

Pearson Level 2 End-point Assessment for Early Years Practitioner

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1 The Pearson Level 2 End-point Assessment for Early Years Practitioner

What are Pearson End-point Assessments?

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.

The EPA in this specification relates to the Early Years Practitioner apprenticeship.

Purpose

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 Practitioner. The occupation has a broad purpose when interacting with children on a day to day basis. Their role can be diverse such as offering care and support, creating activities for play and planning educational opportunities. An Early Years Practitioner will embed themselves within a suitable qualified professional Early Years workforce and under supervision interact with parents, children, colleagues and multi-agency professionals.

Industry support and recognition

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 Title | Pearson Level 2 End-point Assessment for Early Years Practitioner |
|--------------------------------------|---|
| Qualification number (QN) | 603/7297/7 |
| Regulation start date | 22/03/2021 |
| First Pearson assessment | 01/04/2021 |
| Components | <ul style="list-style-type: none"> • Component 1: Professional Discussion underpinned by portfolio • Component 2: Knowledge Test <p><i>Refer to Section 5 for detailed information about each component.</i></p> |
| Grading | Fail/ Pass/ Distinction <p><i>Refer to Section 3 for detailed information.</i></p> |
| Duration of apprenticeship programme | The typical duration for this apprenticeship is 12 months but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences. |
| Gateway requirements | <ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • Early Years Practitioner Qualification (Level 2) • English and mathematics at Level 1 or above, and Level 2 attempted. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language. |

| EPA Title | Pearson Level 2 End-point Assessment for Early Years Practitioner |
|-----------------------------------|--|
| Time period for completion of EPA | Takes place within three months of passing through end-point assessment gateway. |
| Apprenticeship certification | 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. |

3 EPA structure

Pearson Level 2 End-point Assessment for Early Years Practitioner

The EPA for the Early Years Practitioner Apprenticeship consists of the following two assessment components:

- Component 1: Professional Discussion underpinned by portfolio
- Component 2: Knowledge Test.

The table below gives a summary of the structure of the end-point assessment.

| End-point assessment component | Duration | Weighting % | Component grading |
|--|--------------------|-------------|-------------------|
| Professional Discussion underpinned by portfolio | 90 minutes (+ 10%) | 50 | Pass/ Distinction |
| Knowledge Test | 60 minutes | 50 | Pass/ Distinction |

EPA Grading

The grading for this EPA is Pass/ Distinction. The table below shows how the grade from each end-point assessment component is combined to determine the overall end-point assessment grade.

| EPA Component 1 | EPA Component 2 | End-point assessment grade |
|-----------------|-----------------|----------------------------|
| Fail | Fail | Fail |
| Fail | Pass | Fail |
| Fail | Distinction | Fail |
| Pass | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Fail | Fail |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

The Knowledge Test has 40 questions in total.

To achieve a Pass, the apprentice must answer a minimum of 26 questions correctly. Of the 26 questions required to pass, the apprentice must answer three of five questions relating to knowledge outcome K5, and three of five questions relating to knowledge outcome K8 correctly.

To achieve a Distinction the apprentice, must answer a minimum of 32 questions correctly and answer three of five questions relating to knowledge outcome K5, and three of five questions relating to knowledge outcome K8 correctly.

The following grade boundaries apply to the test:

| Grade | Minimum score | Maximum score |
|-------------|---------------|---------------|
| Distinction | 32 | 40 |
| Pass | 26 | 31 |
| Fail | 0 | 25 |

The Professional Discussion is graded as follows:

| Fail | Pass | Distinction |
|----------------------------------|---|--|
| Does not meet the Pass criteria. | Meets all of the Pass criteria but not all Distinction criteria | Meets all of the Pass criteria and Distinction criteria. |

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the Apprenticeship Standard. This document is available in Annexe B.

Language of assessment

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

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

Gateway

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 B*.

Employers must complete a *Gateway Declaration Form* (see *Annexe A*) 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 Components

Component 1: Professional Discussion underpinned by portfolio

Structure

The Professional Discussion underpinned by portfolio assesses an apprentice's 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 | The Professional Discussion will be a one-to-one conversation, underpinned by the portfolio. Both the IEA and the apprentice will have access to the portfolio during the discussion. The IEA will combine starter questions from Pearson's question bank that target specific elements of the apprentice's portfolio, with those generated by the assessor themselves. |
| Duration | 90 minutes (+10% assessor discretion) |
| Portfolio | Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the Professional Discussion. This portfolio must be submitted a minimum of two weeks prior to the Professional Discussion. |
| Grading | Fail/ Pass/ Distinction The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i> . |
| Preparation | Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation. |
| Delivery and conduct | The Professional Discussion can be conducted face to face or remotely. The IEA will ask the apprentice a minimum of 10 broad questions and the apprentice will present their work-based evidence in response. This must take place in a quiet environment away from the apprentice's normal working environment. |
| Assessment | 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. |

Standards Assessed

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

| Knowledge outcomes | Apprenticeship Standard outcomes |
|--------------------|---|
| K4 | The significance of attachment, the key person's role and how transitions and other significant events impact children. |
| K6 | Safeguarding policies and procedures, including child protection and online safety. |
| K7 | Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. |
| K9 | Risks and hazards in the work setting and during off-site visits. |
| K10 | Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency and identifying risks and hazards. |
| K11 | The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. |
| K13 | The impact of health and wellbeing on children's development. |
| K14 | The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active. |
| K16 | The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting. |
| K22 | What specialist aids, resources and equipment are available for the children you work with and how to use these safely. |
| K23 | Own role and expected behaviours and the roles of colleagues and the team. |
| K24 | How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these. |
| K26 | Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology. |
| K27 | The importance of reflective practice and continued professional development to improve own skills and early years practice. |

| Skills outcomes | Apprenticeship Standard outcomes |
|-----------------|---|
| S1 | Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling. |
| S2 | Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse. |
| S3 | Identify risks and hazards in the work setting and during off site visits relating to both children and staff. |
| S4 | Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment. |
| S5 | Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements. |
| S6 | Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene). |
| S7 | Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors. |
| S8 | Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/ complimentary feeding), nappy changing procedures, Potty/toilet training, care of skin, teeth and hair and rest and sleep provision. |
| S9 | Communicate with all children in ways that will be understood, including verbal and non-verbal communication. |
| S10 | Extend children's development and learning through verbal and non-verbal communication. |
| S11 | Encourage babies and young children to use a range of communication methods. |
| S12 | Use a range of communication methods to exchange information with children and adults. |

| Skills outcomes | Apprenticeship Standard outcomes |
|-----------------|--|
| S13 | Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning. |
| S14 | Implement and review activities to support children's play, creativity, social development and learning and clear up after activities. |
| S15 | Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements. |
| S16 | Use learning activities to support early language development. |
| S17 | Support children's early interest and development in mark making, writing, reading and being read to. |
| S18 | Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching. |
| S19 | Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation. |
| S20 | Work in ways that value and respect the developmental needs and stages of babies and children. |
| S21 | Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities. |
| S22 | Work cooperatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress. |
| S23 | Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development. |
| S24 | Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development. |
| S25 | Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active. |

| Behaviours outcome | Apprenticeship Standard outcomes |
|--------------------|--|
| B1 | Care and compassion – provide the very best childcare to every child every day combined with the ability to identify opportunities for development. |
| B2 | Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude. |
| B3 | Positive work ethic – maintains professional standards within the work environment providing a positive role model for children. |
| B4 | Being team-focused – work effectively with colleagues and other professionals. |
| B5 | Commitment – to improving the outcomes for children through inspiration and child-centred care and education. |
| B6 | Work in a non-discriminatory way – by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. Work in ways which consider fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. |
| B7 | Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work. |

Component 2: Knowledge Test

Structure

The Knowledge Test is an onscreen or paper-based test that will assess apprentices' knowledge and understanding across all areas of the Apprenticeship Standard, in line with the assessment plan requirements.

| Multiple- Choice Test | |
|-----------------------------|---|
| Summary | The test will consist of 40 multiple-choice questions. |
| Duration | 60 minutes |
| Number of questions | 40 |
| Grading | Fail (0 to 25 marks) Pass (26 to 31 marks) Distinction (32 to 40 marks) To achieve a Pass, of the 26 questions that must be answered correctly a minimum of three of five questions from K5 and three of five questions from K8 must be achieved. |
| Preparation | Tutors and apprentices must use the resources published in the <i>EPA Resource Pack</i> to support their preparation. These resources include the full content that needs to be delivered during on-programme. |
| Delivery and conduct | The Knowledge Test is available on demand through Pearson's online systems or paper-based depending on the requirements of the centre. Further information will be given to centres during the planning meeting. |
| Sample assessment materials | Sample assessment materials (SAMs) are provided for the Knowledge Test. The SAMs provide an example of the actual Knowledge Test in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear and give a good indication of how the Knowledge Test is structured. |

Standards Assessed

The Knowledge Test can be assessed onscreen or paper based. The test will assess the apprentice's knowledge and understanding across all areas of the Apprenticeship Standard, in line with the Assessment Plan requirements.

It will assess the following knowledge outcomes from the Apprenticeship Standard.

| Knowledge outcome | Apprenticeship Standard outcomes |
|-------------------|--|
| K1 | How children learn and the expected pattern of babies' and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy. |
| K2 | The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy. |
| K3 | How babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances. |
| K5 | The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children. |
| K8 | The legal requirements and guidance for health and safety and security. |
| K12 | The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention. |
| K15 | Ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech. |
| K17 | The terms adult-led activities, child-initiated activities and spontaneous experiences. |
| K18 | The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents/carers and the early years setting in planning the next steps. |

| Knowledge outcome | Apprenticeship Standard outcomes |
|-------------------|--|
| K19 | How to refer concerns about a baby's or child's development. |
| K20 | The statutory guidance in relation to the care and education of children with special educational needs and disabilities. |
| K21 | Partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities. |
| K25 | How behaviour can impact on babies and children and influence them. |
| K28 | The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory. |
| K29 | The importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning. |

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

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

Reassessment

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 *Appendix B*.

Booking reassessment

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

The *EPA enquiries and appeals process* 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

Equality and fairness are central to our work. Our *Equality, diversity and inclusion 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

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).

8 Further information

We have a dedicated account support team, across the UK, to give you more personalised support and advice. To contact your account specialist:

Email: wblcustomerservices@pearson.com
or use the self-help portal to find help or ask a question
qualifications.pearson.com/en/contact-us/wbl.html

Telephone: 0844 576 0045

Visit our 'Contact us' pages for details of other contacts:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Documents that further support the information in this specification:

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

9 Glossary

| | |
|--------------------------------|---|
| 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 www.gov.uk . |
| 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. |
| Cut Score | The standard mark set for a multiple-choice test Pass/Distinction that remains in place for a period of time, usually the life of the EPA. These may be stated on the Assessment Plan or determined internally by Pearson. |
| Competence | The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively. |
| Components | The different assessments that form the overarching EPA. Most EPAs will typically have between two and four components 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. |
| 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. |
| On-programme | The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training. |
| Retake | An apprentice requires further learning after failing a component before they can be re-entered for it. |

| | |
|---|--|
| Resit | An apprentice fails a component but is able to be re-entered immediately without any further learning. |
| 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: Gateway Declaration Form

| | | |
|---|------------|---------------------------------|
| Apprentice name: | | |
| On-programme start date: | | |
| Gateway date: | | |
| | | |
| Evidence | Y/N | Comments (if applicable) |
| English and mathematics certificates (Level 1 or above) | | |
| English and mathematics attempted (Level 2) | | |
| Early Years Practitioner Qualification (Level 2) | | |
| Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard | | |

Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- achieved the prerequisites listed above and is ready for their end-point assessment.
- satisfied the apprentice is consistently working at, or above, the level of the occupational standard

Name: _____ Date: _____

Signature: _____

Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: _____ Date: _____

Annexe B: Assessment Plan



End-point Assessment Plan for Early Years Practitioner Apprenticeship Standard

| Apprenticeship Standard reference number | Apprenticeship Standard level | Integrated end-point assessment |
|--|-------------------------------|---------------------------------|
| ST0888 | 2 | No |

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Early Years Practitioner Apprenticeship Standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Early Years Practitioner apprentices, their employers and training providers.

Full time apprentices will spend a minimum of 12 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO. The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

As a gateway requirement and prior to taking the EPA, apprentices must achieve all approved qualifications mandated in the Early Years Practitioner standard.

These are:

- Early Years Practitioner Qualification (Level 2).

Please refer to the DfE list of approved Early Years Practitioner qualifications.

For Level 2 apprenticeships, apprentices without English and mathematics at Level 2 must achieve Level 1 English and mathematics and take the tests for Level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway. EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point assessment Organisations (RoEPAO).

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Professional Discussion underpinned by portfolio;

- Fail
- Pass
- Distinction,

Assessment method 2: Knowledge Test:

- Fail
- Pass
- Distinction.

Performance in the EPA will determine the overall Apprenticeship Standard grade of:

- Fail
- Pass
- Distinction.

EPA summary table

| | |
|--|---|
| On-programme (a minimum of 12 months) | <ul style="list-style-type: none"> • training to develop the occupational standard’s knowledge, skills and behaviours (KSBs). • training towards mandated qualifications. Compiling a portfolio of evidence. • working towards English and mathematics at Levels 1 and 2 if required. |
| End-point assessment gateway | <ul style="list-style-type: none"> • employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. <p>Apprentices must achieve the following approved qualifications mandated in the occupational standard:</p> <ul style="list-style-type: none"> • Early Years Practitioner Qualification (Level 2) • English and mathematics at Level 1, and Level 2 attempted¹ <p>For the Professional Discussion, apprentices must submit:</p> <ul style="list-style-type: none"> • a portfolio of evidence, |
| End-point assessment (typically takes 3 months) | <p>Assessment method 1: Professional Discussion underpinned by portfolio with the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction/ <p>Assessment method 2: Knowledge Test With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction |

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship’s English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 3 months, after the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in either order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

Apprentices must have achieved the following approved qualifications as mandated in the occupational standard:

- Early Years Practitioner Qualification (Level 2)
- English and mathematics at Level 1, and Level 2 attempted¹

For the Professional Discussion underpinned by portfolio, the apprentice will be required to submit a portfolio consisting of:

- at least one piece of evidence relating to each knowledge, skill and behaviour. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be typically be around 10 pieces of evidence and a maximum of 12 pieces (1 per duty) of evidence
- there must be 2 direct observations within the portfolio, each a minimum of 60 minutes, which have been carried out at the apprentice's usual place of work and within the last 3 months of their learning
- where possible the direct observations should be videoed except where there are safeguarding concerns, in which case written accounts are acceptable. Video-recorded observations must not be sent to the EPAO as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on-site. This can be done on the day prior to the Professional Discussion. Written accounts, where used, should be purely factual accounts (i.e. no opinion or judgements) and must be written by someone appropriately qualified and in a position of responsibility (such as a line manager, member of the senior management team, or the assessor for the qualification)

- the portfolio should cover the KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, supported by appropriate evidence, including photographic evidence and naturally generated work products, such as planning documents, health and safety documentation and company policies and procedures in line with the company confidentiality and safeguarding policies and procedures. Progress review documentation, witness testimonies, and feedback from colleagues and parents should also be included
- the apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

The portfolio of evidence is not directly assessed. It underpins the Professional Discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the Professional Discussion but are not required to provide feedback after this review of the portfolio.

For the Knowledge Test:

- no specific requirements.

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Assessment methods

Assessment method 1: Professional Discussion underpinned by portfolio

Overview

This assessment will take the form of a Professional Discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is. A Professional Discussion is a two-way discussion that involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method. As the apprentice will have successfully completed a number of direct observations of practice during the Early Years Practitioner qualification, questioning will focus on the apprentice's depth and breadth of understanding, skills and behaviours with the apprentice using their portfolio of evidence (including videoed evidence) to support their responses as necessary.

Delivery

The independent assessor will conduct and assess the Professional Discussion.

The Professional Discussion must last for 90 minutes with a minimum of 10 questions asked. Follow-up questions may be asked to assess the apprentice's depth of understanding, skills and behaviours and authenticate their portfolio of evidence. The independent assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately.

The Professional Discussion will be conducted as set out here.

The independent assessor will conduct and assess the Professional Discussion. Prior to the Professional Discussion, the independent assessor must have reviewed the apprentice's portfolio in preparation for this assessment. The portfolio must be available to the EPAO 2 weeks before the Professional Discussion. The videoed evidence cannot be taken off the employer's premises and may be viewed immediately before the professional discussion if this takes place face-to-face.

At the start of the discussion, the independent assessor must reassure the apprentice that all information presented during the discussion will be held confidentially. The only exceptions to this will be where the child is deemed to be at risk, for example if a safeguarding issue is described that has not been previously reported. Further time may be granted for apprentices with appropriate needs, in line with the EPAO's Reasonable Adjustments policy. During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Questions from the question bank will be used as assessor starter questions but will be followed up with those generated by the assessor, allowing the apprentice the opportunity to demonstrate competence at the highest grade possible.

The discussion should be a 1:1 conversation, underpinned by the portfolio. Both the assessor and the apprentice must have access to the portfolio during the discussion.

Video conferencing can be used to conduct the Professional Discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way. Video conferencing is only practical if the assessor has visited the employer's site to view the videoed evidence prior to the Professional Discussion, or if there is no video evidence.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the Professional Discussion.

The independent assessor will make all grading decisions.

Venue

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

The Professional Discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises).

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of resits/retakes. Independent assessors must be developed and trained by the EPAO in the conduct of Professional Discussions and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- independent assessor training materials
- grading guidance
- a question bank
- assessment recording documentation,

Assessment method 2: Knowledge Test

Overview

The rationale for this assessment method is:

A Knowledge Test is a controlled assessment that consists of a series of questions in which apprentices are asked to provide a response. It is an accurate and reliable way of assessing those knowledge elements that have a clear correct/incorrect response.

Test Format

The test can be:

- computer based
- paper based.

It will consist of 40 questions. These questions will consist of:

- closed response questions (i.e. multiple-choice questions).

Test administration

The multiple-choice questions will have four options of which one will be correct. Apprentices must have 60 minutes to complete the test. The test consists of 40 questions. A minimum of 26 questions need to be answered correctly for a Pass. Of the 26 questions answered correctly, these must include a 3 of 5 questions relating to K5, and 3 of 5 questions relating to K8.

The test is closed book, which means that the apprentice cannot refer to reference books or materials. Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken online. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where question types allow this.

Any incorrect or missing answers must be assigned zero marks. A correct response will be assigned one mark.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop a test specification and 'question banks' of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the specification, and the questions it contains, are fit for purpose. The test questions must be varied yet assess the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of resits/retakes.

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- a test specification
- a question bank
- assessment recording documentation
- sample test and mark scheme
- live test and mark scheme
- analysis reports that show areas of weakness for completed tests and an invigilation policy.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this Apprenticeship Standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Professional Discussion underpinned by portfolio

| KSB's | Fail | Pass | Distinction |
|-----------------------|----------------------------------|--|---|
| | Does not meet the Pass criteria. | Must meet all of the Pass criteria. | Must meet all of the Pass and all of the Distinction criteria. |
| K4, S1, B1, B5 | Does not meet the Pass criteria. | Explains how they support babies and young children through a range of common transitions, e.g. moving home and going to school. Explains how they inspire young children and adapts their approach to meet the needs of the individual child. | Explains how they support the babies, young children and parents through a range of challenging transitions, e.g. the child not coping with the transition. |
| S2 | Does not meet the Pass criteria. | Describes the key indicators to look for that may suggest a child is in danger or at risk of serious harm or abuse and the procedures to be followed to protect the child. | Explains the benefits of recognising those key indicators early and the potential consequences of not doing so. |
| K9, S3 | Does not meet the Pass criteria. | Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits. | |
| S4 | Does not meet the Pass criteria. | Explains how they carry out practices through various tasks that help the prevention and control of infection, e.g. hand washing, food preparation, dealing with spillages, disposal of waste and PPE. | Describes when they have recognised an opportunity to reduce the risk of spreading infection in the setting, e.g. by educating others on good practice or making recommendations to their line manager. |
| S5 | Does not meet the Pass criteria. | Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully. | |

| KSB's | Fail | Pass | Distinction |
|------------------------|----------------------------------|---|---|
| S6 | Does not meet the Pass criteria. | Outlines a variety of ways in which they support children to be aware of personal safety and the safety of others and to develop personal hygiene practices. | |
| K14, S7, B1, B5 | Does not meet the Pass criteria. | Outlines the current dietary guidance for early years and explains the ways in which they support the promotion of healthy lifestyles in line with current guidance ,e.g. by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks, and /or by being physically active through planned and spontaneous activity through the day. | |
| S8 | Does not meet the Pass criteria. | Describes how they carry out physical care routines to meet a child's individual needs in a respectful way, e.g. eating, nappy changing, potty/ toilet training, care of skin and rest and sleep. | |
| S9, S12 | Does not meet the Pass criteria. | Explains how they communicate effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations. | Explains how they adapt their communication methods or approach, as appropriate to the situation. |
| S10, S11, S16 | Does not meet the Pass criteria. | Explains the techniques they use to extend a child's development and learning through both verbal and non-verbal communication and encourages the use of a range of communication methods. | Justifies their choice of techniques or communication methods comparing with other techniques/ methods. |

| KSB's | Fail | Pass | Distinction |
|---|----------------------------------|---|---|
| K22, K23, S13, S22, B4 | Does not meet the Pass criteria. | <p>Outlines how they work as part of a team and with other professionals to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child-initiated and adult led approaches to improve the outcomes for children.</p> <p>Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely.</p> | <p>Outlines how they take the lead to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child-initiated and adult- ed approaches to improve the outcomes for children.</p> |
| S14, B1, B3, B5 | Does not meet the Pass criteria. | <p>Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately.</p> <p>Describes how they share the children's outcomes and explains why that is appropriate to the setting.</p> <p>Describes how they act as a positive role model to children.</p> | |

| KSB's | Fail | Pass | Distinction |
|-----------------------------------|----------------------------------|--|---|
| K16, S15, S19, S20, B2, B3 | Does not meet the Pass criteria. | Describes different ways in which they observe, assess, plan and record the required observational assessment in line with current curriculum guidelines and as appropriate to the setting. Uses this to help inform each child's individual education plan demonstrating respect, honesty, trust and integrity. | Justifies their choice of methods used to observe, assess, plan and record. |
| S17, B1, B6 | Does not meet the Pass criteria. | Describes how they use age-related expectations and knowledge of stage of development to support mark making, reading, writing and being read to improve the outcomes for the children. Explain how they do this in a non-discriminatory way. | |
| S18, B1, B5, B6 | Does not meet the Pass criteria. | Describes how they use age-related expectations and knowledge of stage of development to support mathematical learning, including numbers, number patterns, counting, sorting and matching to improve the outcomes for the children. Explain how they do this in a non-discriminatory way. | |

| KSB's | Fail | Pass | Distinction |
|-----------------------------------|----------------------------------|--|--|
| K27, S21, B7 | Does not meet the Pass criteria. | Explains how they use feedback, mentoring and/ or supervisions to support their professional development activities and identify goals and career opportunities. Explains how their reflective practice has improved the outcomes for children and helped them be a more successful practitioner. | Describes when they have supported other colleagues by sharing best practices. |
| K13, S23, S24, S25, B3, B2 | Does not meet the Pass criteria. | Describes how they engage with parents and carers to educate on matters regarding the baby's/child's health, wellbeing, learning and development and describe the techniques they use to encourage better care and education at home. | |
| K6 | Does not meet the Pass criteria. | Describes the settings policies and procedures in relation to safeguarding and child protection. | |
| K7 | Does not meet the Pass criteria. | Describe own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. | |
| K10 | Does not meet the Pass criteria. | Describes own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/dental attention, a non-medical incident or emergency and identifying risks and hazards. | |

| KSB's | Fail | Pass | Distinction |
|------------|----------------------------------|---|-------------|
| K11 | Does not meet the Pass criteria. | Describes the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. | |
| K24 | Does not meet the Pass criteria. | Outlines how to access workplace policies and procedures and their own responsibilities and accountabilities relating to these. | |
| K26 | Does not meet the Pass criteria. | Describes own responsibilities in terms of reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology and their contribution in keeping children safe. | |

Assessment method 2: Knowledge Test

| KSB's | Fail | Pass | Distinction |
|--|---|---|---|
| K1, K2, K3, K5, K8 K12, K15, K17, K18 K19, K20, K21, K25 K28, K29 | Does not meet the Pass criteria. The apprentice correctly answers less than 26 questions. | Meets the Pass criteria. The apprentice must answer correctly a minimum of 26 questions out of 40 to achieve a Pass. Of the 26 questions answered correctly, these must include 3 questions relating to K5, and 3 questions relating to K8. | Meets the Distinction criteria. The apprentice must answer correctly a minimum of 32 questions out of 40 to achieve a distinction. Of the 32 questions answered correctly, these must include three questions relating to K5, and three questions relating to K8. |

The following grade boundaries apply to the test:

| Grade | Minimum mark | Maximum mark |
|--------------------|--------------|--------------|
| Distinction | 32 | 40 |
| Pass | 26 | 31 |
| Fail | 0 | 25 |

Overall EPA grading

Both EPA methods must be passed for the EPA to be passed overall. Performance in the EPA will determine the apprenticeship grade of Fail, Pass, or Distinction.

Apprentices must gain a Pass in both methods to be awarded a Pass. Apprentices must gain a Distinction in both the Professional Discussion and the test to be awarded a Distinction.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade. Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

| Assessment method 1 | Assessment method 2 | Overall grading |
|---------------------|---------------------|-----------------|
| Fail | Fail | Fail |
| Fail | Pass | Fail |
| Fail | Distinction | Fail |
| Pass | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Fail | Fail |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

Resits and retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake at the employer's discretion. A resit does not require further learning, whereas a retake does.

Apprentices should have a supportive action plan to prepare for the resit or a retake. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment methods only.

The timescales for a resit/ retake is agreed between the employer and EPAO. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required and is typically taken within 3 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from Pass to Distinction. Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of Pass, unless the EPAO determines there are exceptional circumstances requiring a resit or retake.

Roles and responsibilities

| Role | Responsibility |
|-------------------|--|
| Apprentice | <ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA |
| Employer | <ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determine when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA • should not be involved in the delivery of the EPA • ensure all appropriate permissions are received from parents/carers • ensure video is included in the portfolio where possible except where there may be safeguarding concerns • ensure observation recordings are only viewed on-site where the observations have been recorded • should not be involved in the delivery of the EPA |
| EPAO | <p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice |

| | |
|-----------------------------|--|
| EPAO (cont.) | <ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider, i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • arrange for certification with the relevant training provider |
| Independent assessor | <p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • up date knowledge and expertise of the subject matter • understand the standard and Assessment Plan • deliver the end-point assessment in-] line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s), i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification ,e.g. A1, and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) |
| Training provider | <p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself |

| | |
|--------------------|---|
| Invigilator | <p>As a minimum invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures |
|--------------------|---|

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational area: The early years sector
- appoint independent assessors who have recent relevant experience of the occupation/sector at least at the same level as the apprentice gained in the last two years or significant experience of the occupation/sector
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - must hold a recognised assessing qualification such as A1/ or Training Assessment and Quality Assurance (TAQA)
 - maintain (and produce on request) an up-to-date and accurate record of their CPD activities, which should equate to at least 5 days CPD in the last year
 - undertake or check enhanced criminal records checks and barred list checks
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year.

Affordability

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

- online assessment
- using an employer's premises
- assessing multiple apprentices simultaneously in the Knowledge Test.

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSB's)

Assessment method 1: Professional Discussion underpinned by portfolio

| Knowledge | |
|------------|---|
| K6 | Safeguarding policies and procedures, including child protection and online safety. |
| K7 | Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. |
| K10 | Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/dental attention, a non-medical incident or emergency and identifying risks and hazards. |
| K11 | The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. |
| K23 | Own role and expected behaviours and the roles of colleagues and the team. |
| K26 | Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology. |
| K4 | The significance of attachment, the key person's role and how transitions and other significant events impact children. |
| K9 | Risks and hazards in the work setting and during off-site visits. |
| K13 | The impact of health and wellbeing on children's development. |
| K14 | The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active. |
| K16 | The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting. |
| K22 | What specialist aids, resources and equipment are available for the children you work with and how to use these safely. |
| K24 | How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these. |
| K27 | The importance of reflective practice and continued professional development to improve own skills and early years practice. |

| Skills | |
|------------|--|
| S1 | Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling. |
| S2 | Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse. |
| S3 | Identify risks and hazards in the work setting and during off-site visits relating to both children and staff. |
| S4 | Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment. |
| S5 | Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements. |
| S6 | Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene). |
| S7 | Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors. |
| S8 | Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/complementary feeding), nappy changing procedures, Potty/ toilet training, care of skin, teeth and hair and rest and sleep provision. |
| S9 | Communicate with all children in ways that will be understood, including verbal and non-verbal communication. |
| S10 | Extend children's development and learning through verbal and non-verbal communication. |
| S11 | Encourage babies and young children to use a range of communication methods. |
| S12 | Use a range of communication methods to exchange information with children and adults. |
| S13 | Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning. |

| Skills (cont.) | |
|-----------------------|---|
| S14 | Implement and review activities to support children's play, creativity, social development and learning and clear up after activities. |
| S15 | Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements. |
| S16 | Use learning activities to support early language development. |
| S17 | Support children's early interest and development in mark making, writing, reading and being read to. |
| S18 | Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching. |
| S19 | Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation. |
| S20 | Work in ways that value and respect the developmental needs and stages of babies and children. |
| S21 | Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities. |
| S22 | Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress. |
| S23 | Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development. |
| S24 | Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development. |
| S25 | Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active. |

| Behaviours | |
|------------|---|
| B1 | Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development. |
| B2 | Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude. |
| B3 | Positive work ethic – maintains professional standards within the work environment providing a positive role model for children. |
| B4 | Being team-focused - work effectively with colleagues and other professionals. |
| B5 | Commitment – to improving the outcomes for children through inspiration and child centred care and education. |
| B6 | Work in a non-discriminatory way – by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. Work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. |
| B7 | Professional practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work. |

Assessment method 2: Knowledge Test

| Knowledge | |
|------------|--|
| K1 | How children learn and the expected pattern of babies' and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy. |
| K2 | The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy. |
| K3 | How babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances. |
| K5 | The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children. |
| K8 | The legal requirements and guidance for, Health and safety and Security. |
| K12 | The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention. |
| K15 | Ways to communicate with all children appropriate for all their stages of development, including those whom English is an additional language (EAL) or who have delayed speech. |
| K17 | The terms adult led activities, child-initiated activities and spontaneous experiences. |
| K18 | The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents/ carers and the early years setting in planning the next steps. |
| K19 | How to refer concerns about a baby's or child's development. |
| K20 | The statutory guidance in relation to the care and education of children with special educational needs and disabilities. |
| K21 | Partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities. |
| K25 | How behaviour can impact on babies and children and influence them. |
| K28 | The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory. |
| K29 | The importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning. |

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