

**Level 2 Early Years Practitioner
ST0888/AP01
Apprenticeship Standard**



End-point Assessment Toolkit

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Introduction

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

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

Abbreviations

EPA	End-point Assessment
EYP	Early Years Practitioner
EPAO	End-point Assessment Organisation
ESFA	Education and Skills Funding Agency
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 (Knowledge Test)
PD	Professional Discussion
SEPA	VTCT Skills End-point assessment system

The Early Years Practitioner role

The role of an Early Years Practitioner is to be responsible for supporting child initiated and adult led activities based around the needs and interests of each individual child, supporting children's learning through planned, purposeful play opportunities and educational programmes and working as part of a team to ensure each child feels safe and secure. An EYP will also support the observation and assessment of each child and contribute to their learning experiences and assist with the care needs of the individual child such as teeth, skin, hair, feeding, changing nappies and toileting under direction of a more senior member of the team.

End-point Assessment Process

1. Prime Provider signs VTCT Skills 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. Early Years Practitioner Diploma Qualification (Level 2) 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 VTCT Skills 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 Skills

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 1 in English and maths
- ✓ Have achieved Early Years Practitioner Diploma qualification (Level 2)
- ✓ Meet the minimum duration for their apprenticeship training, typically 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-practitioner-v1-0>

Access arrangements / Reasonable Adjustments

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

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

Registering an Apprentice for End Point Assessment

The Provider can register your Apprentices for EPA via VTCT Skills 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 Skills 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 through a Smart Room, a video conferencing platform provided through SEPA. The apprentice will receive automated emails containing a link to their Smart Room within 72 hours of the assessment being booked. The link is required by the apprentice to complete the relevant assessment.

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:

- ✓ Confirm start time and expected duration of the assessments
- ✓ Access all relevant customer 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 then the Customer must inform VTCT Skills by email; enquiries@skillsfirstassess.co.uk
- ✓ on the day of the EPA, then the Customer must inform VTCT Skills immediately by telephone (0121 270 5100 ex 3)

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 our Website. Should the apprentice wish to re-sit at a later date a new booking form will be required. Further information on re-sit can be found in this toolkit.

ID Requirements

VTCT Skills are required to check the apprentice's identity. As all assessments are remote, the apprentice will be required to show their photo identification prior to the assessment starting via the virtual meeting room. Should there be any technical difficulties, contingencies will be put in place to allow the assessment to continue.

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

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	<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 • Invgilate MCQ test in line with VTCT Skills 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
Independent End-point Assessors	<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)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • 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	Correctly answer a minimum of 26 out of 40 questions, including 3 out of 5 questions relating to K5 and 3 out of 5 questions relating to K8.	Correctly answer a minimum of 32 out of 40 questions, 3 out of 5 questions relating to K5 and 3 out of 5 questions relating to K8.
Professional Discussion underpinned by the Portfolio	50%	90 minutes (+ 10% discretionary extension)	100%	100% You must meet all of the pass criteria AND all of the distinction criteria

Knowledge Test

The test will be computer based and will consist of 40 questions, comprising of closed response questions (i.e. multiple-choice questions). This will be a closed book exam and no reference to books or other materials are allowed. The apprentice must answer correctly a minimum of 26 questions to achieve a Pass. **Of the 26 questions answered correctly, these must include 3 of 5 questions relating to K5, and 3 of 5 questions relating to K8.** In order to achieve a Distinction, the apprentice must answer correctly a minimum of 32 questions. **Of the 32 questions answered correctly this must include 3 questions relating to K5, and 3 questions relating to K8.**

The questions will be presented to apprentices through VTCT Skills 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, but may be subject to a quality check or moderation by VTCT Skills.

Example questions:

What stage of physical development would you expect a child aged 6 years to reach?

- 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

Which theory looks at the way in which children are able to make sense of their world as a result of their experiences?

- A. Behaviourist
- B. Cognitive
- C. Social learning
- D. Humanist

Who checks an individual's suitability to work safely with children in an Early Years setting?

- A. Criminal Records Bureau
- B. Local and national police force
- C. Disclosure and Barring Service
- D. Children's charity groups

VTCT Skills will be responsible for invigilating the knowledge test via proctoring.

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

Professional Discussion

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

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

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

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

The professional discussion will need to take place in a suitable clean environment i.e. no poster or points of reference displayed, private and away from any noise or distractions and must last for 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 is expected that there will be typically be around 10 pieces of evidence and a maximum of 12 pieces (1 per duty) of evidence.

The guidance below should be followed when submitting the evidence:

1. The apprentice's employer must provide a written statement confirming the evidence is attributable to the apprentice. Please see Appendix 5
2. The portfolio should cover the KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, supported by appropriate evidence,

including photographic evidence and naturally generated work products, such as planning documents, health and safety documentation and company policies and procedures in line with the company confidentiality and safeguarding policies and procedures.

3. Progress review documentation, witness testimonies, and feedback from colleagues and parents should also be included.
4. At least two observations of practice, each a minimum of 60 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. These observations should have been carried out at the apprentice's usual place of work and **within the last 3 months** of their learning.
5. Please note - video recorded observations **must not** be sent to the VTCT Skills 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 VTCT Skills guidelines and using the template (Appendix 6).
7. The apprentice must submit their portfolio of evidence to the VTCT Skills 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. VTCT Skills 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 within 3 months of the outcome notification. All assessment methods must be taken within a 6-month period, otherwise the entire EPA must be taken again, unless in the opinion of VTCT Skills exceptional circumstances apply outside the control of the apprentice or their employer.

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

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

Re-sit / Retake fees

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

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

These certificates will confirm that the apprentice has passed the EPA and has demonstrated full competency across the standard. They will be sent to the employer for distribution and celebration. Where employers' details have been changed, this must be updated in 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 Skills Appeals Policy, which is available via SEPA or on the VTCT Skills website.

Appendix 1
Gateway Ready Meeting Form

GATEWAY READY MEETING			
Apprentice Name			
ULN		Date of Birth	
Apprentice has achieved all criteria for the standard	Yes/No	Is the Apprentice ready for EPA	Yes/No
Prerequisite requirement on standard	Achieved	Date	Evidence uploaded
Achieved Early Years Practitioner 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)			
<p>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.</p>			
<p>Please confirm that the above-named Apprentice consents that VTCT Skills can apply for their Apprenticeship Certificate on their behalf.</p>			
Standard Title	Early Years Practitioner Level 2		Meeting Date
Apprentice Signature			
Employer Signature			
Provider Signature			

Appendix 2
Grading
Assessment method 1: Knowledge Test

Fail	Pass
Does not meet the pass criteria.	Correctly answer minimum of 26 questions out of 40. This must include 3 of 5 questions relating to K5, and 3 of 5 questions relating to K8.
	Distinction
	Correctly a minimum of 32 questions out of 40. This must include 3 of 5 questions relating to K5, and 3 of 5 questions relating to K8

The following grade boundaries apply to the test:

Grade	Lowest achievable mark	Highest achievable mark
Distinction	32	40
Pass	26	40
Fail	0	25

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 all of the distinction criteria.

KSBs	Fail	Pass	Distinction
K4, S1, B1, B5	Does not meet the pass criteria	Explains how they support babies and young children through a range of common transitions, e.g. moving home and going to school. Explains how they inspire young children and adapts their approach to meet the needs of the individual child.	Explains how they support the babies, young children and parents through a range of challenging transitions, e.g. the child not coping with the transition.
S2	Does not meet the pass criteria	Describes the key indicators to look for that may suggest a child is in danger or at risk of serious harm or abuse and the procedures to be followed to protect the child.	Explains the benefits of recognising those key indicators early and the potential consequences of not doing so.
K9, S3	Does not meet the pass criteria	Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits.	N/A
S4	Does not meet the	Explains how they carry out practices through various tasks that help the prevention and control of infection-	Describes when they have recognised an opportunity to reduce the risk of spreading

	pass criteria	e.g. hand washing, food preparation, dealing with spillages, disposal of waste and PPE.	infection in the setting, e.g. by educating others on good practice or making recommendations to their line manager.
S5	Does not meet the pass criteria	Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully.	N/A
S6	Does not meet the pass criteria	Outlines a variety of ways in which they support children to be aware of personal safety and the safety of others and to develop personal hygiene practices.	N/A
K14, S7, B1, B5	Does not meet the pass criteria	Outlines the current dietary guidance for early years and explains the ways in which they support the promotion of healthy lifestyles in line with current guidance – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks, and /or by being physically active through planned and spontaneous activity through the day.	N/A
S8	Does not meet the pass criteria	Describes how they carry out physical care routines to meet a child's individual needs in a respectful way, e.g. eating, nappy changing, potty/ toilet training, care of skin and rest and sleep.	N/A
S9, S12	Does not meet the pass criteria	Explains how they communicate effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations.	Explains how they adapt their communication methods or approach, as appropriate to the situation.
S10, S11, S16	Does not meet the pass criteria	Explains the techniques they use to extend a child's development and learning through both verbal and non-verbal communication and encourages the use of a range of communication methods.	Justifies their choice of techniques or communication methods comparing with other techniques/methods.
K22, K23, S13, S22, B4	Does not meet the pass criteria	Outlines how they work as part of a team and with other professionals to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children. Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely.	Outlines how they take the lead to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children.
S14, B1, B3, B5	Does not meet the pass criteria	Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately. Describes how they share the children's outcomes and explains why that is appropriate to the setting. Describes how they act as a positive role model to children.	N/A
K16, S15, S19, S20, B2, B3	Does not meet the pass criteria	Describes different ways in which they observe, assess, plan and record the required observational assessment in line with current curriculum guidelines and as	Justifies their choice of methods used to observe, assess, plan and record.

	pass criteria	appropriate to the setting. Uses this to help inform each child's individual education plan demonstrating respect, honesty, trust and integrity.	
S17, B1, B6	Does not meet the pass criteria	Describes how they use age related expectations and knowledge of stage of development to support mark making, reading, writing and being read to improve the outcomes for the children. Explain how they do this in a non-discriminatory way.	N/A
S18, B1, B5, B6	Does not meet the pass criteria	Describes how they use age related expectations and knowledge of stage of development to support mathematical learning including numbers, number patterns, counting, sorting and matching to improve the outcomes for the children. Explain how they do this in a non-discriminatory way.	N/A
K27, S21, B7	Does not meet the pass criteria	Explains how they use feedback, mentoring and / or supervisions to support their professional development activities and identify goals and career opportunities. Explains how their reflective practice has improved the outcomes for children and helped them be a more successful practitioner.	Describes when they have supported other colleagues by sharing best practices.
K13, S23, S24, S25, B3, B2	Does not meet the pass criteria	Describes how they engage with parents and carers to educate on matters regarding the baby's / child's health, wellbeing, learning and development and describe the techniques they use to encourage better care and education at home.	N/A
K6	Does not meet the pass criteria	Describes the settings policies and procedures in relation to safeguarding and child protection.	N/A
K7	Does not meet the pass criteria	Describe own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	N/A
K10	Does not meet the pass criteria	Describes own role and responsibilities, including reporting, in the event of a baby or young child requiring medical / dental attention, a non-medical incident or emergency and identifying risks and hazards.	N/A
K11	Does not meet the pass criteria	Describes the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.	N/A
K24	Does not meet the pass criteria	Outlines how to access work place policies and procedures and their own responsibilities and accountabilities relating to these.	N/A
K26	Does not meet the pass criteria	Describes own responsibilities in terms of reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology and their contribution in keeping children safe.	N/A

Overall EPA grading

Both EPA methods must be passed for the EPA to be passed overall. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

Apprentices must gain a pass in both methods to be awarded a pass. Apprentices must gain a distinction in both the professional discussion and the test to be awarded a distinction.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

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

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

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

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

Assessment method 2: Professional Discussion underpinned by a portfolio

Knowledge
K6 Safeguarding policies and procedures, including child protection and online safety.
K7 Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
K10 Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency and identifying risks and hazards.
K11 The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.
K23 Own role and expected behaviours and the roles of colleagues and the team.

K26 Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.
K4 The significance of attachment, the key person's role and how transitions and other significant events impact children.
K9 Risks and hazards in the work setting and during off site visits.
K13 The impact of health and wellbeing on children's development.
K14 The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active.
K16 The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.
K22 What specialist aids, resources and equipment are available for the children you work with and how to use these safely.
K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.
K27 The importance of reflective practice and continued professional development to improve own skills and early years practice.

Skills
S1 Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling.
S2 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse.
S3 Identify risks and hazards in the work setting and during off site visits relating to both children and staff.
S4 Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment.
S5 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
S7 Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.
S8 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep
S9 Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
S10 Extend children's development and learning through verbal and non-verbal communication.
S11 Encourage babies and young children to use a range of communication methods.
S12 Use a range of communication methods to exchange information with children and adults.
S13 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.
S14 Implement and review activities to support children's play, creativity, social development and learning and clear

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

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

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, minimum 60-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 VTCT Skills 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 VTCT Skills guidelines and using the template (see Appendix 6)

Knowledge, Skills and Behaviours	Evidence Reference Number
Knowledge	
K6 Safeguarding policies and procedures, including child protection and online safety.	
K7 Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	
K10 Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical / dental attention, a non-medical incident or emergency and identifying risks and hazards.	
K11 The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.	
K23 Own role and expected behaviours and the roles of colleagues and the team.	
K26 Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.	
K4 The significance of attachment, the key person's role and how transitions and other significant events impact children.	
K9 Risks and hazards in the work setting and during off site visits.	
K13 The impact of health and wellbeing on children’s development.	

K14 The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active.	
K16 The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.	
K22 What specialist aids, resources and equipment are available for the children you work with and how to use these safely.	
K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.	
K27 The importance of reflective practice and continued professional development to improve own skills and early years practice.	
Skills	
S1 Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling.	
S2 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse.	
S3 Identify risks and hazards in the work setting and during off site visits relating to both children and staff.	
S4 Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment.	
S5 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.	
S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).	
S7 Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.	
S8 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep provision.	
S9 Communicate with all children in ways that will be understood, including verbal and non-verbal communication.	
S10 Extend children's development and learning through verbal and non-verbal communication.	
S11 Encourage babies and young children to use a range of communication methods.	
S12 Use a range of communication methods to exchange information with children and adults.	
S13 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes	

(both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.	
S14 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.	
S15 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.	
S16 Use learning activities to support early language development.	
S17 Support children's early interest and development in mark making, writing, reading and being read to.	
S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	
S19 Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.	
S20 Work in ways that value and respect the developmental needs and stages of babies and children.	
S21 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	
S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	
S23 Work alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development.	
S24 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.	
S25 Demonstrate how to share information with parents / carers about the importance of healthy balanced diets, looking after teeth and being physically active.	
Behaviours	
B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.	
B2 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.	
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B6 Work in a non- discriminatory way - by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. Work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	
B7 Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work.	

Appendix 5
Statement of Attribution by the Apprentice

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

By signing this document, you are confirming that the apprentice has attributed to the work within their portfolio. 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 Practitioner Level 2

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 referenced to the Early Years Practitioner Level 2 standard. A statement at the beginning must identify why the observation is a written account rather than video recorded. **The observation must be a minimum of 60 minutes.**

Signed by apprentice:

Signed by observer:

(Please sign and date appropriate line)

Appendix 5

Guidance for Apprentices

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

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

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

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

On programme training and learning

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

Abbreviations

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
AAS	Apprenticeship Assessment Service
IEA	Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
MCQ	Multiple Choice Questions (Knowledge Test)
LIEA	Lead End-point Assessor
PD	Professional Discussion
SEPA	VTCT Skills End-point assessment system

Your identification (ID) requirements

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

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

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

Gateway to End-point Assessment

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

End-point Assessment

The EPA is the final assessment of your apprenticeship. It will test your knowledge, skills, and behaviours; the 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 Practitioner apprenticeship standard include the following components:

Knowledge Test

The test will be computer based and will consist of 40 questions, comprising of closed response questions (i.e. multiple-choice questions). This will be a closed book exam and no reference to books or other materials are allowed. You must answer correctly a minimum of 26 questions to achieve a Pass. **Of the 26 questions answered correctly, these must include 3 of 5 questions relating to K5, and 3 of 5 questions relating to K8.** In order to achieve a Distinction, you must answer correctly a minimum of 32 questions. **Of the 32 questions answered correctly this must include 3 questions relating to K5, and 3 questions relating to K8.**

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

You 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, but may be subject to a quality check or moderation by VTCT Skills

Professional Discussion

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

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. You must have access to your portfolio during the discussion.

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

Portfolio of evidence

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

- Evidence must demonstrate your knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion.
- Evidence must be mapped against the KSBs being assessed by the professional discussion.
- Evidence must relate to 'real' work completed by the apprentice; evidence from simulated activities is not allowed.

It is expected that there will be typically be around 10 pieces of evidence and a maximum of 12 pieces (1 per duty) of evidence.

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

<https://www.skillsfirst.co.uk/end-point-assessment>