

**Level 2 Early Years Practitioner
ST0888 v1.1 Apprenticeship Standard**



End-point Assessment Toolkit

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Introduction

VTCT Skills is an approved End-point Assessment Organisation (EPAO) for the Early Years Practitioner Level 2 Apprenticeship Standard. We have produced this toolkit to help you understand our approach to this standard.

To ensure that our assessments are robust, credible and consistent, VTCT Skills will operate in accordance with the external quality assurance body appointed for this standard, Ofqual (Office of Qualifications and Examinations Regulation).

Abbreviations

EPA	End-point Assessment
EYP	Early Years Practitioner
EPAO	End-point Assessment Organisation
ESFA	Education and Skills Funding Agency
IEA	Independent End-point Assessor
IQA	Internal Quality Assurer
LIEA	Lead Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
PD	Professional Discussion
epaPRO	VTCT Skills End-point assessment system

The Early Years Practitioner role

The role of an early year's practitioner (EYP) is to work and interact directly with children on a day-to-day basis supporting the planning and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the provision.

They will be responsible for supporting child initiated and adult led activities based around the needs and interests of each individual child, supporting children's learning through planned, purposeful play opportunities and educational programmes and working as part of a team to ensure each child feels safe and secure.

An EYP will also support the observation and assessment of each child and contribute to their learning experiences and assist with the care needs of the individual child such as teeth, skin, hair, feeding, changing nappies and toileting under direction of a more senior member of the team.

An EYP works as part of a professional team ensuring the welfare and care of children, under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional in the Early Years Workforce. Within their daily work they would effectively interact with parents, children, colleagues and wider multi agency professionals and partners such as health visitors, social workers and speech and language therapists.

End-point Assessment Process

1. Prime Provider signs VTCT Skills Letter of Intent and Agreement



2. Apprentice is registered online via epaPRO – preferably 3 months after the Apprentice has been on-programme



3. Provider to complete the Apprentice checklist on epaPRO and upload all relevant evidence i.e. portfolio of evidence aligned with KSB's as outlined in the standard and signed Gateway Meeting Form (Appendix 1)

Within the portfolio if observations are recorded in writing or as a sound file then these can be uploaded as part of the portfolio. Videoed observations must remain within the setting and not uploaded as part of the portfolio.



4. Provider to book assessment date for observation & PD by indicating their preferred dates on epaPRO (a minimum of 20 working days prior to each assessment)



5. Observation & PD conducted
IEA calculates overall grade and uploads result for moderation and quality assurance



6. Overall grade and feedback sent to provider via epaPRO; if a re-sit is required, return to stage 4. and also complete a Retake Declaration Form The EPA must be completed within 6 months of passing gateway.

Certificate applied for by VTCT Skills

The Gateway

To meet the minimum requirements set out in the apprenticeship standard an Apprentice needs to:

- Confirm they are ready to take the EPA
- Have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- Submit a portfolio of evidence to meet the KSB's covered by the professional discussion underpinned by a portfolio
- Meet the minimum duration for their apprenticeship training, typically a minimum of 12 months

Only Apprentices who complete Gateway successfully can start the End-point Assessment (EPA).

The Employer, in conjunction with the Provider, will formally sign-off that the Apprentice has met the minimum requirements in regard to the knowledge, skills and behaviours outlined in the standard. The Apprentice must also confirm that they feel ready to move onto their EPA.

However, both the employer and training provider have a shared responsibility to decide whether the Apprentice has demonstrated the knowledge, skills and behaviours required to be competent in their job role.

It is important to refer back to the assessment plan when approaching gateway in order to check that the apprentice is able to demonstrate all of the required knowledge, skills and behaviours and can do so in a live EPA.

A copy of the standard should be available during the gateway meeting to ensure all parties have a clear overview of what is required. This is located in the link below:

<https://skillsengland.education.gov.uk/apprenticeships/st0888-v1-1?view=standard>

Access arrangements/Reasonable Adjustments

It is important that Apprentices are able to access all types of assessment. Where Apprentices have disabilities, learning difficulties or temporary injuries that may disadvantage them, it is possible to apply to VTCT Skills for a Reasonable Adjustment.

It is the responsibility of the Provider to apply for these arrangements, on behalf of the Apprentice, prior to the EPA taking place. For more information on access arrangements, please refer to the VTCT Skills Reasonable Adjustments Policy for guidance or email epa@vtctskills.org.uk for further information.

Registering an Apprentice for End-point Assessment

The Provider can register Apprentices for EPA via VTCT Skills online registration and booking platform, epaPRO. They can be registered at any time during their apprenticeship at no additional upfront cost. You will need to use the Apprentices ULN when registering them via epaPRO along with their name and date of birth.

Further information on registering your Apprentices will be supplied once we have received your signed EPAO agreement and Letter of Intent.

Booking an Apprentice onto End-point Assessment

Providers must confirm that the Apprentice has completed all of the mandated components of the standard via the apprentice checklist on epaPRO.

- EPA bookings must be made a minimum of 20 working days in advance of the desired assessment date(s)
- You will need to indicate preferred dates of assessment on the epaPRO
- The VTCT Skills EPA team will seek to match an Independent End-point Assessor (IEA) to your request
- The EPA team will formally confirm the booking via epaPRO

Order of Assessment Methods

The Assessment Methods for the End-point Assessment can be completed in any order. The result of one assessment method does not need to be known before starting the next.

Delivery and location of the End-point Assessment

The Professional Discussion can take place in a suitable venue selected by VTCT Skills (for example, the Apprentice's training provider or employer's premises). The Professional Discussion can also be conducted by video conferencing.

The Professional Discussion can be conducted on the same day as the observation, at the workplace, in a quiet room, free from distractions and influence. Alternatively, it can be taken via video conferencing on a separate day.

The Professional Discussion will allow KSBs which may not naturally occur in every workplace to be assessed. The Apprentice can use the portfolio of evidence from the on-programme stage of the apprenticeship standard to support the Professional Discussion. They can refer to and illustrate their answers with evidence from their portfolio. The portfolio of evidence is not assessed or graded by the Independent End-point Assessors; however, it is used to inform the Professional Discussion.

The End-point Assessment Observation with questions 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. Questioning that occurs after the observation must take place in a quiet room, free from distractions and influence.

Planning assessment dates

Prior to the assessment taking place, you will receive automated emails with:

- Confirm start time and expected duration of the assessments
- Access to all relevant customer systems and resources

The Independent End-point Assessor must have at least two weeks to review the supporting documentation prior to a Professional Discussion taking place.

Cancellation

Under some circumstances it may be necessary to cancel an EPA, should this happen, you must contact the EPA team immediately. Please note, if a cancellation occurs within 10 working days of the assessment taking place there will be a cancellation charge applied in line with our Cancellation Policy.

If the Customer cancels the EPA:

- Prior to the date of the End-point Assessment, the customer must inform VTCT Skills by email (epa@vtctskills.org.uk)
- On the day of the End-point Assessment, the customer must inform VTCT Skills by telephone (0121 270 5100)

Cancellation of an EPA within 10 working days prior to the assessment taking place will incur **full cost** of the EPA. For further details, the Cancellation Policy is available on the booking platform or on VTCT Skills website. Should the Apprentice wish to re-sit at a later date a new booking will be required. Further information on re-sits can be found in this toolkit.

ID Requirements

VTCT Skills are required to check the Apprentice's identity. All employers are therefore required to ensure that each Apprentice has photographic identification with them on the day of assessment.

For face-to-face assessment methods the IEA will confirm the Apprentice's identity by checking one of the documents listed below. For remote online assessments, the Apprentice will be required to show their photo identification prior to the assessment starting via the virtual meeting room. Should there be any technical difficulties, contingencies will be put in place to allow the assessment to continue.

VTCT Skills will accept the following as proof of the Apprentices' identity:

- A valid passport
- A signed UK photo card driving licence
- Employee ID card

The IEA will certify they have seen ID before proceeding with an assessment and confirm the correct spelling of names in readiness for certification.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum the Apprentice should:</p> <ul style="list-style-type: none"> • Complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • Complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • Understand the purpose and importance of EPA and undertake EPA • Prepare for and undertake the EPA including meeting all the gateway requirements
Employer	<p>As a minimum, the Apprentice's employer must:</p> <ul style="list-style-type: none"> • Select the training provider • Work with the training provider to select the EPAO • 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 • Arrange and support off-the-job training to be undertaken by the Apprentice • Decide when the Apprentice is working at or above the apprenticeship standard and is ready for EPA • Ensure the Apprentice is prepared for EPA • Ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • Confirm arrangements with EPAO for the EPA in a timely manner, including who, when, where • Provide the EPAO with access to any employer-specific documentation as required for example, company policies • 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 • Ensure the Apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • Ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • Ensure the Apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace-based assessments • Remain independent from the delivery of the EPA • Pass the certificate to the Apprentice upon receipt
EPAO	<p>As a minimum the EPAO must:</p> <ul style="list-style-type: none"> • Conform to the requirements of this EPA plan and deliver its requirements in a timely manner • Conform to the requirements of the apprenticeship provider and assessment register • Conform to the requirements of the nominated external quality assurance provider (EQAP) Ofqual

- Understand the apprenticeship including the occupational standard and EPA plan
- Make all necessary contractual arrangements including agreeing the price of the EPA
- Develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials and training materials
- 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:
 - Apprentices
 - Employers
 - Independent End-point Assessors
 - Any other roles in delivery or grading of the EPA
- 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
- Appoint independent, competent, and suitably qualified assessors in line with the requirements of the EPA plan
- Appoint administrators, invigilators and any other roles where required to facilitate the EPA
- Deliver induction, initial and on-going training for all their Independent End-point 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
- Conduct standardisation with all their Independent End-point Assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year
- Conduct moderation across all of their Independent End-point Assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of Independent End-point Assessors
- Monitor the performance of all their Independent End-point Assessors and provide additional training where necessary
- 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
- Use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
- Arrange for the EPA to take place in a timely manner, in consultation with the employer
- Provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
- Confirm the gateway requirements have been met before they start the EPA for an Apprentice
- Arrange a suitable venue for the EPA
- Maintain the security of the EPA including, but not limited to, verifying the identity of the Apprentice, invigilation and security of materials

	<ul style="list-style-type: none"> • 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 • Confirm the overall grade awarded • Maintain and apply a policy for conducting appeals
Independent End-point Assessors	<p>As a minimum an IEA must:</p> <ul style="list-style-type: none"> • 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 • Have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • Have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • Understand the apprenticeship’s occupational standard and EPA plan • 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 • Use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • Work with other personnel, where used, in the preparation and delivery of assessment methods • Conduct the EPA to assess the Apprentice against the KSBs and in line with the EPA plan • Make final grading decisions in line with this EPA plan • Record and report assessment outcome decisions • Comply to the IQA requirements of the EPAO • Comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum the training provider must:</p> <ul style="list-style-type: none"> • Conform to the requirements of the apprenticeship provider and assessment register • Ensure procedures are in place to mitigate against any conflicts of interest • 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 • Deliver training to the Apprentice as outlined in their apprenticeship agreement • Monitor the Apprentice’s progress during any training provider led on-programme learning • Ensure the Apprentice is prepared for the EPA • Ensure that all supporting evidence required at the gateway is submitted in line with the EPA plan • Remain independent from the delivery of the EPA

The End-point Assessment

Assessment Method	Weighting	Duration	To achieve a Pass	To achieve a Distinction
Observation with questioning	50%	Observation time = 50 minutes Questioning time = 30 minutes Total time = 80 minutes (+10%)	To achieve a pass the Apprentice must be observed meeting all of the required KSBs linked to this assessment method AND answer a minimum of five questions asked by the IEA	N/A
Professional discussion underpinned by a portfolio of evidence	50%	60 minutes (+10%)	To achieve a pass the Apprentice must meet all of the required Pass criteria linked to this assessment method	To achieve a Distinction the Apprentice must meet all of the Pass criteria AND all of the Distinction criteria

Observation with questioning

The observation may be split into discrete sections held on the same working day. The Independent End-point Assessor must only observe one Apprentice at a time to ensure quality and rigour.

The IEA 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.

The IEA must explain to the Apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The IEA should observe the following activities, which provide the Apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method, during the observation:

- Interacting with children and other adults
- Supporting children's learning through facilitating learning opportunities
- The observed session should form part of a normal working day for the Apprentice, and should reflect their typical working practice

The IEA must ask a **minimum** of **five** questions, which will include those generated by both the IEA and VTCT Skills, to facilitate the holistic assessment of the required KSBs. Follow-up questions are allowed where clarification is required. The Independent End-point Assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The 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, and must last for 80 minutes (50 minutes for the observation and 30 minutes for the questioning). The IEA can increase the time of the by up to 10% to allow the Apprentice to complete a task or respond to a question if necessary. Equipment and resources needed for the observation must be confirmed to be available by the EPAO, who can liaise with the employer to provide these. They must be in good and safe working condition.

Professional Discussion

At the start of the discussion, the IEA will reassure the Apprentice that all information presented will be held confidentially. However, there may be exceptions where a child is deemed at risk.

Apprentices will take part in a professional discussion based on the standard outcomes which is designed to draw out evidence against the grade criteria. The Apprentice will be asked a minimum of 10 questions and will include those generated by both the IEA and VTCT Skills and will target specific elements of the Apprentice's portfolio.

The professional discussion will be conducted against the KSBs assigned to this assessment method and will include questions that will focus on coverage of prior learning or activity.

Prior to the professional discussion, the IEA will have reviewed the Apprentice's portfolio in preparation for this assessment. The Apprentice's portfolio **must** be made available to the IEA **at gateway** prior to the professional discussion taking place.

The professional discussion will need to take place in a suitable clean environment i.e. no poster or points of reference displayed, private and away from any noise or distractions and **must** last for 60 minutes. The IEA has the discretion to increase the time of the Professional Discussion by up to 10% to allow the Apprentice to complete their last answer if necessary.

The professional discussion will be a 1:1 conversation, underpinned by a portfolio of evidence. Both the IEA and the Apprentice must have access to the portfolio of evidence during the professional discussion.

Apprentices will be required to provide real-life examples of how they have applied knowledge and understanding whilst carrying out their job role.

Portfolio of evidence

For the professional discussion, the Apprentice is required to submit a portfolio of evidence adhering to the following requirements:

- Evidence must demonstrate the Apprentice's knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion.
- Evidence must be mapped against the KSBs being assessed by the professional discussion.
- The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

It is expected that there will typically be around 12 discrete pieces of evidence.

The guidance below should be followed when submitting the evidence:

1. The Apprentice's employer must provide a written statement confirming the evidence is attributable to the Apprentice. Please see Appendix 5
2. The portfolio of evidence 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, sources of which may include:
 - Observation records from training providers, managers, and peer observations
 - Documentation covering a range of different stages of children's development
 - Anonymised care records, SEND records, and safeguarding records
 - Risk assessments
 - Records of continuous professional development
 - Practical project work
 - Evidence of feedback to parents
3. Where used, written accounts 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 (i.e. line manager, member of the senior management team, or the assessor for the qualification)
4. The Apprentice must submit their portfolio of evidence to VTCT Skills, a minimum of 2 weeks prior to the EPA.

Feedback

The IEA will provide a summary of the assessment that has taken place and allow the Apprentice the opportunity to ask questions, comment on the session or provide feedback should they wish to. If the Apprentice has any questions/comments or feedback, the IEA will record this on the professional discussion record.

However, the IEA will not provide the Apprentice (or their manager) with a preliminary grade, as it will be subject to the internal quality assurance processes. VTCT Skills will aim to confirm the Apprentice's final and overall grade approximately 10 working days following the last assessment.

Re-sitting/Re-taking End-point Assessment

If an Apprentice fails one assessment method or more, they can re-sit or re-take at their employer's discretion.

The employer will need to agree that a re-sit or re-take is appropriate.

Re-sit – A re-sit does not require the Apprentice to undertake a period of further learning; the Apprentice should have a supportive action plan in place formed by the employer and the training provider. The employer and the EPAO should agree the timescale for the re-sit which is typically within 2 months of the EPA notification outcome.

Re-take – Where a re-take is required the Apprentice is required to undertake a period of further learning; the Apprentice should have a supportive action plan in place formed by the employer and the training provider. The employer and the EPAO should agree the timescale for the re-take which, depending on the level of additional training is required, is typically within 3 months of the EPA notification outcome.

Failed assessment methods must be taken within a 6-month period, otherwise the entire EPA must be taken again, unless in the opinion of VTCT Skills exceptional circumstances apply outside the control of the Apprentice or their employer.

Re-sits and re-takes are not offered to Apprentices wishing to move from pass to distinction.

Where any assessment method must be re-sat or re-taken, the Apprentice will be awarded a maximum EPA grade of pass, unless VTCT Skills determines there are exceptional circumstances requiring a re-sit or re-take.

Re-sit/Re-take fees

The fees for re-sits/re-takes will be agreed with the Head of Assessment Delivery at VTCT Skills and the Employer/Provider.

Employers and training providers should agree in advance who will pay for re-sits/retakes not included in their contract. Employers are expected to financially support Apprentices until completion of their apprenticeship, including paying the cost of re-sits/retakes, when necessary. Re-sits/retakes are ineligible costs and are not funded by the Education and Skills Funding Agency (ESFA).

The training provider is not responsible for re-sit/retake costs but may agree to contribute and can include this in their agreement at the beginning of the apprenticeship.

A re-sit cannot be taken with the intention of increasing the original grade if an Apprentice has passed their EPA.

Results

Following the completion of all assessments, the IEA will send all completed marking sheets and feedback reports to the EPA team, who will then provide final grades following moderation. Final grades will be made available on epaPRO. Final grades will be submitted to the ESFA who will issue an apprenticeship completion certificate for the standard; a copy of the certificate number provided by ESFA will be input onto the Apprentice's record on epaPRO by VTCT Skills.

These certificates will confirm that the Apprentice has passed the EPA and has demonstrated full competency across the standard. They will be sent to the employer for distribution and celebration. Where employers' details have been changed, this must be updated in epaPRO. We would advise providers to check with employers that the certificate has been received, and a copy has been taken for their records.

Appeals

Should an Apprentice or employer wish to appeal the grade received, please refer to the VTCT Skills Appeals Policy, which is available via epaPRO or on the VTCT Skills website.

Appendix 1

Gateway Ready Meeting Form

GATEWAY READY MEETING			
Apprentice Name			
ULN		Date of Birth	
Apprentice has achieved all criteria for the standard	Yes/No	Is the Apprentice ready for EPA	Yes/No
Prerequisite requirement on standard	Achieved	Date	Evidence uploaded
Achievement of English and mathematics qualifications in line with the apprenticeship funding rules			
Portfolio of evidence			
Please confirm that the above-named Apprentice: <ul style="list-style-type: none"> • Is confirmed as being occupationally competent and ready to undertake EPA • Consents that VTCT Skills can apply for their Apprenticeship Certificate on their behalf 			
Standard Title	Early Years Practitioner Level 2		Meeting Date
Apprentice Signature			
Employer Signature			
Provider Signature			

Appendix 2

Grading

Assessment method 1: Observation with questioning

Fail	Pass
Does not meet the pass criteria.	Competently demonstrates their ability to meet the required KSBs and answer the minimum of 5 questions relating to the KSBs

Theme and KSBs	Fail	Pass
Health and safety K8 K9 K10 K32 S3 S4 S5	Does not meet the pass criteria	<p>Within own role demonstrates safe use of equipment and materials after identifying possible risks and hazards, recording and reporting them in line with guidance. (K8, K9, K10, S3, S5)</p> <p>Applies prevention and control measures techniques when disposing of waste correctly. (K32, S4)</p>
Wellbeing and child development K30 S6 B3 B6	Does not meet the pass criteria	Demonstrates professional standards, recognising, considering and respecting equality, diversity, inclusion and social and cultural context, ensuring equal access to opportunities to learn and encouraging awareness of personal safety and the safety of others. (K30, S6, B3, B6)
Communication K15 S9 S10 S11 S12 B2	Does not meet the pass criteria	<p>Applies appropriate verbal and non-verbal communication methods that are suitable for their stage of development, to extend children's understanding, development and learning, by encouraging them to use a range of communication methods. (K15, S9, S10, S11)</p> <p>Demonstrates honesty and trust through a professional attitude when sharing information with other professionals, via a range of communication methods. (S12, B2)</p>
Support the planning and delivery of activities, purposeful play opportunities and educational programmes K17 K18 S13 S14 S16 S17 B1 B5	Does not meet the pass criteria	<p>Demonstrates the use of enabling environments indoor or outdoor when supporting learning, via activities that support children's play, creativity, social development and development of mark making and writing interests in a caring and compassionate manner. (K17, S14, S16, S17, B1)</p> <p>Works with colleagues to help identify and plan educational programmes which support holistic development, accurately applying the observation, assessment, and planning cycle to evaluate performance, support learning, and improve outcomes. (K18, S13, B5)</p>
Support children with special educational needs and disabilities K22 S20	Does not meet the pass criteria	Demonstrates awareness and respect for babies' and children's needs and developmental stages, using specialist aids, resources, and equipment safely to support individual requirements. (K22, S20)

Assessment method 2: Professional Discussion underpinned by a Portfolio

Fail	Pass	Distinction
Does not meet the pass criteria.	The Apprentice must meet all the pass criteria.	The Apprentice must meet all the pass criteria. To achieve a distinction, the Apprentice must also meet all the distinction criteria.

Theme and KSBs	Fail	Pass	Distinction
Wellbeing and child development K1 K2 K3 K4 K13 K14 K25 S1 S7 S8	Does not meet the pass criteria	<p>Describes the expected pattern of babies and children’s development and how babies’ and young children’s learning and development can be affected by own behaviour, their well-being and individual circumstances. (K1, K3, K25)</p> <p>Outlines the importance of holistic development and how this can be affected by attachment, the key persona role, transitions and other significant events. (K2, K4, S1)</p> <p>Describes the importance of health and well-being on children’s development, the current dietary guidance for early years and how health and well-being is promoted by encouraging babies and young children to consume healthy, balanced and nutritious meals. (K13, K14, S7)</p> <p>Describes the importance of respectful care routines. (S8)</p>	Explains the importance of holistic development with examples of how they monitor, measure, support, and promote babies’ and children’s progress across key areas as part of effective and integrated practice. (K1, K2, K3, K4)
Safeguarding K5 K6 K7 K11 K12 S2 B8	Does not meet the pass criteria	<p>Describes how own role is affected by responsibilities created by safeguarding policies and procedures. (K6, K7)</p> <p>Outlines the provision’s legal requirements and guidance in relation to safeguarding and the receiving, storing, recording, administering and the safe disposal of medicines. (K5, K11)</p> <p>Describes the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical attention and how to recognise when a child</p>	<p>Explains the types of abuse including domestic, neglect, physical, emotional, and sexual abuse that may present in the provision and how safeguarding procedures are applied to protect the child. (K6, S2)</p> <p>Explains their responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children. (K5, B8)</p>

		<p>is in danger, at risk of serious harm or abuse. (K12, S2)</p> <p>Outlines fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. (B8)</p>	
<p>Support the planning and delivery of activities, purposeful play opportunities and educational programmes K16 K19 K31 S15 S18</p>	<p>Does not meet the pass criteria</p>	<p>Describes the statutory framework, including the learning and development requirements and how this is used to support children's interest and development in mathematical learning and awareness of environmental sustainability. (K16, K31, S18)</p> <p>Outlines how to confidentially refer concerns about a baby's or child's development, after observing and accurately recording findings, in line with the expected statutory and the provision's requirements. (K19, S15)</p>	<p>Explains how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching. (K31, S18)</p>
<p>Support children with special educational needs and disabilities K20 K21 S19</p>	<p>Does not meet the pass criteria</p>	<p>Describes the key stages of a graduated approach to creating a baby's or young child's individual care and participation plan, including how this should be managed in partnership with parents/carers and follow statutory guidance for children with special educational needs and disabilities. (K20, K21, S19)</p>	<p>N/A</p>
<p>Own role and development K23 K24 K26 K27 S21 B7</p>	<p>Does not meet the pass criteria</p>	<p>Describes how using reflective practice of own behaviours, feedback and mentoring has helped recognise continual professional need and identify and develop own goals in line with own role, practice, legislation and continued professional development. (K23, K27, S21, B7)</p> <p>Describes own responsibilities and accountabilities when working in line with workplace policies and procedures during the recording, reporting and promotion of the welfare of children. (K24, K26)</p>	<p>Explains how they try to develop and improve their own practice, work effectively as a team member, and support the roles of colleagues, through information sharing, the use of technology, self-reflection, and professional development opportunities. (K23, K24, K26, K27, B7)</p>

Working with others – parents, colleagues, other professionals K28 K29 S22 S23 S24 S25 B4	Does not meet the pass criteria	<p>Describes how they work cooperatively with colleagues, teams, and partner agencies to meet babies and young children's needs and help them to progress, recognising the important roles and functions (i.e. statutory and non-statutory) of professionals and relevant agencies in supporting provision. (K28, S22, B4)</p> <p>Outlines how encouraging parents or carers to recognise their role in a baby's or child's health and well-being has facilitated the sharing of information about the importance of healthy, balanced and nutritious diets. (S23, S25)</p> <p>Describes the importance of encouraging parents or carers to take an active role in a baby's or child's care and development and why the home learning environment and voice of the child, parent or carer is heard during their development. (K29, S24)</p>	<p>Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect babies and children's interests and support their development and progress. (K29, S22, S23, B4)</p>
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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 pass in the observation and distinction in the professional discussion 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:

Observation with questioning	Professional Discussion	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Appendix 3

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Observation with questioning

Knowledge
K8 The legal requirements and guidance for health and safety.
K9 Risks and hazards in the provision and during off site visits.
K10 Own role and responsibilities, including identifying risks and hazards and the recording and reporting in the event of a baby or young child requiring medical/dental attention, a non-medical incident or emergency.
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 principles of enabling environments (indoor and outdoor), 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 or carers and the early years provision in planning the next steps.
K22 What specialist aids, resources and equipment are available for the children in the provision and how to use these safely.
K30 The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.
K32 Prevention and control of infection techniques, including hand washing, food preparation and hygiene and how to deal with spillages safely, safe disposal of waste, using correct personal protective equipment.

Skills
S3 Identify risks and hazards in the provision and during off site visits relating to both children and staff and visitors and follow reporting procedures.
S4 Use prevention and control of infection techniques for hand washing and food preparation and hygiene, deal with spillages safely, safe disposal of waste, using correct personal protective equipment.
S5 Use equipment, furniture and materials safely and securely, following the manufacturers' instructions and provision's requirements.
S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
S9 Communicate with all children, including those for whom English is an additional language and those with additional needs, in ways that will be understood. This includes 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 appropriate communication methods to share information with children, parents or carers and other professionals.

S13 Work with colleagues to identify and plan educational programmes 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.
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.
S20 Work in ways that value and respect the developmental needs and stages of babies and children.

Behaviours
B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to identify opportunities for their 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.
B5 Commitment – to improving the outcomes for children through inspiration and child centred care and education.
B6 Recognise and respect differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.

Assessment method 2: Professional Discussion underpinned by a portfolio

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.
K4 The significance of attachment, the key person's role and how transitions and other significant events impact children at different ages and stages.
K5 The legal requirements and guidance on safeguarding, including Prevent, security, confidentiality of information and promoting the welfare of 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, recording and reporting, whistle blowing and confidentiality of information.
K11 The provision's procedures for receiving, storing, recording, administering and the safe disposal of medicines.
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.
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 and nutritious diet and be physically active.
K16 The statutory framework, including the learning and development requirements for babies and young children's provision.
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 or carers, in relation to working effectively with children with special educational needs and disabilities.
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.
K25 How own behaviour can impact on babies and children and influence them.
K26 Own responsibilities when following procedures in the provision for recording and reporting 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.

K28 The roles and responsibilities of other agencies and professionals that work with and support the provision, both statutory and non-statutory.

K29 The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning.

K31 Ways to increase children’s awareness of environmental sustainability.

Skills

S1 Support babies and young children through a range of transitions and significant events, 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.

S7 Promote health and well-being in the provision by encouraging babies and young children to consume healthy, balanced and nutritious 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 or complimentary feeding), nappy changing procedures, potty or toilet training, care of skin, teeth and hair and rest and sleep provision.

S15 Observe children, assess, plan and record the outcomes, share results accurately and confidentially in line with expected statutory framework and the provision’s requirements.

S18 Support children’s interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.

S19 Support the graduated approach for the assessment, planning, implementation and reviewing of each baby’s and young child’s individual plan for their care and participation.

S21 Use feedback and mentoring 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 or carers and recognise their role in the baby or child’s health, well-being, learning and development.

S24 Encourage parents or carers to take an active role in the baby’s or child’s care, play, learning and development.

S25 Demonstrate how to share information with parents or carers about the importance of healthy, balanced and nutritious diets, looking after teeth and being physically active.

Behaviours

B4 Being team-focused – work effectively with colleagues and other professionals.

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.

B8 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.

Appendix 4

Portfolio Evidence Reference Record

For the Professional Discussion underpinned by the Portfolio, the Apprentice will be required to submit a portfolio of evidence mapped to the KSBs using this record. This record should be uploaded with the evidence and adhere to the following requirements:

- Evidence must demonstrate the Apprentice’s knowledge, skills and behaviours (KSBs) that will be assessed by the Professional Discussion.
- Evidence must be mapped using this record against the KSBs being assessed by the Professional Discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs.
- It should typically contain 12 pieces of discrete evidence in total which should be annotated against the relevant KSBs.
- The Apprentice’s employer must provide a written statement confirming the evidence is attributable to the Apprentice (see Appendix 5).

Knowledge, Skills and Behaviours	Evidence Reference Number
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, well-being and individual circumstances.	
K4 The significance of attachment, the key person's role and how transitions and other significant events impact children at different ages and stages.	
K5 The legal requirements and guidance on safeguarding, including Prevent, security, confidentiality of information and promoting the welfare of 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, recording and reporting, whistle blowing and confidentiality of information.	
K11 The provision's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	
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.	
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 and nutritious diet and be physically active.	

K16 The statutory framework, including the learning and development requirements for babies and young children's provision.	
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 or carers, in relation to working effectively with children with special educational needs and disabilities.	
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.	
K25 How own behaviour can impact on babies and children and influence them.	
K26 Own responsibilities when following procedures in the provision for recording and reporting 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.	
K28 The roles and responsibilities of other agencies and professionals that work with and support the provision, both statutory and non-statutory.	
K29 The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning.	
K31 Ways to increase children's awareness of environmental sustainability.	
Skills	
S1 Support babies and young children through a range of transitions and significant events. e.g 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.	
S7 Promote health and wellbeing in the provision by encouraging babies and young children to consume healthy, balanced and nutritious 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 or complementary feeding), nappy changing procedures, potty or toilet training, care of skin, teeth and hair and rest and sleep provision.	
S15 Observe children, assess, plan and record the outcomes, share results accurately and confidentially in line with expected statutory framework and the provision's requirements.	
S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	

S19 Support the graduated approach for the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation.	
S21 Use feedback and mentoring 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 or carers and recognise their role in the baby or child's health, well-being, learning and development.	
S24 Encourage parents or carers to take an active role in the baby's or child's care, play, learning and development.	
S25 Demonstrate how to share information with parents or carers about the importance of healthy, balanced and nutritious diets for their child, looking after teeth and being physically active.	
Behaviours	
B4 Being team-focused – work effectively with colleagues and other professionals.	
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.	
B8 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.	

Appendix 5

Statement of Attribution by the Apprentice

This document has been formed as a template statement in line with the Early Years Practitioner Level 2 Assessment Plan which states the Employer must provide a written statement confirming the Apprentice has attributed to the evidence uploaded as part of their portfolio of evidence.

By signing this document, you are confirming that the Apprentice has attributed to the work within their portfolio and ensuring all work documents, products, comments and explanations relate to the Apprentice's own practice and/or performance.

I confirm that (*Insert Apprentice Name*) has attributed to the evidence that has been uploaded as part of their portfolio of evidence.

Apprentice		
Name	Signature	Date
Employer		
Name	Signature	Date

Appendix 6

Guidance for Apprentices

VTCT Skills is an End-point Assessment Organisation (EPAO); you will be assessed by an Independent End-point Assessor (IEA) to ensure that you are meeting the requirements of the Early Years Practitioner Apprenticeship Standard. The IEA will independently assess your competency after you have completed the on-programme training and learning.

Each IEA will carry identification as proof of who they are before commencing an assessment. EPA's will be carried out by an IEA, who is an assessment expert and has the required occupational expertise within the sector. IEA's will carry out the range of required assessments securely and safely in your workplace or remotely.

Successful completion of EPA demonstrates that you are competent in your role and will result in the award of the apprenticeship certificate. This certificate will be applied for by VTCT Skills and will be sent directly to your employer from the Apprenticeship Assessment Service (AAS).

The purpose of this document is to ensure you, the Apprentice, know about the requirements within the Early Years Practitioner Apprenticeship Standard. This will help you to meet the assessment requirements.

On programme training and learning

On programme training and learning must meet the requirements set out in the apprenticeship standard. Your employer and provider will support you throughout your apprenticeship; this should take a minimum of 12 months.

Abbreviations

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
AAS	Apprenticeship Assessment Service
IEA	Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
LIEA	Lead End-point Assessor
PD	Professional Discussion
epaPRO	VTCT Skills End-point assessment system

Your identification (ID) requirements

VTCT Skills will need to ensure that you are the right person undertaking an assessment, therefore the IEA will need to see photo ID from you, and this can be:

- A valid passport
- A signed UK photo card driving licence
- Employee ID card

The IEA will need to confirm they have seen your ID before they proceed, so please ensure you have this with you on the day. Failure to do so may result in the assessment being cancelled and a charge being incurred by your employer and provider. Should there be any technical difficulties, contingency arrangements will be implemented to allow the assessment to continue.

Gateway to End-point Assessment

Once you have completed the relevant on-programme training and learning, you, your employer and your provider will confirm that you are ready for EPA. Confirmation is via a Gateway meeting and once you have all agreed you are ready, you will be booked in for your EPA on an appropriate date for you, your employer, and your provider.

End-point Assessment

The EPA is the final assessment of your apprenticeship. It will test your knowledge, skills, and behaviours; the Early Years Practitioner apprenticeship standard is made up of two different assessment methods, the IEA will grade these as a fail, pass, or distinction. We have provided your employer and provider with guidance regarding what you will need to know and how to achieve a pass or distinction.

Methods of assessment

The EPA methods for the Early Years Practitioner apprenticeship standard include the following components:

Observation with questioning

The observation may be split into discrete sections held on the same working day.

The Independent End-point Assessor will only observe one Apprentice at a time to ensure quality and rigour.

The IEA must ensure that security of the EPA is always maintained. This includes monitoring breaks and when you are moving between locations.

The IEA will explain the format and timescales of the observation with questions before you start. This does not count towards the assessment time.

The IEA needs to observe the following activities, to provide you with the opportunity to demonstrate the KSBs mapped to this assessment method, 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 your typical working practice

The IEA will ask you a minimum of 5 questions, which will include those generated by both the IEA and VTCT Skills, to facilitate the holistic assessment of the required KSBs. Follow-up questions are allowed where clarification is required. The Independent End-point Assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The observation with questioning must take place in the Apprentice's normal place of work for example, your employer's premises or a customer's premises.

You will have a maximum of 80 minutes to complete the observation (50 minutes for the observation and 30 minutes for the questioning). The IEA can increase the time of the by up to 10% to allow you to complete a task or respond to a question if they feel it is appropriate.

Results will be issued via epaPRO following a quality check or moderation by VTCT Skills.

Professional Discussion

You will be asked a minimum of 10 questions that will target specific elements of your portfolio. The professional discussion will be conducted against the KSBs assigned to this assessment method and will include questions that will focus on coverage of your prior learning or activity. Prior to the professional discussion, the IEA will have reviewed your portfolio in preparation for this assessment.

The professional discussion will need to take place in a suitable clean environment i.e. no poster or points of reference displayed, private and away from any noise or distractions, and must last for 60 minutes. The discussion will be a 1:1 conversation, underpinned by the portfolio of evidence. You must have access to your portfolio during the professional discussion.

You will be required to provide real-life examples of how you have applied knowledge and understanding whilst carrying out your job role.

Portfolio of evidence

For the professional discussion underpinned by the portfolio, you are required to submit a portfolio of evidence adhering to the following requirements:

- Evidence must demonstrate your knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion.
- Evidence must be mapped against the KSBs being assessed by the professional discussion.
- The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

It is expected that there will typically be around 12 pieces of discrete evidence.

Before the End-point Assessment you should ensure:

You are aware of the date and time of your assessment and are able to access the virtual online platform if required; discuss this with your Employer and/or Training Provider.

You reflect on your experience and understand what is required of you to meet the standard.

Good luck with your apprenticeship, we look forward to meeting you.

Please feel free to view our website for further information.

<https://www.vtctskills.org.uk/end-point-assessment/>