



VTCT Skills

END-POINT ASSESSMENT GUIDE

VTCT Skills Level 3 End-point Assessment for

ST0135 – Early Years Educator (AP01.3)

Assessed from 01/04/2025

Please note, the contents of this booklet are subject to change at any time due to regulatory requirements. Therefore, it is imperative for the user of this document to verify they are in fact using the most up to date version. This can be done by checking it matches the version published on epaPRO, VTCT Skills online EPA booking platform.

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VTCT Skills Level 3 End-point Assessment for ST0135 – Early Years Educator (AP01.3)

Purpose

This End-point Assessment guidebook outlines the format and the requirements of the End-point Assessment for the Early Years Educator Apprenticeship Standard.

Prior to the End-point Assessment period, a full-time apprentice will typically spend 18 months on-programme (before the gateway) to complete the criteria included within the occupational standard. All apprentices must spend a minimum of 12 months on-programme. Once the on-programme requirements have been met, the apprentice can proceed through the **Gateway Stage** to the End-point Assessment period.

The End-point Assessment will consist of two different Assessment Methods: Observation with questions and a Professional Discussion underpinned by a portfolio of evidence.

The Observation with questions and the Professional Discussion will be based on grading criteria, to assess the skills, knowledge and behaviours of the apprentice.

The Observation with questions and Professional Discussion will be conducted by a VTCT Skills Independent Assessor and the apprentice will be graded either Fail, Pass or Distinction for these Assessment Methods. There will be an overall grade awarded for the End-point Assessment of Fail, Pass, Merit or Distinction.

Level 3 Early Years Educator

Apprenticeship Standard Summary Table

On-programme Stage <i>(typically 18 months)</i>	<p>The apprentice receives training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and Mathematics Level 2 if required.</p> <p>The apprentice must compile a portfolio of evidence.</p> <p>The apprentice must compile contextualised information to support the observation with questioning.</p> <p>The apprentice must complete training towards a first aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework – GOV.UK (www.gov.uk).</p> <p>Paediatric First Aid or Emergency Paediatric First Aid.</p>
End-point Assessment Gateway Stage	<p>The employer must:</p> <ul style="list-style-type: none"> • Be satisfied that the apprentice is occupationally competent <p>The apprentice must:</p> <ul style="list-style-type: none"> • Confirm they are ready to take the End-point Assessment • Have achieved English and Mathematics qualifications in line with the apprenticeship funding rules • Have passed Paediatric First Aid or Emergency Paediatric First Aid. Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework – GOV.UK (www.gov.uk). <p>Apprentices must develop and submit the following:</p> <ul style="list-style-type: none"> • A portfolio to underpin the Professional Discussion
End-point Assessment Stage	<p>Assessment Method 1: Observation with questions</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment Method 2: Professional Discussion</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Overall End-point Assessment and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: Pass • Re-sit timeframe: typically 2 months • Re-take timeframe: typically 3 months

Early Years Educator Apprenticeship Standard

Occupational Profile

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

The broad purpose of the occupation is to provide high quality early education and care to children. Through an evidence based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow the Early Years Foundation Stage (EYFS) requirements set by the government for the learning, development, and care of children from birth to 5 years old in both indoor and outdoor environments.

An Early Years Educator in their daily work will be expected to:

- Interact with children, parents, carers, colleagues, and wider multi-agency professionals such as health visitors, early help services, social workers, and speech and language therapists
- Support children with SEND
- Be responsible for ensuring a safe and secure environment for children's learning
- Ensure that the learning environment and provision is inclusive and supports all children
- Demonstrate a clear understanding of equality, diversity and inclusion
- Teach and facilitate children's learning play
- Apply the observation, assessment and planning cycle to support progress and children's development
- Act as the key person for one or more children within their setting

Typical job roles on completion of an Early Years Educator:

- Childminder assistant
- Early years educator
- Early years worker
- Nursery educator
- Nursery nurse
- Nursery worker

Occupational Duties for Early Years Educator

Duty	Knowledge, Skills and Behaviours covered
Duty 1 – Support children’s learning and development through applying knowledge of pedagogy and the observation, assessment and planning cycle.	K6 K17 K18 K22 K23 K24 K25 S18 S20
Duty 2 – Develop secure and supportive relationships with children and families as the key person for children in their care, advocating for those children.	K3 K10 K11 K14 K15 S6 S7 S8 S9 S10 S17 B1 B5
Duty 3 – Provide respectful and responsive physical and emotional care to children, promoting health and wellbeing.	K1 K5 K9 K20 K26 S7 S8 S9 B4 B5
Duty 4 – Work with key individuals in children’s lives (for example, parents, families, and carers) to improve all children’s outcomes and wellbeing.	K9 K11 K14 K15 K16 K19 K21 K23 S5 S6 S7 S8 S10 S17 B1 B2 B5 B6
Duty 5 – Work in partnership with other organisations and agencies to support children’s learning, development, health and wellbeing.	K1 K2 K3 K6 K8 K9 K11 K12 K13 K14 S5 S6 S10 B1 B2 B5 B6
Duty 6 – Support the implementation of change to improve practice.	K8 K14 K27 B1 B6 B8
Duty 7 – Initiate and engage in continuous professional development, underpinned by reflective practice.	K9 K27 S21 B6 B8
Duty 8 – Ensure compliance with child protection and safeguarding legislation, policies, and procedures.	K2 K3 K5 K7 S1 S16 B1 B3 B4

Table continued

Duty	Knowledge, Skills and Behaviours covered
Duty 9 – Work in ways that promote and support equality, diversity, and the inclusion of all children, respecting their social and cultural context.	K1 K6 K7 K17 K18 K19 K20 K21 S2 S9 S10 S11 S12 S16 S20 B1 B2 B3 B4
Duty 10 – Ensure compliance with Health and Safety legislation, policies, and procedures.	K2 K4 K5 K7 K18 K20 S2 S3 B3 B4
Duty 11 – Use technology to record and update information for example: observations, assessments, reports, risk assessments, and safeguarding concerns.	K2 K3 K4 K24 K25 S1
Duty 12 – Promote and engage in children’s play. Support all children to create and adapt the environment to reflect their interests and enable their learning and development.	K1 K5 K6 K14 K15 K16 K17 K18 K19 K20 K22 K23 K24 S4 S10 S11 S12 S13 S14 S15 S16 S19 S20 B7
Duty 13 – Ensure legal requirements of statutory frameworks are met within policy, procedure, and practice.	K1 K2 K3 K6 K7 S1 S2 S3 B1 B3 B4

The Gateway Stage

To be eligible for the End-point Assessment Stage, the apprentice must meet the following Gateway requirements:

- A full time apprentice will typically spend 18 months on-programme. All apprentices must spend a minimum of 12 months on-programme
- Complete the on-programme stage of the Level 3 Early Years Educator Apprenticeship Standard and consistently work at or above the level of the occupational standard and be ready to undertake the End-point Assessment
- The apprentice's employer must be content that the apprentice is occupationally competent
- The apprentice must have achieved English and Mathematics qualifications in line with the apprenticeship funding rules
- The apprentice must submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence
- The apprentice must have passed Paediatric First Aid or Emergency Paediatric First Aid

Assessment Method 1: Observation with questions

There are no specific requirements at the Gateway Stage to upload evidence for the observation with questions.

Assessment Method 2: Professional discussion

Portfolio of evidence requirements for Gateway Stage:

For the Professional Discussion, the apprentice will be required to submit a Portfolio of evidence, which should be compiled during the on-programme period of the apprenticeship. Evidence must be mapped against the KSBs set out in the Professional Discussion assessment method.

- One piece of evidence can be mapped against more than one Knowledge, Skill or Behavioural requirement
- The portfolio should only contain evidence related to the KSBs that will be assessed by this assessment method
- The portfolio of evidence will typically contain 12 discrete pieces of evidence
- The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions
- All evidence must be anonymised before submission, and the employer's policies regarding the sharing of information must be followed
- The portfolio of evidence can be in any format, as long as it is legible and can be uploaded electronically to VTCT Skills online booking platform
- A Statement of Attribution by the Apprentice form must be signed by the apprentice and the Employer. This form should be uploaded alongside the portfolio of evidence
- A completed 'Portfolio of Evidence Reference Record' is required to be uploaded alongside the portfolio of evidence

Scheduling

Registering an Apprentice for End-point Assessment

You can register your apprentices for End-point Assessment via VTCT Skills online registration and booking platform. Apprentices can be registered at any time during their apprenticeship at no additional upfront cost.

You will require the apprentice's:

- Unique Learner Number (ULN)
- Name
- Date of birth

Further information on registering your apprentices will be supplied once VTCT Skills has received your signed EPAO agreement.

Scheduling an Apprentice for End-point Assessment

Providers must confirm that the apprentice has completed all of the mandated components of the standard via the apprentice checklist on the booking platform:

- End-point Assessment bookings must be made a minimum of 20 working days in advance of the desired assessment date(s) or within the standard requirement
- You will need to indicate preferred dates of assessment on the epaPro system
- The End-point Assessment team will seek to match an Independent Assessor to your request
- The End-point Assessment team will formally confirm the booking by email and via the online registration and booking platform

Reasonable Adjustments

It is the responsibility of the training provider to apply for reasonable adjustments/access arrangements on behalf of the apprentice prior to the End-point Assessment taking place. For more information on reasonable adjustments, please refer to the VTCT Reasonable Adjustments and Special Considerations Policy. This policy can be accessed on the epaPRO system.

Remote Assessments

Remote assessments will ordinarily be conducted via a video conferencing platform. The apprentice will receive an automated email containing a link to their video conferencing platform within 72 hours of the assessment being booked. The apprentice will need this link to enter the video conferencing platform and complete their assessment. This is typically for professional discussion only.

Face-to-face End-point Assessment

Face-to-face assessments will take place within the apprentice's normal workplace setting on the date and time agreed during the booking process.

Planning End-point Assessment dates

Prior to the End-point Assessment taking place, you will receive automated emails with:

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

ID requirements

VTCT Skills will verify the identity of the apprentice before they undertake the assessment. All employers are therefore required to ensure that each apprentice has photographic identification with them on the day of assessment.

VTCT Skills will accept the following as proof of identity:

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

The Independent Assessors will certify that they have seen valid identification before proceeding with an End-point Assessment and confirm the correct spelling of the apprentice's name in readiness for certification.

Cancellation

Under some circumstances, it may be necessary to cancel an End-point Assessment. Should this happen, you must contact the End-point Assessment team immediately. Please note that 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 End-point Assessment:

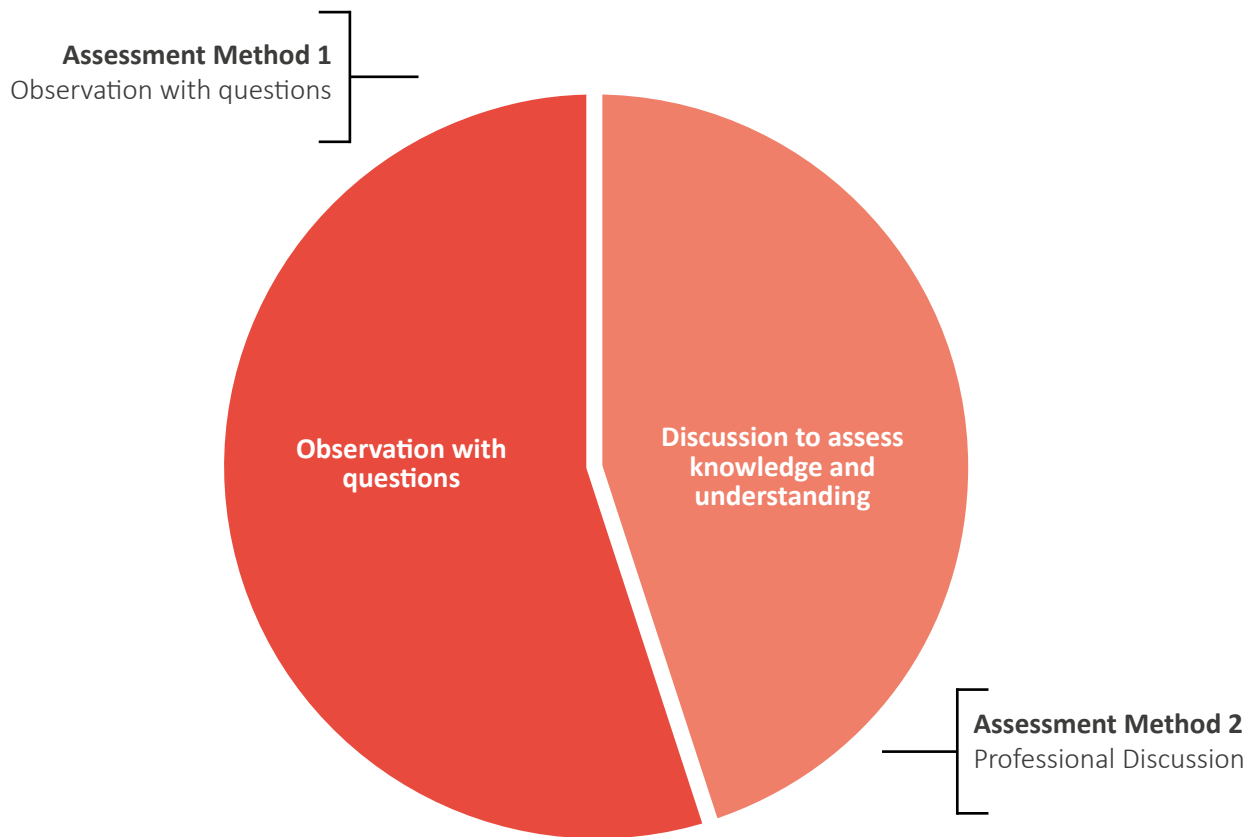
- Prior to the date of the End-point Assessment, the customer must inform VTCT Skills by email (enquiries@skillsfirstassess.co.uk)
- On the day of the End-point Assessment, the customer must inform VTCT Skills by telephone (01212 705100 Ext. 3)

Cancellation of an End-point Assessment within 10 working days prior to the assessment taking place will incur the **full cost** of the End-point Assessment. For further details, the cancellation policy is available on the booking platform or on our website.

Should the apprentice wish to re-sit later, a new booking form must be emailed to VTCT Skills.

Overview of the End-point Assessment Period

The contribution of each Assessment Method and corresponding elements to the overall End-point Assessment grade is shown in the pie chart below:



Once the apprentice has submitted their evidence at the End-point Assessment Gateway Stage, they will then enter the End-point Assessment period.

The Early Years Educator End-point Assessment consists of **2 Assessment Methods**:

Assessment Method	Assessed by	Overall Grading
Assessment Method 1 Observation with questions	Independent Assessors	Fail/Pass/Distinction
Assessment Method 2 Professional Discussion	Independent Assessors	Fail/Pass/Distinction

Please note: A maximum of one apprentice can be assessed at any one time by the Independent Assessor during Assessment Method 1, Observation with questions, and Assessment Method 2, Professional Discussion.

How the End-point Assessment is graded

The overall grade for the End-point Assessment will be based on the grades achieved in the 2 Assessment Methods: Observation with questions and Professional Discussion.

All End-point Assessment methods must be passed for the End-point Assessment to be achieved overall.

Assessment Method 1: Observation with questions

The Observation with questions will be graded a Fail/Pass/Distinction using the grading criteria on pages 19-21.

Assessment Method 2: Professional Discussion

The Professional Discussion will be graded a Fail/Pass/Distinction using the grading criteria on pages 27-28.

Overall Grading

Performance in the End-point Assessment determines the overall apprenticeship grade of:

- Fail
- Pass
- Merit
- Distinction

The grades from each individual assessment method are combined to determine the overall grade. If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

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

Grades from the individual Assessment Methods will be combined in the following way to determine the overall grade of the Early Years Educator End-point Assessment:

Observation with questions	Professional Discussion	Overall grading
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Length of End-point Assessment period

The End-point Assessment will be completed within a period lasting typically **3 months**, beginning when VTCT Skills has confirmed that all the gateway requirements have been met by the apprentice.

If an End-point Assessment Method is not achieved, the failed Assessment Method should be re-sat or retaken within the End-point Assessment period, and in accordance with the requirements outlined in the Early Years Educator Assessment Plan.

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 End-point Assessment Professional Discussion must take place in a suitable venue selected by VTCT Skills (for example, the employer's premises). The professional discussion can also be conducted by video conferencing. The professional discussion must take place in a quiet room, free from distractions and influence.

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.

Assessment Method 1: Observation with questions



Assessment Method 1: Observation with questions

Apprentices must be observed by an Independent Assessor completing their observation with questions in the apprentice's workplace. During the observation with questions, the apprentice will complete their day-to-day duties under normal working conditions. This will allow the apprentice to demonstrate the knowledge, skills and behaviours mapped to this assessment method through naturally occurring evidence.

The observation with questions must take place in person at 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.

Requirements for the Observation with questions

At least five days prior to the Observation with questions, apprentices must provide the Independent Assessor with a teaching information pack to provide context for the apprentice's observation. Evidence should be naturally occurring and be produced as part of the apprentice's typical working practice, in line with the expectations of their employer. All evidence should be anonymised prior to submission and should be subject to the employer's policies regarding the sharing of information.

Evidence would typically include:

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

Delivery of the Observation with questions

The total duration of the Observation with questions is **80 minutes**. This includes the time for questioning. The total time for the observation element is **50 minutes**. The time allocated for the questioning is **30 minutes**. The observation may be split into discrete sections held on the same working day to allow for a break between the observation element and the questioning element. This is to support the employer to ensure there is adequate cover within the setting. The questions will be asked after the observation. The assessment method should typically be completed within a total time of **2 hours**.

The Independent Assessor will only observe one apprentice at a time to ensure quality and rigour. They will be as unobtrusive as possible.

The Independent Assessor will need to observe the following during the observation:

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

The Independent Assessor will ask questions after the observation, which will provide additional detail and contextual information to what the assessor has observed and to explain how the teaching information pack relates to the observed activity. It will also ensure that the requirements of S9 are met, to ensure coverage of the provision of personal care across all the specified age ranges.

The Independent Assessor will ask at least 5 questions. Follow-up questions may be asked where clarification is required. The assessor will also ask questions about KSBs that were not observed to gather assessment evidence. These questions will be in addition to the set minimum of questions and will be kept to a minimum.

Knowledge, Skills and Behaviours

The End-point Assessment Observation with questions will cover the following Knowledge, Skills and Behaviours:

Knowledge requirements	Knowledge criteria
K5	The principles of risk assessment and management, and how to balance risks and benefits of activities for children
K10	The role and responsibilities of the key person
K15	The development of social skills and maintaining relationships
K17	The elements and characteristics of a wide range of enabling environments
K18	How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development
K19	How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able)
K20	How the organisations approach and values underpin the environment
K21	How children experience change, transition, and significant events
K22	The theories of play and its fundamental role in learning and development
K23	How children develop characteristics for effective learning
K24	How, when, and why to conduct observation and assessment
K25	How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests
K26	How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy

Knowledge, Skills and Behaviours

The End-point Assessment Observation with questions will cover the following Knowledge, Skills and Behaviours:

Skills requirements	Skills criteria
S3	Apply the principles of risk assessment and risk management within documentation and practice
S4	Teach children to develop skills to manage risk and maintain their own and others safety
S7	Undertake the role and responsibilities of key person
S9	Provide sensitive and respectful personal care for children from birth to 5 years
S10	Advocate for all children's needs, including children which require SEND or EAL support
S11	Promote and facilitate children's interpersonal communication to develop their social interactions and relationships
S13	Support children to understand and respond to their emotions and make considered choices about their behaviours
S14	Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements
S15	Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors
S16	Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice
S17	Apply strategies that support children's ability to manage change, transition, and significant events
S18	Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests
S19	Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy
S20	Provide adult led opportunities and experience based on the setting's curriculum and pedagogy

Behaviours requirements	Behaviours criteria
B2	Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child
B4	Caring, compassionate and sensitive
B5	Honest, open, respectful, and a role model
B7	Playful and creative

Grading of the Observation with questions

This Assessment Method requires the apprentice to provide evidence that they have met all the knowledge, skills and behaviours outlined within the grade descriptors for the allocated grade. For example, the apprentice must evidence that all the criteria for a Pass grade have been demonstrated to achieve a Pass. To achieve a Distinction grade, the Pass criteria must be achieved as well as all the Distinction criteria.

Observation with questions

Pass criteria

The apprentice will achieve a Pass grade if they provide evidence to meet all the Knowledge, Skills and Behaviour requirements outlined below for the Observation with questioning Assessment Method.

Theme 1 – Risk Management		
Grading criteria	Fail	Pass
Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)		
Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documenting correctly. (K5, S3)		

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

Theme 3 – Learning and development

Grading criteria	Fail	Pass
Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)		
Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)		
Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)		

Theme 4 – Environments

Grading criteria	Fail	Pass
Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15)		
Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)		

Observation with questions

Distinction criteria

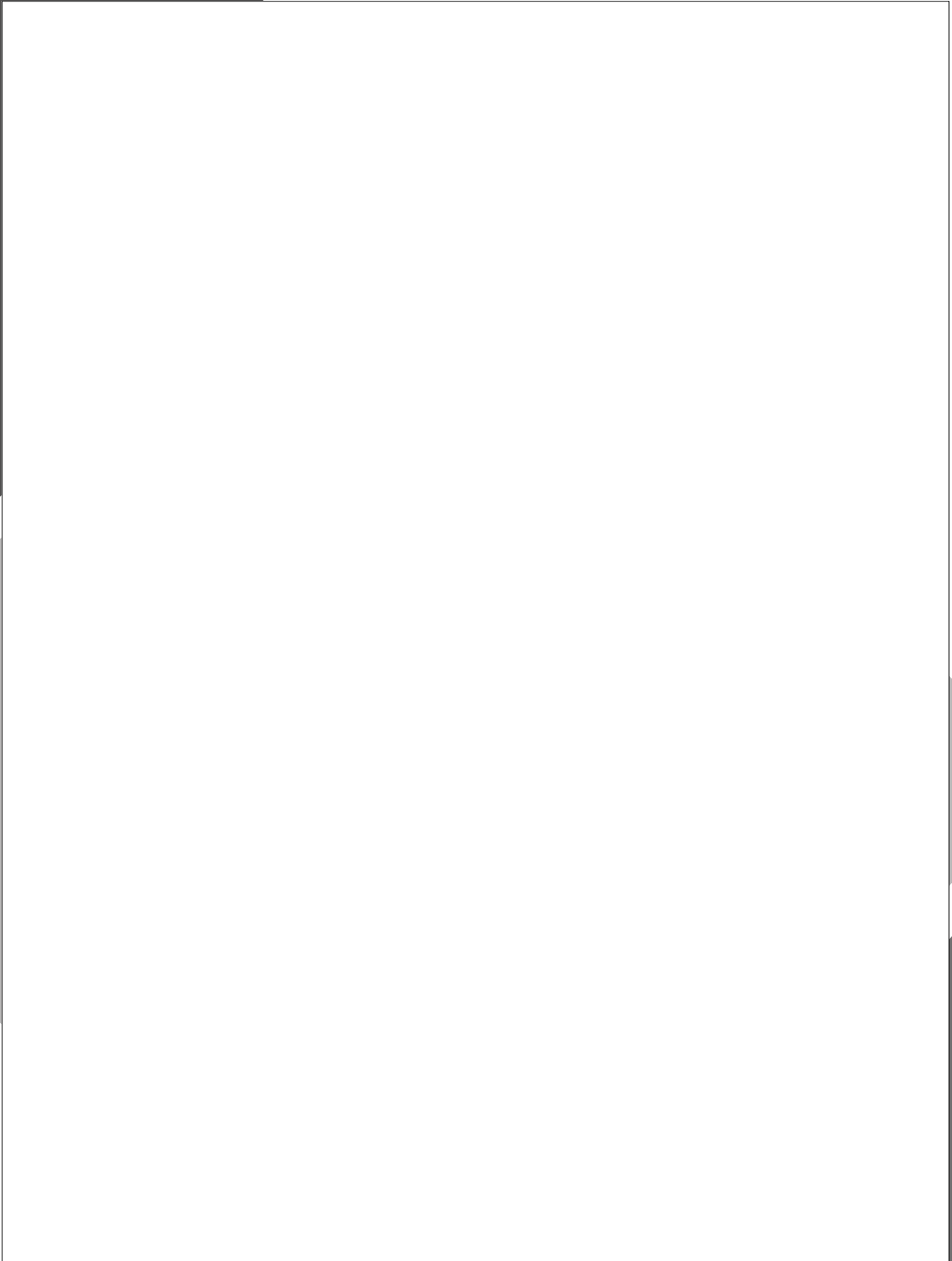
The apprentice will achieve a Distinction grade in the Observation with questions if they provide evidence to meet all the Pass criteria and all the Distinction criteria below:

Theme 2 – Key person and attachment	
Grading criteria	Distinction
Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)	

Theme 3 – Learning and Development	
Grading criteria	Distinction
Responds to the needs of the child in the moment to adapt delivery, and justifies the approach they take to meet the child's needs. (S18, S19, S20)	

Theme 4 – Environmental	
Grading criteria	Distinction
Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14)	

Notes



Assessment Method 2: Professional Discussion



Assessment Method 2: Professional Discussion

This Assessment Method will be in the form of a Professional Discussion, which will be appropriately structured to cover the Knowledge, Skills and Behaviours (KSBs) assigned to this assessment method. The apprentice can refer to an illustrate their answers with evidence from their portfolio of evidence.

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

- Equality, diversity and inclusion
- Safeguarding
- Relationships
- Learning and child development
- Continuous professional development

Delivery of the Professional Discussion

The Professional Discussion must last for **90 minutes** and will be conducted and assessed by the Independent Assessor. At the discretion of the Independent Assessor, this duration may be increased by up to **9 minutes** to allow the apprentice to respond to a question if necessary.

The Independent Assessor will ask a minimum of **10 questions** to provide the apprentice with the opportunity to cover the range of KSBs, and may ask follow-up questions where clarification is required. The Independent Assessor will make use of the full allocated time for questioning to allow the apprentice the opportunity to evidence occupational competence.

The Professional Discussion will be conducted as follows:

- A 1:1 conversation, with no other parties involved
- Completed in an appropriate environment that is free from distractions and interruptions
- The apprentice must have access to their portfolio of evidence
- Both parties may refer to the apprentice's portfolio of evidence to support the Professional Discussion.

Knowledge, Skills and Behaviours

The End-point Assessment Professional Discussion will cover the following Knowledge, Skills and Behaviours:

Knowledge requirements	Knowledge criteria
K1	The importance of equality, diversity, and inclusion, and respecting children's social and cultural context
K2	Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing
K3	Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues
K4	The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding
K6	The statutory and non-statutory frameworks and guidance for provision in Early Years including SEND
K7	The legal rights of each individual child according to their current and future needs
K8	The role of colleagues and multi-agency working to support the child.
K9	The role and responsibilities of the Early Years Educator, including providing supervision to staff
K11	Theories and significance of attachment
K12	The importance of professional relationships and collaboration with parents, families, or carers
K13	The importance of professional relationships with colleagues, other organisations, and agencies
K14	The influence of all key individuals in children's lives on children's learning and development
K16	How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors
K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development

Knowledge, Skills and Behaviours

The End-point Assessment Professional Discussion will cover the following Knowledge, Skills and Behaviours:

Skills requirements	Skills criteria
S1	Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure
S2	Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies)
S5	Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child
S6	Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child
S8	Recognise and apply theories of attachment to develop effective relationships with children
S12	Support children to develop a positive sense of their own identity and culture
S21	Use reflection to develop themselves both professionally and personally

Behaviours requirements	Behaviours criteria
B1	Confident to have difficult conversations
B3	Vigilant and act with professional curiosity
B6	Self-motivated, using initiative and proactive
B8	Reflective and reflexive and committed to CPD

Professional Discussion

Pass criteria

The apprentice will achieve a Pass grade if they provide evidence to meet all the Knowledge, Skills and Behaviour requirements set out for the Professional Discussion and all the criteria below:

Theme 1 – Equality, diversity and inclusion		
Grading criteria	Fail	Pass
Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12)		
Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7)		
Describes the statutory and non-statutory frameworks and guidance for provision in the Early Years, including SEND. (K6)		

Theme 2 – Safeguarding		
Grading criteria	Fail	Pass
Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3)		
Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)		

Theme 3 – Relationships		
Grading criteria	Fail	Pass
Describes the role of an Early Years Educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1)		
Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6)		
Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)		

Theme 4 – Learning and child development		
Grading criteria	Fail	Pass
Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)		

Theme 5 – Continuous professional development		
Grading criteria	Fail	Pass
Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8)		

Professional Discussion

Distinction criteria

The apprentice will achieve a Distinction grade in the Professional Discussion if they provide evidence to meet all the Pass criteria and all the Distinction criteria below:

Theme 2 – Safeguarding	
Grading criteria	Distinction
Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)	

Theme 3 – Relationships	
Grading criteria	Distinction
Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development. (K8, K12, K14)	

Theme 5 – Continuous professional development	
Grading criteria	Distinction
Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)	

Re-sits and Re-takes

An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

An apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and VTCT Skills will agree on the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the End-point Assessment outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the End-point Assessment outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the End-point Assessment outcome notification, otherwise the entire End-point Assessment will need to be re-sat or re-taken in full.

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

An apprentice will get a maximum End-point Assessment grade of pass for a re-sit or re-take, unless VTCT Skills determines there are exceptional circumstances.



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