

Assessment details

Introduction

This apprenticeship assessment plan (AAP) sets out the requirements for the assessment of the level 5 early years lead practitioner apprenticeship. It should be read in conjunction with the Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the Requirements for Apprenticeship Assessment, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments.

Table 1: Assessment outcomes

Table 1 sets out the assessment outcomes and the mapped knowledge and skill statements. All assessment outcomes must be assessed. Knowledge and skills statements listed in the mandatory statements column must be assessed in every version of the assessment that is made available.

Assessment Outcome	Mapped statements	Mandatory statements
AO1: Child development, learning and pedagogical practice Applies developmental theories and pedagogical approaches to support children's learning from birth to age 8, adapting practice to meet individual needs	K2, K4, K7, K11, K12, K13, K14 S2, S3, S4, S5, S7, S12, S17	K2, K11, K14 S5, S7

and promote active, enquiry-based learning through play and creativity.		
AO2: Safeguarding, health, wellbeing and personal care Promotes safeguarding, health and wellbeing through the application of statutory requirements, safe practice and responsive support that protects children from harm and supports children's physical, emotional and developmental needs.	K1, K3, K5, K6, K8, K9 S1, S6, S8, S9, S10, S11, S21, S26	K1, K6, K8 S1, S10, S11, S21
AO3: Inclusive practice, advocacy, and partnership Advocates for children and families through inclusive, ethical and rights-based practice, promoting equality, participation and positive transitions in partnership with others.	K17, K21 S16, S23	S23
AO4: Collaborative leadership, professional practice Collaborates with families, colleagues and multi-agency professionals, supporting professional development, mentoring others, promoting reflective practice and ensuring the responsible management of information.	K10, K18, K19 S14, S15, S22, S24, S25	K10 S14, S15, S25
AO5: Curriculum, environment and assessment Implements curriculum, assessment and observation approaches to plan learning environments and experiences, using information to support children's progress and promoting sustainable and safe practices.	K15, K16, K20, K22 S13, S18, S19 S20, S27	K16, K20 S18, S19

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include a **professional discussion**.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Methods may be used more than once:

- **observation**
- **question and answer**
- **case study**
- **portfolio**

Apprentices must meet the standards set out in the Early Years Foundation Stage (EYFS) Statutory Framework, set by DfE. Assessments must be designed to align with the assessment requirements of the Early Years Qualification List (EYQL).

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to assess. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade.

Table 2: performance descriptors

Table 2 sets out the performance descriptor categories and descriptors for pass and distinction. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Applies early years knowledge and theory to propose and implement solutions in broadly defined, complex contexts, for sound and effective play-based learning and care.	Demonstrates refined and insightful application of early years knowledge and theory to navigate complex contexts, producing solutions that are robust and enhance play-based learning and care.
Applied Skills	Identifies and applies appropriate cognitive and practical methods, drawing on existing knowledge, procedures or research to address broadly defined, complex problems, complete activities, and inform decisions.	Selects, adapts and applies methods with a high degree of judgment, drawing on existing knowledge, procedures or research to address broadly defined, complex problems, leading to efficiencies or improvements in play-based learning and care.
Regulatory and Procedural Awareness	Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to complex situations to support play-based learning and care effectiveness.	Demonstrates confident and nuanced interpretation of complex or overlapping regulations, balancing compliance with innovation or improvement in practice.
Communication and Collaboration	Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve	Demonstrates strategic communication skills, influencing outcomes through well-judged messaging and collaboration, fostering strong stakeholder relationships.

	issues, and inform decision-making.	
Information Use and Decision Making	Analyses and interprets observation, assessment data and professional insight, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in planning and interventions.	Evaluates and synthesises diverse information sources and perspectives, offering well-justified, nuanced reasoning and awareness of sectoral, ethical and developmental implications in decision-making.
Responsibility and Autonomy	Plans and carries out significant tasks, taking accountability for children's care and learning. Manages own work and supports others, allocating resources with awareness of risks and priorities to ensure safe, inclusive and effective provision.	Exercises strategic responsibility and autonomy, planning and leading operational practice with impact. Handles resource decisions and drives continuous improvement through reflective evaluation.