



**Level 3 Early Years Educator
ST0135/AP04
Apprenticeship Standard**



End-point Assessment Toolkit

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Introduction

VTCT Skillsfirst is an approved End-point Assessment Organisation (EPAO) for the Early Years Educator Level 3 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 Skillsfirst 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
EYE	Early Years Educator
EPAO	End-point Assessment Organisation
ESFA	Education and Skills Funding Agency
the Institute	Institute for Apprenticeships and Technical Education
IEA	Independent End-point Assessor
IQA	Internal Quality Assurer
LIEA	Lead Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
MCQ	Multiple Choice Questions
PD	Professional Discussion
SEPA	Skillsfirst End-point assessment system
Skillsfirst	VTCT Skillsfirst

The Early Years Educator role

The role of an Early Years Educator is to ensure that young children learn and develop well, in a healthy and safe environment. Settings can be day care, children's centres, pre-schools, reception classes and a childminding setting.

An Early Years Educator plans and supervises child initiated and adult led activities, based around the needs and interests of each individual child. They support children to develop numeracy and language skills through games and play, and have a responsibility to help ensure that each child feels safe and secure. Working in partnership with other colleagues, parents and/or carers or other professionals, they meet the individual needs of each child, including care needs such as feeding, changing nappies and administration of medicine.

End-point Assessment Process

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



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



3a*. Provider to complete the Apprentice checklist on SEPA and upload all relevant evidence i.e. Paediatric First Aid, Early Years Educator and signed Gateway Meeting Form (Appendix 1)



3b*. Provider to upload apprentice's portfolio of evidence to SEPA at gateway

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. The IEA will review these when visiting the setting.



4. Provider to book assessment date for knowledge test & PD for apprentice using our EPA booking form via bookings@skillsfirstassess.co.uk (a minimum of 20 working days prior to each assessment)

N.B. The test will be invigilated by Skillisfirst via proctoring



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



6. Overall grade and feedback sent to provider via SEPA; if a re-sit is required, return to stage 4. and also complete a Retake Declaration Form The EPA must be completed within 3 months of passing gateway.

Certificate applied for by VTCT Skillsfirst

NB. Stage 3a and 3b must be completed at the same time

The Gateway

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

- ✓ Display occupational competency
- ✓ Have evidence of having passed functional skills level 2 in English and maths
- ✓ Have achieved Level 3 Award in Paediatric First Aid (RQF) or level 3 Award in emergency Paediatric First Aid (RQF) or complete a first aid course delivered by one of the following types of organisations as per the EYFS requirements. Voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive.
- ✓ Have achieved Early Years Educator Diploma qualification (Level 3)
- ✓ Meet the minimum duration for their apprenticeship training, typically 18 months and a minimum of 12 months

Only apprentices who complete Gateway successfully can start the EPA.

The Employer, in conjunction with the Provider, will formally sign-off that the Apprentice has met the minimum requirements in regards 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://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-educator/>

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 Skillsfirst 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 Skillsfirst Reasonable Adjustments Policy for guidance or email enquiries@skillsfirstassess.co.uk for further information.

Registering an Apprentice for End Point Assessment

You can register your Apprentices for EPA via Skillsfirst's online registration and booking platform, SEPA. 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 SEPA 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 SEPA.

- ✓ 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 EPA booking form and send this to bookings@skillsfirstassess.co.uk
- ✓ The VTCT Skillsfirst EPA team will seek to match an Independent End-point Assessor (IEA) to your request
- ✓ The EPA team will formally confirm the booking by email and via SEPA

Remote Assessments

The PD will ordinarily be conducted via Smart Room, a video conferencing platform provided through SEPA. The apprentice will receive an automated email containing a link to their Smart Room within 72 hours of the assessment being booked. The apprentice will need this link to enter Smart Room and complete their PD.

For further information on Smart Room, our Smart Room Guidance for Apprentices document is available via SEPA.

Planning assessment dates

Prior to the 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

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 EPA, the Customer must inform VTCT Skillsfirst by email; enquiries@skillsfirstassess.co.uk
- ✓ on the day of the EPA, then the Customer must inform VTCT Skillsfirst 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 you can locate our Cancellation Policy via SEPA or on our Website. Should the apprentice wish to re-sit at a later date, a new booking form will be required.

ID requirements

VTCT Skillsfirst will need to ensure that the person undertaking an assessment is the person they claim to be. All Employers are therefore required to ensure that each Apprentice has their photographic identification with them on the day of assessment.

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

- ✓ a valid passport
- ✓ a signed UK photo card driving licence
- ✓ employee ID card or travel card

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

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge, skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA • gather evidence from the on-programme training to support the portfolio and professional discussion
Employer	<ul style="list-style-type: none"> • support the apprentice, while on-programme, to achieve the KSBs outlined in the standard to their best ability • determine when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure the apprentice is well prepared for the EPA • support the apprentice as they develop their portfolio • ensure all appropriate permissions are received from parents/ careers • ensure video is included in the portfolio where possible except where there may safeguarding concerns • ensure observation recordings are only viewed on site
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • Provide and maintain platforms for MCQ and PD • Invigilate MCQ test in line with Skillsfirst Proctoring policy • provide training and CPD to the IEA's they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in the EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable

	<p>mechanism for providing assessment decision feedback to the apprentice</p> <ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis • conform to the requirements of the nominated external quality assurance body Ofqual • organise and deliver standardisation events and activities in accordance with the assessment plan IQA section • organise and conduct moderation of IEAs marking in accordance with the assessment plan • have, and operate, an appeals process • claim the certificate on behalf of the apprentice with the ESFA
<p>Independent End-point Assessors</p>	<p>As a minimum an IEA should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
<p>Training provider</p>	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • play no part in the EPA itself

The End-point Assessment

Assessment Method	Weighting	Duration	To achieve a Pass	To achieve a Distinction
Knowledge Test	50%	Maximum 60 minutes	Answer 23 / 35 questions correctly, including all five safeguarding questions	N/A
Professional Discussion Underpinned by a Portfolio of Evidence	50%	90 minutes (+10% discretionary extension)	100%	Meet all pass criteria and a minimum of 10 of the distinction criteria.

Knowledge Test

The test will be computer based and will consist of 35 questions, comprising of closed response questions (i.e. multiple-choice questions). The apprentice must answer correctly a minimum of 23 questions to achieve a Pass. **Of the 23 questions answered correctly, these must include all five questions relating to Safeguarding (K15).**

The questions will be presented to apprentices through VTCT Skillsfirst' secure, on-line assessment platform.

Apprentices will have a maximum of 60 minutes to complete the test; this is pre-set within the testing platform. Results will be confirmed at the end of the test. Skillsfirst will be responsible for invigilating the knowledge test via proctoring.

Example questions:
<p>What stage of physical development would you expect a child aged 6 years to reach?</p> <ul style="list-style-type: none"> A. Cutting out shapes using scissors accurately B. Painting and making models independently C. Writing moves forward, forming letter and words D. Draws recognisable pictures of houses and people
<p>Which theory looks at the way in which children are able to make sense of their world as a result of their experiences?</p> <ul style="list-style-type: none"> A. Behaviourist B. Cognitive C. Social learning D. Humanist
<p>Who checks an individual's suitability to work safely with children in an Early Years setting?</p> <ul style="list-style-type: none"> A. Criminal Records Bureau B. Local and national police force C. Disclosure and Barring Service D. Children's charity groups

Results of the apprentice's knowledge test will be available in VTCT Skillsfirst' secure online assessment platform and the corresponding grade will be transferred to SEPA.

Professional Discussion Underpinned by Portfolio of Evidence

Apprentices will take part in a professional discussion based on the standard outcomes and is designed to draw out evidence against the grade criteria. The questions will include those generated by the IEA that target specific elements of the apprentice's portfolio.

The professional discussion will be conducted against the KSBs assigned to this assessment method and will involve 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 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 90 minutes. The IEA has the discretion to increase the time of the professional discussion by up to 10% (9 Minutes) to allow the apprentice to complete their last answer if necessary.

The discussion will be a 1:1 conversation, underpinned by the portfolio. Both the IEA and the apprentice must have access to the portfolio during the 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 underpinned by the portfolio, 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.
- Evidence must relate to 'real' work completed by the apprentice; evidence from simulated activities is not allowed.
- **It must contain 10 – 12 pieces of evidence in total.**

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. Work products produced by the apprentice, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records. All work products and records must be anonymised.
3. Employer feedback / review – this is limited to a maximum of one.
4. At least two observations of practice, maximum 20 minutes in total duration. These should be video recorded where possible, except where there are safeguarding concerns, in which case a written account will be acceptable.

5. Please note - video recorded observations **must not** be sent to the Skillsfirst as part of the portfolio. Video recordings **must not** leave the employer's premises and can only be viewed on site.
6. 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), following Skillsfirst guidelines and using the template (Appendix 6).
7. The apprentice must submit their portfolio of evidence to the Skillsfirst ahead of the EPA. Where video recorded observations are included within the portfolio, time should be scheduled for the IEA to view these at the employer's premises prior to the professional discussion.

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 PD 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. Skillsfirst will **aim** to confirm the apprentice's final and overall grade approximately 10 working days following the last assessment.

Re-sitting / Retaking End-point Assessment

Re-sit – an apprentice will be able to undertake a re-sit where there are extenuating circumstances which will impact on the assessment grade e.g. illness, accident on the way to the test etc. The apprentice must provide evidence in order for a re-sit decision to be made.

Retake – an apprentice will be able to retake an assessment but must evidence additional learning has taken place.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of Skillsfirst 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 merit / distinction or merit 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 Skillsfirst determines there are exceptional circumstances requiring a re-sit or re-take.

Re-sit / Retake fees

The fees for re-sits / retakes will be agreed with the Head of Assessment Services at VTCT Skillsfirst 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 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. These final grades will be submitted to the Education and Skills Funding Agency (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 SEPA by Skillsfirst.

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 SEPA. 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 Skillsfirst Appeals Policy, which is available via SEPA or on the Skillsfirst 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
Achieved Early Years Educator Level 3			
Achieved Level 3 Award in Paediatric First Aid			
Achieved Maths Level 2			
Achieved English Level 2			
Exemption evidence uploaded to SEPA			
Portfolio of evidence with observation (Option 1)			
Portfolio of evidence without observation to be viewed on employer site. (Option 2)			
NB. Option 1 or 2 must be achieved to pass gateway, however only one option needs to be selected, dependent on whether there is an observation to be viewed on site.			
Please confirm that the above-named Apprentice consents that VTCT Skillsfirst can apply for their Apprenticeship Certificate on their behalf.			
Standard Title	Early Years Educator Level 3		Meeting Date
Apprentice Signature			
Employer Signature			
Provider Signature			

Appendix 2
Grading
Assessment method 1: Knowledge Test

Fail	Pass
Does not meet the pass criteria.	The apprentice must answer correctly a minimum of 23 questions out of 35 to achieve a pass. Of the 23 questions answered correctly, these must include all 5 questions relating to K15.

The following grade boundaries apply to the test:

Grade	Lowest achievable mark	Highest achievable mark
Pass	23	35
Fail	0	22

Assessment method 2: Professional Discussion Underpinned by a Portfolio

Fail	Pass	Distinction
Does not meet the pass criteria.	The apprentice must meet all of the pass criteria.	The apprentice must meet all of the pass criteria. To achieve a distinction, the apprentice must also meet a minimum of 10 of the distinction criteria.

KSBs	Fail	Pass	Distinction
S10 S11	Does not meet the pass criteria	1. Provides evidence of how they have modelled and promoted positive behaviours (for example, turn-taking) in their day-to-day practice and shows evidence of the positive effect on children's behaviour as a result.	Provides evidence of having used more than two behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour.
S26 S27 K2 K4 K8 S16 B1 B2 B3 B4	Does not meet the pass criteria	2. Communicates with, and provides information to parents and/or carers to understand how their child is doing; works in partnership with parents and carers to identify where they can help the child's progress, and encourages them in the valuable contribution they make to the child's health, well-being, learning and development. Plans the next stages of development with the key person.	Establishes and maintains effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing learning and development.
S3 B4	Does not meet the pass criteria	3. Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to	Can evidence how curriculum-based planning and leading of activities has led to accelerated progression in the child's learning e.g. using observations, planning and documents.

		move the children’s learning to the next stage of development.	
S4 K2 K4 K8 S14 B1 B4	Does not meet the pass criteria	4. Able to explain the child’s stage and how they use this knowledge to approach planning of activities in order to support children’s wellbeing and independence, in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning.	Demonstrates which activities have accelerated children’s learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children’s learning (e.g. using observations and planning documents).
S5 S14 K4 B1 B4	Does not meet the pass criteria	5. Evidences using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities.	Demonstrates having provided varied learning experiences, incorporating new ways of learning and experiences, informed by their knowledge of areas of learning, and evidence how these have successfully engaged, enthused and motivated children to learn.
S6 B1 B4	Does not meet the pass criteria	6. Encourages children’s participation through a balance of adult led and child-initiated activities. Plans the type of activity children will engage in, providing opportunities for child participation through a range of experiences.	
S9 K2 B1 B4 B6	Does not meet the pass criteria	7. Uses their knowledge of the children in their care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child’s confidence in social situations.	
S7 B1 B4	Does not meet the pass criteria	8. Uses effective strategies that deepens a child’s understanding. Can explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented.	Able to evidence more than two strategies used to promote sustained shared thinking for children with different needs/backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children.
S15 S13 S23 K10 B4	Does not meet the pass criteria	9. Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning.	Evidences that children have made progress as a result of accurate assessments being completed.
S1 K4 K8 K10 B1 B3 B4 B5 B6	Does not meet the pass criteria	10. Uses strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling.	
S2	Does not meet the pass criteria	11. Maintains accurate and coherent records and reports.	
S13	Does not meet the pass criteria	12. Carries out and records appropriate observational assessment accurately across a range of contexts.	Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependent on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.

S23 K15 B3	Does not meet the pass criteria	13. Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information.	Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.
S25 B1 B2	Does not meet the pass criteria	14. Works and contributes effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice.	
S12 K8 K10 B5	Does not meet the pass criteria	15. Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals.	Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals.
S24 K15 B1 B2 B3	Does not meet the pass criteria	16. Complies with all requirements and expectations for confidentiality of information. Understands the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis.	Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.
S24 K12 B4		17. Actively demonstrates the importance of Health and Safety systems in the workplace.	Has suggestions to improve practice in relation to Health and Safety.
S2 K5 B5 B6	Does not meet the pass criteria	18. Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity.	
S8 B4	Does not meet the pass criteria	19. Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.	
S19 K16 B1	Does not meet the pass criteria	20. Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.	
S20 K16	Does not meet the pass criteria	21. Promotes healthy lifestyles through their activities – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day.	Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities.
K16 S21	Does not meet the pass criteria	22. Completes personal protective equipment tasks to minimise the spread of infection. Understands the importance of following procedures and applying the appropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely.	Has an excellent understanding of the menus in the setting, is able to explain why children are offered different types of meals. Plans and carries out activities that promote Healthy Lifestyles and uses strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating.

S18	Does not meet the pass criteria	23. Undertakes ongoing continuous professional development and reflective practice. Actively seeks new opportunities to develop that have a positive impact on the learning outcomes for the children.	
S17	Does not meet the pass criteria	24. Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the communication strategy is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs.	
S22	Does not meet the pass criteria	25. Undertakes risk assessments within the setting.	

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. To achieve a pass, both methods must be passed. To achieve a distinction, 10 of the distinction criteria must be achieved, in addition to the pass criteria for the professional discussion. Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Knowledge Test 1	Professional Discussion 2	Overall Grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Fail	Distinction	Fail
Pass	Distinction	Distinction

Appendix 3
Mapping of knowledge, skills and behaviours (KSBs)
Assessment method 1: Knowledge Test

Knowledge
K1 The expected patterns of children’s development from birth to 5 years and have an understanding of further development from age 5 to 7.
K2 The significance of attachment and how to promote it effectively.
K3 A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
K4 How children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.
K5 the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
K6 The importance to children’s holistic development of: - speech, language and communication - personal, social and emotional development and physical development.
K7 Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
K9 The current early education curriculum requirements such as the Early Years Foundation Stage.
K11 The importance of undertaking continued professional development to improve own skills and early years practice.
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
K13 Why health and well-being is important for babies and children.
K14 How to respond to accidents, injuries and emergency situations.
K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.

Assessment method 2: Professional Discussion underpinned by a portfolio

Knowledge
K2 The significance of attachment and how to promote it effectively.
K4 How children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.
K5 the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
K10 When a child is in need of additional support such as where a child’s progress is less than expected. How to assess within the current early years’ education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/ or

carers.
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.
K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.

Skills
S1 Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.
S2 Promote equality of opportunity and anti-discriminatory practice.
S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.
S4 Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.
S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.
S6 Encourage children’s participation, ensuring a balance between adult-led and child-initiated activities.
S7 Engage in effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.
S8 Support and promote children’s speech, language and communication development.
S9 Support children’s group learning and socialisation.
S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.
S11 Support children to manage their own behaviour in relation to others.
S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
S13 Carry out and record observational assessment accurately.
S14 Identify the needs, interests and stages of development of individual children.
S15 Make use of formative and summative assessment, tracking children’s progress to plan next steps and shape learning opportunities.
S16 Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.
S17 Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children’s observational assessments and communicating with parents and other professionals.
S18 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).
S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child.
S20 Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.

S21 Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.
S22 Carry out risk assessment and risk management in line with policies and procedures.
S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.
S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
S26 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.
S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.

Behaviours
B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.
B2 Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.
B3 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.
B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.
B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.
B6 Working practice take into account 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 KSB using this record. This record should be uploaded with the evidence and 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 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.
- Evidence must relate to ‘real’ work completed by the apprentice; evidence from simulated activities is not allowed.
- **It must contain 10-12 pieces of 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).
- Evidence must include:
 - at least two observations of practice, maximum 20-minutes in total duration, which should be video recorded where possible except where there are safeguarding concerns, in which case a written account is acceptable. Video-recorded observations **must not be sent** to the Skillsfirst as part of the portfolio. Video recordings **must not leave the employer’s premises** and can only be viewed on site. Written accounts where used should be purely factual accounts (i.e. no opinion or judgements) and must be written by someone appropriately qualified and in a position of responsibility (such as a line manager or member of the senior management team, or the assessor for the qualification), following the Skillsfirst guidelines and using the template (see Appendix 6)

Knowledge, Skills and Behaviours	Evidence Reference Number
Knowledge	
K2 The significance of attachment and how to promote it effectively.	
K4 How children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.	
K5 the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives	
K10 When a child is in need of additional support such as where a child’s progress is less than expected. How to assess within the current early years’ education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/ or carers.	
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	
K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.	

K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.	
Skills	
S1 Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.	
S2 Promote equality of opportunity and anti-discriminatory practice.	
S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.	
S4 Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.	
S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	
S6 Encourage children’s participation, ensuring a balance between adult-led and child-initiated activities.	
S7 Engage in effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.	
S8 Support and promote children’s speech, language and communication development.	
S9 Support children’s group learning and socialisation.	
S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.	
S11 Support children to manage their own behaviour in relation to others.	
S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	
S13 Carry out and record observational assessment accurately.	
S14 Identify the needs, interests and stages of development of individual children.	
S15 Make use of formative and summative assessment, tracking children’s progress to plan next steps and shape learning opportunities.	
S16 Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	
S17 Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children’s observational assessments and communicating with parents and other professionals.	
S18 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).	
S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	

S20 Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.	
S21 Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.	
S22 Carry out risk assessment and risk management in line with policies and procedures.	
S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.	
S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	
S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	
S26 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.	
S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.	
Behaviours	
B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.	
B2 Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.	
B3 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.	
B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.	
B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.	
B6 Working practice take into account 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 Educator Level 3 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. Ascribing all work documents, products, comments and explanations to the apprentices 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
Observation Record Template
Evidence Sheet – Observation Record – Early Years Educator Level 3

Apprentice name:			
Observer name:		Date:	
Observer Job Role:		Start time:	
Apprentice ULN		End time:	

Observation report	Standard criteria covered

I am satisfied that the evidence provided in this document is a true and accurate account. It conforms to both organisation policies as well as legal requirements.

The recorded observation must be detailed, descriptive, factual, and reference to the Early Years Educator Level 3 standard. A statement at the beginning must identify why the observation is a written account rather than video recorded. **The observation must be a maximum of 20 minutes.**

Signed by apprentice:

Signed by an observer:

(Please sign and date the appropriate line)

Appendix 7

Guidance for Apprentices

VTCT Skillsfirst 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 Educator 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 from the Institute. This certificate will be applied for by VTCT Skillsfirst 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 Educator 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
MCQ	Multiple Choice Questions (Knowledge Test)
LIEA	Lead End-point Assessor
PD	Professional Discussion
SEPA	Skillsfirst End-point assessment system
Skillsfirst	VTCT Skillsfirst

Your identification (ID) requirements

VTCT Skillsfirst 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 Adult Care Worker 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 Educator apprenticeship standard include the following components:

Knowledge Test

The test will be computer-based and will consist of 35 questions, comprising of closed response questions (i.e. multiple-choice questions). You must answer correctly a minimum of 23 questions to achieve a Pass. **Of the 23 questions answered correctly, these must include all five questions relating to Safeguarding (K15).**

The questions will be presented to apprentices through VTCT Skillsfirst' secure, online assessment platform.

Apprentices will have a maximum of 60 minutes to complete the test; this is pre-set within the testing platform. Results will be confirmed at the end of the test. Skillsfirst will be responsible for invigilating the knowledge test via proctoring.

Professional Discussion Underpinned by Portfolio of Evidence

You will take part in a professional discussion based on the standard outcomes and is designed to draw out evidence against the grade criteria. The questions will include those generated by the IEA that target specific elements of your portfolio.

The PD 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 90 minutes. The discussion will be a 1:1 conversation, underpinned by the portfolio. Both the IEA and you must have access to the portfolio during the discussion.

You 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 PD 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.
- Evidence must relate to 'real' work completed by the apprentice; evidence from simulated activities is not allowed.
- **It must contain 10 – 12 pieces of evidence in total.**

Before the Assessment you should ensure:

You are aware of the date and time of your assessment and are able to access the Smartroom; 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.

Please note: if you rely heavily on the use of knowledge-based resources during the professional discussion then you will be unable to achieve anything higher than a Pass grade.

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

Please feel free to view our website for further information