches to promote effective practice.

Biological and environmental factors could include:
- biological factors such as:
  - speech and language
  - physical mobility
  - impaired cognition
  - impaired vision and/or hearing
  - genetics
- Impact of biological factors such as:
  - unable to communicate wants and needs
  - unable to access activities and/or resources
  - delayed ability to perform independent physical care needs such as toileting and feeding
  - low self-esteem and confidence
- environmental factors such as:
  - healthy lifestyles such as nutrition and physical activity
  - disadvantaged backgrounds

- poverty and low income
- looked after child (LAC)
- family dynamics
- Impact of environmental such as:
  - ill-health and disease
  - neglect
  - undernourishment
  - unhealthy weight gain
  - children may struggle to form meaningful relationships and attachments
  - poor mental health
  - poor physical growth (bone strength and hand-eye-co-ordination) through lack of physical activity
  - disruptive behaviour may be a result of change, lack of trust and attention and understanding boundaries
  - play deprivation and lack of experiences

Continuous professional development		
Knowledge	**Skills**	**Behaviour**
K27 Methods of **reflective practice**, including supervision, and opportunities for **continuous professional development**.	**S21** Use reflection to develop themselves both professionally and personally.	**B6** Self-motivated, using initiative and proactive. **B8** Reflective and reflexive and committed to CPD.
Pass criteria		**Distinction criteria**
CPD1 Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8)		*CPD2 Evaluates how continuous professional development has i**mpacted on provision** and improved outcomes for children. (K27, S21, B8)*

Amplification and guidance

Reflective practice such as the examination of personal thoughts and actions. This means focusing on interactions with colleagues, children and the environment. It means thinking about how something could have been done differently, what went well, and what could have gone better, what could have been improved. It also means reflecting on own values, beliefs and experiences which shape thoughts and ideas.

Continuous professional development (CPD) could include:
- appraisals
- team building
- supervisions
- well-being and support system
- training
- observations
- shadowing
- feedback

Impacted on provision through CPD could include:
- increased curriculum knowledge
- development of new strategies
- learning outcomes of children achieved
- ability to make informed choices
- stronger team
- positive relationships
- shared vision and goals
- highly skilled workforce
- knowledge of inspection reports
- the ethos and aims of the setting

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- developing the provision
- mandatory and statutory updates and training

Assessment summary

The end-point assessment for the Early Years Educator apprenticeship standard is made up of 2 assessment methods:

1. An 80-minute observation with questioning
2. A 90-minute professional discussion underpinned by a portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation with questioning

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The observation with questioning will be conducted in the apprentice's workplace.

Professional discussion underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass, merit and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a **pass**, the apprentice is required to pass each of the 2 assessment methods.

To achieve a **merit**, the apprentice is required to achieve a pass in the professional discussion underpinned by a portfolio of evidence and achieve a distinction in the observation with questioning.

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

The overall grade for the apprentice is determined using the matrix below:

Observation with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade awarded
Fail any of the 2 assessment methods		**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Pass**
Distinction	Pass	**Merit**
Distinction	Distinction	**Distinction**

Retake and resit information

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a **resit** is chosen, please call the Highfield scheduling team to arrange the resit. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Any EPA component resit/retake must be taken within a 6-month period, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method must be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

Assessing the observation with questioning

The assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work, and simulation is **not** permitted. The assessor will only observe 1 apprentice at any one time. The observation with questions will be scheduled at least 2 weeks after gateway.

Apprentices must provide the independent assessor with a teaching information pack to provide context for the apprentice's observation at least **5 days before** the observation with questioning. Evidence should be naturally occurring and be produced as part of the apprentice's typical working practice, in line with the expectations of their employer. All evidence should be anonymised prior to submission, and the employer's policies regarding the sharing of information must be followed. Evidence would typically include:

- evidence of observation and assessment of children, and subsequent planning
- risk assessments
- evidence of support for significant transitions for a child or children
- evidence of the intent, implementation and impact of the curriculum

The observation with questions will last a total of **80 minutes**, with **50 minutes** for the observation followed by **30 minutes** allocated for questions. The assessor can increase the time by up to 10% to allow the apprentice to complete a task or respond to a question.

The observation with questions may be split into discrete sections held on the same working day. This includes comfort breaks as necessary and to allow the apprentice to move from 1 location to another, where required. The assessment method should typically be completed within a total time of 2 hours. Breaks will **not** count towards the total assessment time.

The assessor will brief the apprentice on the format of the observation with questions, including the timescales that they will be working to, before the start of the observation. The time taken for this briefing is **not** included in the assessment time.

The observation with questions will take place in the apprentice's workplace as this is a practical role and will allow for holistic assessment of the knowledge, skills and behaviours relevant to this assessment method.

The following activities **must** be observed during the observation:

- interacting with children and other adults
- supporting children's learning through facilitating learning opportunities

- the observed session should form part of a normal working day for the apprentice, and should reflect their typical working practice

The assessor will ask a **minimum of 5 questions** after the observation to assess the apprentice's breadth and depth of competence against the grading descriptors. This will also provide contextual information of how the teaching information pack relates to the observed activity and allow apprentices to meet the requirements for **S9,** to ensure full coverage of the provision of personal care to children.

As only naturally occurring work will be observed, the criteria that the apprentice did **not** have the opportunity to demonstrate will be assessed through questioning. Follow-up questions will be asked where required.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which early years educator criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation with questioning

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Observation with questioning').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Observation with questioning mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questioning in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questioning should take place in a suitable location.
- an 80-minute time slot should be available for the observation with questioning, if it is intended to be a complete mock observation with questioning covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questioning and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:

    - how have you communicated clearly with children to ensure they are developing the skills they need to keep themselves and others safe?

    - how have you created an effective relationship with the children in your care and supported their needs?

    - tell me about a time when you have provided sensitive and respectful personal care to children that meets their individual needs.

    - what strategies have you applied in situations where children have needed to manage changes in their lives?

    - tell me about a specific choice you made in the creation of a learning environment for the children in your care and how it met their individual needs.

Observation with questioning criteria

Throughout the **80-minute** observation with questioning, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Risk management
To pass, the following must be evidenced.
RM1 Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)   **RM2** Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documented correctly. (K5, S3)
To gain a distinction, the following must be evidenced
No distinction criteria.

Key person and attachment
To pass, the following must be evidenced.
KPA1 Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5)   **KPA2** Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure. (S9)   **KPA3** Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)
To gain a distinction, the following must be evidenced
KPA4 Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)

Learning and development
To pass, the following must be evidenced.
LD1 Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)
LD2 Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, S18)
LD3 Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)
To gain a distinction, the following must be evidenced
LD4 Responds to the needs of the child in the moment to adapt delivery, and justifies the approach they take to meet the child's needs. (S18, S19, S20)

Environments
To pass, the following must be evidenced.
E1 Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15)
E2 Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)
To gain a distinction, the following must be evidenced
E3 Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14)

Assessing the professional discussion underpinned by a portfolio of evidence

In the professional discussion underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit. Employers are allowed to be present. However, this is optional.

Apprentices will have access to their portfolio of evidence during the professional discussion and can refer to and illustrate their answers with this. However, the portfolio of evidence is **not** directly assessed.

The professional discussion will be scheduled at least 1 week after gateway. It will take place in a suitable environment and can be conducted by video conferencing. It will last for **90 minutes**. The independent assessor can increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The assessor will ask **at least 10 questions**. Follow-up questions will be asked where required and will also include the list of themes that will be covered in the professional discussion.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Professional discussion underpinned by a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio of evidence will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion underpinned by a portfolio of evidence should take place in a suitable location.
- a 90-minute time slot should be available to complete the professional discussion underpinned by a portfolio of evidence, if it is intended to be a complete discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion underpinned by a portfolio of evidence and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:

- explain why it is important to respect social and cultural contexts while supporting a child to develop a positive sense of self
- explain the legal rights of each child and how they are met according to the child's individual needs
- explain the actions you take to ensure the safety of the children in your care in line with safeguarding policies
- describe some of the decisions you have taken when applying safeguarding policies and procedures
- describe how developing confident, professional relationships with wider multi-agencies ensures the needs of the children in your care are met
- explain how parents can impact on a child's learning and development and how this can be enhanced through effective relationships with the parents
- tell me of a theory of attachment you have recently applied in your support of a child's development
- explain how the impact of biological and environmental factors aid in a child's development, and the implications this has on practice
- explain how you regularly reflect on your practice to inform your continuous professional development
- explain how your continuous professional development has impacted on the improved outcomes for children in your care

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **90-minute** professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by a portfolio of evidence by considering how the criteria can be met.

Equality, diversity, and inclusion
To pass, the following must be evidenced.
EDI1 Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12)
EDI2 Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7)
EDI3 Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Safeguarding
To pass, the following must be evidenced.
SG1 Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3)
SG2 Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)
To gain a distinction, the following must be evidenced.
SG3 Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)

Relationships
To pass, the following must be evidenced.
R1 Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1)
R2 Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6)
R3 Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)
To gain a distinction, the following must be evidenced.
_R4_ _Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development. (K8, K12, K14)_

Learning and child development
To pass, the following must be evidenced.
LCD1 Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)
To gain a distinction, the following must be evidenced.
No distinction criteria.

Continuous professional development
To pass, the following must be evidenced.
CPD1 Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8)
To gain a distinction, the following must be evidenced.
CPD2 _Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)_