



Pearson

# Pearson (Level 3) End-point Assessment for Early Years Educator

Specification date: January 2025

First assessment date: April 2025







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## Summary of changes to Pearson Level 3 End-point Assessment for Early Years Educator Apprenticeship

<b>Summary of changes made between previous issue and this issue</b>	<b>Page number</b>
This specification has been amended to reflect the updated Early Years Educator EPA Assessment Plan.	Throughout
The Multiple-Choice Test has been replaced with an Observation with Questioning.	Pages 8-12
Knowledge, Skills and Behaviours for the two assessment methods have been revised.	Pages 10-11 (Observation with Questioning) Pages 14-15 (Professional Discussion)
An updated Assessment Plan is included in <i>Annexe A</i>	Page 24

Earlier issues show previous changes.

If you need further information on these changes or what they mean, please contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

## Relationship with previous EPA Assessment Plan versions

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This End-point Assessment ST1035, Version 1.3, and associated materials, replaces the Pearson End-point Assessment for Early Years Educator ST1035, Version 1.2.

Apprentices that started on-programme up to the 31st March 2024 will be assessed against the legacy Assessment Plan ST0135 Version 1.2. Any subsequent new starts will be assessed against the updated Assessment Plan ST0135, Version 1.3. Where a new Assessment Plan has been released, centres should ensure that any change does not disadvantage (or advantage) the apprentice.

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# 1 The Pearson Level 3 End-point Assessment for Early Years Educator Apprenticeship

## What are Pearson End-point Assessments?

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End-point Assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard learnt throughout the apprenticeship programme.

## Purpose

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The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as an Early Years Educator.

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

The broad purpose of the occupation is to provide high quality early education and care to children. Through an evidence-based approach, early years educators provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early Years Educators follow the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development, and care of children from birth to five years old in both indoor and outdoor environments.

In their daily work, an employee in this occupation interacts with children, parents, carers, colleagues, and wider multi-agency professionals such as health visitors, early help services, social workers, and speech and language therapists. This includes supporting children with SEND.

An employee in this occupation 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. Early Years Educators teach and facilitate children's learning and play. They apply the observation, assessment, and planning cycle to support progress and children's development. An Early Years Educator will act as the key person for one or more children within their setting. They may play a leadership role.

Early Years Educators and those who work in job roles such as nursery nurse and childminder, are licensed professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings, including full day care, children's centres, preschools, reception classes and in the home as childminders. They may either be working on their own or supporting others to deliver the Early Years Foundation Stage (EYFS) requirements for the learning, development and care of children from birth to five years old.

## **Industry support and recognition**

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Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

## 2 Summary of End-point Assessment

EPA Detail	Pearson Level 3 End-point Assessment for Early Years Educator
Qualification number (QN)	610/5225/5
Regulation start date	01/02/2025
First Pearson assessment	01/04/2025
Assessment Methods	<ul style="list-style-type: none"> <li>▪ Assessment Method 1: Observation with Questioning</li> <li>▪ Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence.</li> </ul> <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p>
Grading	Pass/Merit/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The typical duration for this apprenticeship is 18 months, at least 12 months on-programme and three months for the EPA, but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	The employer must be confident that the apprentice is occupationally competent. The apprentice must: <ul style="list-style-type: none"> <li>▪ confirm they are ready to take the EPA</li> <li>▪ have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>▪ have passed Paediatric First Aid or Emergency Paediatric First Aid. Apprentices in line with the requirements of the EYFS Framework (Annexe A): Early years foundation stage (EYFS) statutory framework – GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>).</li> </ul> For the Professional Discussion Underpinned by a Portfolio of Evidence, the apprentice must submit a Portfolio of evidence.

EPA Detail	Pearson Level 3 End-point Assessment for Early Years Educator
Time period for completion of EPA	<p>The EPA should be completed within an EPA period lasting typically three months.</p> <p>The assessment methods can be delivered in any order.</p> <p>The result of one assessment method does not need to be known before starting the next.</p>
Apprenticeship certification	<p>The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the End-point Assessment Organisation (EPAO), Pearson will claim certificates on behalf of apprentices.</p>
Digital badging	<p>On successful completion of their EPA, apprentices are issued a securely verified Credly digital credential or 'badge.' The digital badge can be easily shared online via social networks allowing them to showcase their talent and grow their presence in a professional community.</p> <p>Further information about Credly digital credentials can be found at <a href="http://www.pearson.com/en-gb.html">www.pearson.com/en-gb.html</a> (Discover Pearson Businesses).</p>

# 3 EPA structure

## Early Years Educator End-point Assessment

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The EPA for the Early Years Education apprenticeship consists of the following two assessment methods:

- Observation with Questioning
- Professional Discussion Underpinned by a Portfolio of Evidence.

The table below gives a summary of the structure of the End-point Assessment.

End-point Assessment Methods	Duration	Assessment Method Grading
Observation with Questioning	1 hour and 20 minutes	Pass/Distinction
Professional Discussion Underpinned by a Portfolio of Evidence.	90 minutes	Pass/Distinction

## EPA Grading

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The grading for this EPA is Pass/Merit/Distinction.

Pearson will combine the individual assessment method grades to determine the overall EPA grade.

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall merit, the apprentice must achieve a distinction in the observation assessment method. To achieve an overall distinction, the apprentice must achieve a distinction in both assessment methods.

EPA Assessment Method 1 Observation with Questioning	EPA Assessment Method 2 Professional Discussion	End-point Assessment Grade
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

# 4 Assessment

## Assessment plan

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Pearson's approach to assessing this EPA is set by the Assessment Plan for the Apprenticeship Standard. This document is available in *Annexe A*.

## Language of assessment

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Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment can be found in our *Use of languages in qualifications policy*, available on our website.

## Gateway

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Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign-off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the Assessment Plan in *Annexe A*.

Employers must complete a *Gateway Declaration Form* and *Portfolio Authentication Form* (see *EPA Resource Pack*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

# 5 End-point Assessment Methods

## Assessment Method 1: Observation with Questioning

### Structure

The Observation with Questioning assesses apprentices' knowledge, skills and behaviours from the Apprenticeship Standard, in line with the Assessment Plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Observation	
Summary	<p>The apprentice is observed working in their normal working environment carrying out normal work tasks. Simulation is not allowed. The Observation with Questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.</p> <p>The purpose of the IEA questions is:</p> <ul style="list-style-type: none"> <li>to provide additional detail and contextual information to what the IEA has observed, and to explain how the <i>Teaching Information Pack</i> relates to the observed activity</li> <li>to fully meet the requirements for S9 to ensure coverage of the provision of personal care across all the specified age ranges.</li> </ul> <p>The IEA 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 Questioning and should be kept to a minimum.</p> <p>The Observation with Questioning must take place in person.</p>
Duration	<p>Observation: 50 minutes</p> <p>Question and answer session: 30 minutes</p> <p>The IEA can increase the time of the Observation with Questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.</p>
Grading	<p>Pass/Distinction</p> <p>The grading criteria for this assessment method can be found in the Assessment Plan in <i>Annexe A</i>.</p>

Observation	
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>The details of how the observation will be operated will be agreed at the EPA planning meeting.</p>
Delivery and conduct	<p>Apprentices must provide the IEA with a <i>Teaching Information Pack</i> to provide context for the apprentice's observation at least five days before the Observation with Questioning.</p> <p>The observation will take place in the apprentice's normal working environment. Simulation is not permitted.</p> <p>The Observation with Questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.</p> <p>Pearson will give the apprentice two weeks' notice of the Observation with Questioning.</p> <p>The total time for the observation element is 50 minutes. The time allocated for questioning is 30 minutes. The IEA must ask at least five questions. Follow-up questions are allowed where clarification is required.</p> <p>The IEA will intervene or stop the observation if they judge that the apprentice or others are at risk.</p>
Assessment	<p>The IEA observes and asks the apprentice questions and judges their performance against the grading criteria using the evidence requirements for guidance, published in the <i>EPA Resource Pack</i>.</p> <p>Evidence would typically include:</p> <ul style="list-style-type: none"> <li>▪ evidence of observation and assessment of children, and subsequent planning</li> <li>▪ risk assessments</li> <li>▪ evidence of support for significant transitions for a child or children</li> <li>▪ evidence of the intent, implementation and impact of the curriculum.</li> </ul> <p>The IEA should observe the apprentice during the observation:</p> <ul style="list-style-type: none"> <li>▪ interacting with children and other adults</li> <li>▪ supporting children's learning through facilitating learning opportunities</li> </ul> <p>The observed session should form part of a normal working day for the apprentice and should reflect their typical working practice.</p>

## Standards Assessed

The observation assesses the following outcomes from the Apprenticeship Standard.

Knowledge Outcome	Apprenticeship Standard Outcomes
K5	The principles of risk assessment and management, and how to balance risks and benefits of activities for children.
K10	The role and responsibilities of the key person.
K15	The development of social skills and maintaining relationships.
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 organisation's approach and values underpin the environment.
K21	How children experience change, transition, and significant events.
K22	The theories of play and its fundamental role in learning and development.
K23	How children develop characteristics for effective learning.
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.

Skills Outcome	Apprenticeship Standard Outcomes
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.
S7	Undertake the role and responsibilities of key person.

Skills Outcome	Apprenticeship Standard Outcomes
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.
S11	Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.
S13	Support children to understand and respond to their emotions and make considered choices about their behaviours.
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.
S17	Apply strategies that support children's ability to manage change, transition, and significant events.
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

Behaviour Outcome	Apprenticeship Standard Outcomes
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.
B7	Playful and creative.

## Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence

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### Structure

The Professional Discussion Underpinned by a Portfolio of Evidence assesses apprentices' knowledge, skills and behaviours from the Apprenticeship Standard, in line with the Assessment Plan requirements. It is assessed by a Pearson Independent End-Point Assessor (IEA).

Professional Discussion	
Summary	<p>In the Professional Discussion, an IEA and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.</p> <p>The apprentice can refer to and illustrate their answers with evidence from their Portfolio of Evidence.</p>
Duration	<p>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.</p>
Portfolio	<p>Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the Professional Discussion. This portfolio is submitted at gateway, prior to the Professional Discussion.</p>
Grading	<p>Pass/Distinction</p> <p>The grading criteria for this assessment method can be found in the Assessment Plan in <i>Annexe A</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p>

<b>Professional Discussion</b>	
Delivery and conduct	<p>The Professional Discussion should take place in a quiet room, free from distractions and influence.</p> <p>The Professional Discussion can be conducted by video conferencing.</p> <p>Pearson will give an apprentice one weeks' notice of the Professional Discussion.</p> <p>The IEA must have at least one week to review the supporting documentation.</p> <p>The apprentice must have access to their Portfolio of evidence during the Professional Discussion.</p> <p>The apprentice can refer to and illustrate their answers with evidence from their Portfolio of evidence however, the Portfolio of evidence is not directly assessed.</p> <p>The IEA must ask at least 10 questions.</p>
Assessment	<p>The purpose of the Professional Discussion is to assess the apprentice's competence against the following themes:</p> <ul style="list-style-type: none"> <li>▪ equality, diversity, and inclusion</li> <li>▪ safeguarding</li> <li>▪ relationships</li> <li>▪ learning and child development</li> <li>▪ continuous professional development.</li> </ul> <p>The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the evidence requirements in the <i>EPA Resource Pack</i> as guidance.</p>

## Standards Assessed

The Professional Discussion assesses the following outcomes from the Apprenticeship Standard.

Knowledge Outcome	Apprenticeship Standard Outcomes
K1	The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.
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 knowhow to act to protect children and colleagues.
K4	The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.
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.
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.
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.
K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development.

<b>Skills Outcome</b>	<b>Apprenticeship Standard Outcomes</b>
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).
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.
S12	Support children to develop a positive sense of their own identity and culture.
S21	Use reflection to develop themselves both professionally and personally.

<b>Behaviour Outcome</b>	<b>Apprenticeship Standard Outcomes</b>
B1	Confident to have difficult conversations.
B3	Vigilant and act with professional curiosity.
B6	Self-motivated, using initiative and proactive.
B8	Reflective and reflexive and committed to CPD.

# 6 Delivery of End-point Assessment

## End-point Assessment planning and scheduling

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Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The End-point Assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

## Reassessment

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Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

For additional EPA-specific requirements, refer to the Assessment Plan in *Annexe A*.

## Booking reassessment

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Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

## Appeals

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The *End-point Assessment enquiries and appeals policy* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

# 7 Access to assessment

## Access to assessment for apprentices with disabilities or specific needs

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Equality and fairness are central to our work. Our *Equity, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

## Reasonable adjustments

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A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment than this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

Further guidance: [Submitting Reasonable Adjustments Requests](#)

# 8 Malpractice

## Dealing with malpractice in assessment

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'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by apprentices, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on apprentices, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by apprentices, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Apprentices must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of apprentices and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## Apprentice malpractice

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The Head of Centre is required to report incidents of suspected apprentice malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCO Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any supporting documents (signed statements from the apprentice, invigilator, copies of evidence, etc) to the Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining any appropriate sanctions on apprentices lies with Pearson.

Apprentices must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Apprentices found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Tutor/centre malpractice

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The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The Head of Centre should inform the Investigations Team by submitting a JCQ M2 Form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld. You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of apprentices
- placing temporary suspensions on registration of apprentices
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of apprentices and/or members or staff) and from individual members (in respect of a decision taken against them personally).

Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

## 9 Further information

Edexcel, BTEC and Pearson Work Based Learning contact details:

- <https://qualifications.pearson.com/en/contact-us.html>
- Books, software and online resources for UK schools and colleges:
- [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Document that further supports the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

## 10 Glossary

Term	Description
Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All Apprenticeship Standards are published on <a href="http://www.gov.uk">www.gov.uk</a> .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that End-point Assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment Methods	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four assessment methods that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
End-point Assessment Organisation (EPAO)	Approved to deliver EPA. Employers select an approved EPAO from the Education & Skills Funding Agency's Register of End-point Assessment Organisations (RoEPAO).
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their End-point Assessment. There are requirements for mathematics and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the Apprenticeship Standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.

Term	Description
On-programme	<p>The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. All apprentices must spend at least 20% of their on-programme time completing off-the-job training.</p> <p>A full-time Early Years Educator apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.</p>
Resit	Occurs when an apprentice feels comfortable to attempt their EPA again, with no additional training or learning, e.g. failing an assessment method on one or two criteria, due to test nerves.
Retake	Occurs when an apprentice needs a period of additional training or learning to support them to reattempt their EPA, e.g. failing an assessment method on multiple criteria, due to lack of preparation or not being able to articulate their response in line with the criteria.
Trailblazer group	A group of employers who have worked together to agree the Apprenticeship Standard and write the associated Assessment Plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of Apprenticeship Standards and Assessment Plans. In addition, the institute is responsible for technical education, including T Levels.

# Annexe A: Assessment Plan

Level: 3 Early Years Educator

Reference: ST0135 Version: 1.3

Approved for delivery: 3 April 2019

**Updated 2 April 2024**

## Introduction and overview

This document explains the requirements for End-point Assessment (EPA) for the Early Years Educator apprenticeship. End-point Assessment Organisations (EPAOs) must follow this when designing and delivering the EPA.

Early Years Educator apprentices, their employers and training providers should read this document.

A full-time Early Years Educator apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

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

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

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Apprenticeship Providers and Assessment Register (APAR).

This EPA has two assessment methods.

The grades available for each assessment method are below.

Assessment method 1: Observation with Questioning:

- fail
- pass
- distinction

Assessment method 2: Professional Discussion Underpinned by a Portfolio of Evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade.

The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction.

## EPA summary table

<p>On-programme – typically 18 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> <li>▪ complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this Apprenticeship's Standard</li> <li>▪ complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>▪ compile contextualised information to support the Observation with Questioning</li> <li>▪ compile a Portfolio of evidence</li> <li>▪ complete training towards the qualification listed in the Early Years Educator Apprenticeship Standard.</li> </ul> <p>The qualification required:</p> <p>Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annexe A): Early years foundation stage (EYFS) statutory framework – GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>).</p> <p>Paediatric First Aid or Emergency Paediatric First Aid.</p>
<p>End-point Assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> <li>▪ confirm they are ready to take the EPA</li> <li>▪ have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>▪ have passed Paediatric First Aid or Emergency Paediatric First Aid. Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annexe A): Early years foundation stage (EYFS) statutory framework – GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>).</li> </ul> <p>For the Professional Discussion Underpinned by a Portfolio of Evidence, the apprentice must submit a Portfolio of evidence.</p>

	Gateway evidence must be submitted to the EPAO along with any organisation-specific policies and procedures requested by the EPAO.
End-point Assessment – typically three months	<p>The grades available for each assessment method are below.</p> <p>Observation with Questioning:</p> <ul style="list-style-type: none"> <li>▪ fail</li> <li>▪ pass</li> <li>▪ distinction</li> </ul> <p>Professional Discussion Underpinned by a Portfolio of Evidence:</p> <ul style="list-style-type: none"> <li>▪ fail</li> <li>▪ pass</li> <li>▪ distinction</li> </ul> <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> <li>▪ fail</li> <li>▪ pass</li> <li>▪ merit</li> <li>▪ distinction</li> </ul>
Professional recognition	<p>This apprenticeship aligns with:</p> <p>Department for Education for Full and relevant at Level 3.</p>

## Duration of End-point Assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically three months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

## EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the Apprenticeship Standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

- The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have passed Paediatric First Aid or Emergency Paediatric First Aid
- submit a Portfolio of evidence for the Professional Discussion Underpinned by a Portfolio of Evidence.

## **Portfolio of evidence requirements**

The apprentice must compile a Portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 12 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. All evidence must be anonymised before submission and the employer's policies regarding the sharing of information must be followed.

Evidence sources may include:

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

This is not a definitive list; other evidence sources can be included.

The Portfolio of evidence 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. The evidence provided should be valid and attributable to the apprentice; the Portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the Portfolio of evidence directly as it underpins the discussion. The independent assessor should review the Portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation-specific policies and procedures requested by the EPAO.

## **Order of assessment methods**

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## Observation with Questioning

### Overview

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

### Rationale

This assessment method is being used because:

- this is a practical role
- it results in reliable, valid and authentic data
- it can assess KSBs holistically
- it should give employers assurance about an apprentice's competence as it takes place in a real work setting
- the familiar environment should allow the apprentice to perform at their best.

### Delivery

The Observation with Questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the Observation with Questioning.

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

The EPAO must give the apprentice two weeks' notice of the Observation with Questioning.

The Observation with Questioning must take 1 hour 20 minutes. The Observation with Questioning must take place in person. The independent assessor can increase the time of the Observation with Questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The Observation with Questioning may be split on the same working day, to allow for a break between the observation element and the questioning element. This is to support the employer to ensure there is adequate cover within the setting. The assessment method should typically be completed within a total time of two hours.

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

Apprentices must provide the independent assessor with a *Teaching Information Pack* to provide context for the apprentice's observation at least five 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 independent assessor must explain to the apprentice the format and timescales of the Observation with Questioning before it starts. This does not count towards the assessment time.

The independent assessor should observe the following 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.

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

The independent assessor must ask questions. The purpose of the questions is:

- to provide additional detail and contextual information to what the independent assessor has observed, and to explain how the *Teaching Information Pack* relates to the observed activity
- to fully meet the requirements for S9 to ensure coverage of the provision of personal care across all the specified age ranges.

Questions must be asked after the observation. The total duration of the Observation with Questioning assessment method is 1 hour and 20 minutes and the time for questioning is included in the overall assessment time. The total time for the observation element is 50 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least five questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training.

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 Questioning and should be kept to a minimum.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved.

## **Assessment location**

The Observation with Questioning must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

## **Question and resource development**

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the Observation with Questioning:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank.
- EPA guidance for the apprentice and the employer.

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Professional Discussion Underpinned by a Portfolio of Evidence

### Overview

In the Professional Discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their Portfolio of evidence.

### Rationale

This assessment method is being used because:

- it tests KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost.

### Delivery

The Professional Discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the Professional Discussion.

The purpose is to assess the apprentice's competence against the following themes:

- equality, diversity, and inclusion
- safeguarding
- relationships
- learning and child development
- continuous professional development.

The EPAO must give an apprentice one weeks' notice of the Professional Discussion.

The independent assessor must have at least one week to review the supporting documentation.

The apprentice must have access to their Portfolio of Evidence during the Professional Discussion.

The apprentice can refer to and illustrate their answers with evidence from their Portfolio of Evidence however, the Portfolio of Evidence is not directly assessed.

The Professional Discussion must last for 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 10 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved.

## **Assessment location**

The Professional Discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

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

The Professional Discussion should take place in a quiet room, free from distractions and influence.

## **Question and resource development**

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the Professional Discussion Underpinned by a Portfolio of Evidence:

- independent assessor assessment materials which include:
- training materials
- administration materials
- moderation and standardisation materials

- guidance materials grading guidance
- question bank
- EPA guidance for the apprentice and the employer.

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Observation with Questioning

Fail – does not meet pass criteria

Theme KSBS	Pass Apprentices must demonstrate all of the Pass Descriptors	Distinction Apprentices must demonstrate all of the Pass Descriptors and all of the Distinction Descriptors
Risk management K5 S3 S4	<p>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)</p> <p>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 documenting correctly. (K5, S3)</p>	None
Key person and attachment K10 K21 S7 S9 S10 S13 S17 B2 B4 B5	<p>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)</p> <p>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)</p> <p>Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)</p>	Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)

Theme KSBS	Pass Apprentices must demonstrate all of the Pass Descriptors	Distinction Apprentices must demonstrate all of the Pass Descriptors and all of the Distinction Descriptors
Learning and development K15 K22 K24 K25 K26 S11 S18 S19 S20 B7	<p>Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)</p> <p>Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)</p> <p>Provides adult-led learning opportunities and play opportunities children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)</p>	<p>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)</p>
Environments K17 K18 K19 K20 K23 S14 S15 S16	<p>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)</p> <p>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)</p>	<p>Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisation's values and curriculum requirements. (K18, K20, S14)</p>

## Professional Discussion Underpinned by a Portfolio of Evidence

Fail – does not meet pass criteria

Theme KSBS	Pass Apprentices must demonstrate all of the Pass Descriptors	Distinction Apprentices must demonstrate all of the Pass Descriptors and all of the Distinction Descriptors
Equality, diversity, and inclusion K1 K6 K7 S12	<p>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)</p> <p>Describes the legal rights of each child and how these legal rights are met according to the individual's current and future needs. (K7)</p> <p>Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)</p>	None
Safeguarding K2 K3 K4 S1 S2 B3	<p>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)</p> <p>Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)</p>	Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)

Theme KSBS	Pass Apprentices must demonstrate all of the Pass Descriptors	Distinction Apprentices must demonstrate all of the Pass Descriptors and all of the Distinction Descriptors
Relationships K8 K9 K11 K12 K13 K14 S5 S6 S8 B1	<p>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)</p> <p>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)</p> <p>Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)</p>	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 K16	Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)	
Continuous professional development K27 S21 B6 B8	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)	Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)

## Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction.

An independent assessor must individually grade the Observation with Questioning and Professional Discussion Underpinned by a Portfolio of Evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall merit, the apprentice must achieve a distinction in the observation assessment method. To achieve an overall distinction, the apprentice must achieve a distinction in both assessment methods.

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

Observation with Questioning	Professional Discussion underpinned by a Portfolio of Evidence	Overall Grading
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

## 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 the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within two 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 three months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

Roles	Responsibilities
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>▪ complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>▪ complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>▪ understand the purpose and importance of EPA</li> <li>▪ prepare for and undertake the EPA including meeting all gateway requirements.</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>▪ select the training provider</li> <li>▪ work with the training provider to select the EPAO</li> <li>▪ work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>▪ arrange and support off-the-job training to be undertaken by the apprentice</li> <li>▪ decide when the apprentice is working at or above the Apprenticeship Standard and is ready for EPA</li> <li>▪ ensure the apprentice is prepared for the EPA</li> <li>▪ ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>▪ confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> <li>▪ provide the EPAO with access to any employer-specific documentation as required for example, company policies</li> </ul>

Roles	Responsibilities
	<ul style="list-style-type: none"> <li>▪ ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>▪ ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>▪ ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>▪ ensure the apprentice has access to the resources used to fulfill their role and carry out the EPA for workplace based assessments</li> <li>▪ remain independent from the delivery of the EPA</li> <li>▪ pass the certificate to the apprentice upon receipt.</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>▪ conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>▪ conform to the requirements of the apprenticeship provider and assessment register</li> <li>▪ conform to the requirements of the external quality assurance provider (EQAP)</li> <li>▪ understand the apprenticeship including the occupational standard and EPA plan</li> <li>▪ make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>▪ develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material</li> <li>▪ maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>○ apprentices</li> <li>○ employers</li> <li>○ independent assessors</li> <li>○ any other roles involved in delivery or grading of the EPA</li> </ul> </li> </ul>

Roles	Responsibilities
	<ul style="list-style-type: none"> <li>▪ have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of Internal Quality Assurance (IQA) activity for External Quality Assurance (EQA) purposes</li> <li>▪ appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>▪ appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>▪ deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required.</li> <li>▪ conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year</li> <li>▪ conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>▪ monitor the performance of all their independent assessors and provide additional training where necessary</li> <li>▪ develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>▪ use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>▪ arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>▪ provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>▪ confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>▪ arrange a suitable venue for the EPA</li> <li>▪ maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> </ul>

Roles	Responsibilities
	<ul style="list-style-type: none"> <li>▪ where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>▪ confirm the overall grade awarded</li> <li>▪ maintain and apply a policy for conducting appeals.</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>▪ be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>▪ have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>▪ have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>▪ understand the apprenticeship's occupational standard and EPA plan</li> <li>▪ attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>▪ use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>▪ work with other personnel, where used, in the preparation and delivery of assessment methods</li> <li>▪ conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>▪ make final grading decisions in line with this EPA plan</li> <li>▪ record and report assessment outcome decisions</li> <li>▪ comply with the IQA requirements of the EPAO</li> <li>▪ comply with External Quality Assurance (EQA) requirements.</li> </ul>

Roles	Responsibilities
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>▪ conform to the requirements of the apprenticeship provider and assessment register</li> <li>▪ ensure procedures are in place to mitigate against any conflict of interest</li> <li>▪ work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>▪ deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>▪ monitor the apprentice's progress during any training provider led on-programme learning</li> <li>▪ ensure the apprentice is prepared for the EPA</li> <li>▪ work with the employer to select the EPAO</li> <li>▪ advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>▪ ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>▪ remain independent from the delivery of the EPA.</li> </ul>

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA. This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made.

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given.

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Internal quality assurance

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

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table. They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational Level 3 gained in the last two years or significant experience of the occupation or sector
- meet the following minimum requirements:
- hold a full and relevant qualification at Level 3, recognised by the DFE
- hold, or be working towards, an assessor qualification.

## Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day.

## Professional recognition

This apprenticeship aligns with:

- Department for Education for Full and relevant at Level 3.

## KSB mapping table

Knowledge	Assessment methods
<p><b>K1</b> The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K2</b> Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K3</b> Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K4</b> The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K5</b> The principles of risk assessment and management, and how to balance risks and benefits of activities for children.</p>	<p>Observation with Questioning</p>
<p><b>K6</b> The statutory and non-statutory frameworks and guidance for provision in early years including SEND.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K7</b> The legal rights of each individual child according to their current and future needs.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>

Knowledge	Assessment methods
<p><b>K8</b> The role of colleagues and multi-agency working to support the child.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K9</b> The role and responsibilities of the Early Years Educator, including providing supervision to staff.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K10</b> The role and responsibilities of the key person.</p>	<p>Observation with Questioning</p>
<p><b>K11</b> Theories and significance of attachment.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K12</b> The importance of professional relationships and collaboration with parents, families, or carers.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K13</b> The importance of professional relationships with colleagues, other organisations, and agencies.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K14</b> The influence of all key individuals in children's lives on children's learning and development.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K15</b> The development of social skills and maintaining relationships.</p>	<p>Observation with Questioning</p>

Knowledge	Assessment methods
<p><b>K16</b> 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.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>K17</b> The elements and characteristics of a wide range of enabling environments.</p>	<p>Observation with Questioning</p>
<p><b>K18</b> How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.</p>	<p>Observation with Questioning</p>
<p><b>K19</b> 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).</p>	<p>Observation with Questioning</p>
<p><b>K20</b> How the organisation's approach and values underpin the environment.</p>	<p>Observation with Questioning</p>
<p><b>K21</b> How children experience change, transition, and significant events.</p>	<p>Observation with Questioning</p>
<p><b>K22</b> The theories of play and its fundamental role in learning and development.</p>	<p>Observation with Questioning</p>
<p><b>K23</b> How children develop characteristics for effective learning.</p>	<p>Observation with Questioning</p>
<p><b>K24</b> How, when, and why to conduct observation and assessment.</p>	<p>Observation with Questioning</p>
<p><b>K25</b> How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests.</p>	<p>Observation with Questioning</p>
<p><b>K26</b> How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.</p>	<p>Observation with Questioning</p>

Knowledge	Assessment methods
<p><b>K27</b> Methods of reflective practice, including supervision, and opportunities for continuous professional development.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>

Skill	Assessment methods
<p><b>S1</b> 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.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>S2</b> 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).</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>S3</b> Apply the principles of risk assessment and risk management within documentation and practice.</p>	<p>Observation with Questioning</p>
<p><b>S4</b> Teach children to develop skills to manage risk and maintain their own and others' safety.</p>	<p>Observation with Questioning</p>
<p><b>S5</b> Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>S6</b> Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>S7</b> Undertake the role and responsibilities of key person.</p>	<p>Observation with Questioning</p>

Skill	Assessment methods
<p><b>S8</b> Recognise and apply theories of attachment to develop effective relationships with children.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>S9</b> Provide sensitive and respectful personal care for children from birth to 5 years.</p>	<p>Observation with Questioning</p>
<p><b>S10</b> Advocate for all children's needs, including children which require SEND or EAL support.</p>	<p>Observation with Questioning</p>
<p><b>S11</b> Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.</p>	<p>Observation with Questioning</p>
<p><b>S12</b> Support children to develop a positive sense of their own identity and culture.</p>	<p>Professional Discussion Underpinned by a Portfolio of Evidence</p>
<p><b>S13</b> Support children to understand and respond to their emotions and make considered choices about their behaviours.</p>	<p>Observation with Questioning</p>
<p><b>S14</b> Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.</p>	<p>Observation with Questioning</p>
<p><b>S15</b> Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors.</p>	<p>Observation with Questioning</p>
<p><b>S16</b> 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.</p>	<p>Observation with Questioning</p>
<p><b>S17</b> Apply strategies that support children's ability to manage change, transition, and significant events.</p>	<p>Observation with Questioning</p>

Skill	Assessment methods
<b>S18</b> Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests.	Observation with Questioning
<b>S19</b> Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy.	Observation with Questioning
<b>S20</b> Provide adult-led opportunities and experience based on the setting's curriculum and pedagogy.	Observation with questioning
<b>S21</b> Use reflection to develop themselves both professionally and personally.	Professional Discussion Underpinned by a Portfolio of Evidence

Behaviour	Assessment methods
<b>B1</b> Confident to have difficult conversations.	Professional Discussion Underpinned by a Portfolio of Evidence
<b>B2</b> Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.	Observation with Questioning
<b>B3</b> Vigilant and act with professional curiosity.	Professional Discussion Underpinned by a Portfolio of Evidence
<b>B4</b> Caring, compassionate and sensitive.	Observation with Questioning
<b>B5</b> Honest, open, respectful, and a role model.	Observation with Questioning

Behaviour	Assessment methods
<b>B6</b> Self-motivated, using initiative and proactive.	Professional Discussion Underpinned by a Portfolio of Evidence
<b>B7</b> Playful and creative.	Observation with Questioning
<b>B8</b> Reflective and reflexive and committed to CPD.	Professional Discussion Underpinned by a Portfolio of Evidence

## Mapping of KSBs to grade themes

### Observation with Questioning

KSBs grouped by Theme	Knowledge	Skills	Behaviour
Risk management K5 S3 S4	The principles of risk assessment and management, and how to balance risks and benefits of activities for children. (K5)	Apply the principles of risk assessment and risk management within documentation and practice. (S3) Teach children to develop skills to manage risk and maintain their own and others safety. (S4)	None
Key person and attachment K10 K21 S7 S9 S10 S13 S17 B2 B4 B5	The role and responsibilities of the key person. (K10) How children experience change, transition, and significant events. (K21)	Undertake the role and responsibilities of key person. (S7) Provide sensitive and respectful personal care for children from birth to 5 years. (S9) Advocate for all children's needs, including children which require SEND or EAL support. (S10) Support children to understand and respond to their emotions and make considered choices about their behaviours. (S13)	Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child. (B2) Caring, compassionate and sensitive. (B4) Honest, open, respectful, and a role model. (B5)

KSBS grouped by Theme	Knowledge	Skills	Behaviour
		Apply strategies that support children's ability to manage change, transition, and significant events. (S17)	
Learning and development K15 K22 K24 K25 K26 S11 S18 S19 S20 B7	The development of social skills and maintaining relationships. (K15) The theories of play and its fundamental role in learning and development. (K22) How, when, and why to conduct observation and assessment. (K24) How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests. (K25) How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy. (K26)	Promote and facilitate children's interpersonal communication to develop their social interactions and relationships. (S11) Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests. (S18) Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy. (S19) Provide adult-led opportunities and experience based on the setting's curriculum and pedagogy. (S20)	Playful and creative. (B7)

KSBS grouped by Theme	Knowledge	Skills	Behaviour
Environments K17 K18 K19 K20 K23 S14 S15 S16	<p>The elements and characteristics of a wide range of enabling environments. (K17)</p> <p>How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. (K18)</p> <p>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). (K19)</p> <p>How the organisation's approach and values underpin the environment. (K20)</p> <p>How children develop characteristics for effective learning. (K23)</p>	<p>Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements. (S14)</p> <p>Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. (S15)</p> <p>Create inclusive and supportive emotional environments that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice. (S16)</p>	None

## Professional Discussion Underpinned by a Portfolio of Evidence

KSBS grouped by Theme	Knowledge	Skills	Behaviour
<p>Equality, diversity, and inclusion K1 K6 K7 S12</p>	<p>The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. (K1)</p> <p>The statutory and non-statutory frameworks and guidance for provision in early years including SEND. (K6)</p> <p>The legal rights of each individual child according to their current and future needs. (K7)</p>	<p>Support children to develop a positive sense of their own identity and culture. (S12)</p>	<p>None</p>
<p>Safeguarding K2 K3 K4 S1 S2 B3</p>	<p>Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. (K2)</p> <p>Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues. (K3)</p> <p>The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding. (K4)</p>	<p>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. (S1)</p> <p>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). (S2)</p>	<p>Vigilant and act with professional curiosity. (B3)</p>

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

KSBS grouped by Theme	Knowledge	Skills	Behaviour
Learning and child development 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. (K16)	None	None
Continuous professional development K27 S21 B6 B8	Methods of reflective practice, including supervision, and opportunities for continuous professional development. (K27)	Use reflection to develop themselves both professionally and personally. (S21)	Self-motivated, using initiative and proactive. (B6) Reflective and reflexive and committed to CPD. (B8)

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