



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

# End-point assessment plan for Early Years Practitioner apprenticeship standard

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

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## Introduction and overview

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

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

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

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

These are:

- Early Years Practitioner Qualification (level 2)

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

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

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

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point assessment Organisations (RoEPAO).

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

**Assessment method 1:** Professional discussion underpinned by portfolio

- Fail
- Pass
- Distinction

**Assessment method 2:** Knowledge Test

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (A minimum of 12 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards mandated qualifications. Compiling a portfolio of evidence. Working towards English and maths at level 1 and 2 if required.
<b>End-point assessment gateway.</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> </ul> Apprentices must achieve the following approved qualifications mandated in the occupational standard: <ul style="list-style-type: none"> <li>• Early Years Practitioner Qualification (level 2)</li> <li>• English and mathematics at Level 1, and Level 2 attempted<sup>1</sup></li> </ul> For the professional discussion, apprentices must submit: <ul style="list-style-type: none"> <li>• a portfolio of evidence</li> </ul>
<b>End-point assessment</b> (which will typically take 3 months)	Assessment method 1: Professional discussion underpinned by portfolio With the following grades: <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul> Assessment method 2: Knowledge Test With the following grades: <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul>

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

## Length of end-point assessment period

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

## Order of assessment methods

The assessment methods can be delivered in either order.

## Gateway

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

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

- Early Years Practitioner Qualification (level 2)
- English & Mathematics at Level 1, and Level 2 attempted<sup>1</sup>

For the Professional discussion underpinned by portfolio, the apprentice will be required to submit:

A portfolio consisting of

- At least one piece of evidence relating to each knowledge, skill and behaviour. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be typically be around 10 pieces of evidence and a maximum of 12 pieces (1 per duty) of evidence.
- There must be 2 direct observations within the portfolio, each a minimum of 60 minutes, which have been carried out at the apprentice's usual place of work and within the last 3 months of their learning.
- Where possible the direct observations should be videoed except where there are safeguarding concerns, in which case written accounts are acceptable. Video-recorded observations must not be sent to the EPAO as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on site. This can be done on the day, prior to the professional discussion. Written accounts, where used, should be purely factual accounts (i.e. no opinion or judgements) and must be written by someone appropriately qualified and in a position of responsibility (such as a line manager, member of the senior management team, or the assessor for the qualification).
- The portfolio should cover the KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, supported by appropriate evidence, including photographic evidence and naturally generated work products, such as planning documents, health and safety documentation and company policies and procedures in line with the company confidentiality and safeguarding policies and procedures. Progress review documentation, witness testimonies, and feedback from colleagues and parents should also be included.
- The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in

preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

For the Knowledge Test:

- no specific requirements

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

## Assessment methods

### Assessment method 1: Professional discussion underpinned by portfolio (This assessment method has 1 component.)

#### Assessment method 1 component 1: Professional discussion underpinned by portfolio

##### Overview

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

The rationale for this assessment method is:

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

##### Delivery

The independent assessor will conduct and assess the professional discussion.

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

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

The professional discussion will be conducted as set out here:

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

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

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

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

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

The independent assessor will make all grading decisions.

## Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

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

## Other relevant information

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

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

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

- outline of the assessment method's requirements

- marking materials
- Independent assessor training materials
- Grading guidance
- A question bank
- Assessment recording documentation

## Assessment method 2: Knowledge Test (This assessment method has 1 component.)

### Assessment method 2 component 1: Knowledge Test

#### Overview

The rationale for this assessment method is:

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

#### Test Format

The test can be:

- computer based
- paper based

It will consist of 40 questions.

These questions will consist of:

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

#### Test administration

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

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

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



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

## Marking

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

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

## Question and resources development

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

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

## Required supporting material

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

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

## Reasonable adjustments

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

## Weighting of assessment methods

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

## Grading

### Assessment method 1: Professional discussion underpinned by portfolio

KSBs	Fail	Pass	Distinction
	Does not meet the pass criteria	Must meet all of the pass criteria	Must meet all of the pass and all of the distinction criteria
<b>K4, S1, B1, B5</b>	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.
<b>S2</b>	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.
<b>K9, S3</b>	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.	
<b>S4</b>	Does not meet the pass criteria	Explains how they carry out practices through various tasks that help the prevention and control of infection- e.g. hand washing, food preparation, dealing with spillages, disposal of waste and PPE.	Describes when they have recognised an opportunity to reduce the risk of spreading infection in the setting, e.g. by educating others on good practice or making recommendations to their line manager.
<b>S5</b>	Does not meet the pass criteria	Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully.	

<b>S6</b>	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.	
<b>K14, S7, B1, B5</b>	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.	
<b>S8</b>	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	
<b>S9, S12</b>	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.
<b>S10, S11, S16</b>	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.

<b>K22, K23, S13, S22, B4</b>	Does not meet the pass criteria	<p>Outlines how they work as part of a team and with other professionals to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children.</p> <p>Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely.</p>	<p>Outlines how they take the lead to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children.</p>
<b>S14, B1, B3, B5</b>	Does not meet the pass criteria	<p>Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately.</p> <p>Describes how they share the children's outcomes and explains why that is appropriate to the setting.</p> <p>Describes how they act as a positive role model to children.</p>	
<b>K16, S15, S19, S20, B2, B3</b>	Does not meet the pass criteria	<p>Describes different ways in which they observe, assess, plan and record the required observational assessment in line with current curriculum guidelines and as appropriate to the setting. Uses this to help inform each child's individual education plan demonstrating respect, honesty, trust and integrity.</p>	<p>Justifies their choice of methods used to observe, assess, plan and record.</p>

<b>S17, B1, B6</b>	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	
<b>S18, B1, B5, B6</b>	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	
<b>K27, S21, B7</b>	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.
<b>K13, S23, S24, S25, B3, B2</b>	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.	
<b>K6</b>	Does not meet the pass criteria	Describes the settings policies and procedures in relation to safeguarding and child protection	

<b>K7</b>	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	
<b>K10</b>	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	
<b>K11</b>	Does not meet the pass criteria	Describes the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines	
<b>K24</b>	Does not meet the pass criteria	Outlines how to access work place policies and procedures and their own responsibilities and accountabilities relating to these	
<b>K26</b>	Does not meet the pass criteria	Describes own responsibilities in terms of reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology and their contribution in keeping children safe	

## Assessment method 2: Knowledge Test

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

The following grade boundaries apply to the test:

Grade	Minimum mark	Maximum mark
<b>Distinction</b>	32	40
<b>Pass</b>	26	31
<b>Fail</b>	0	25

### Overall EPA grading

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

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

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

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

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

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

## Re-sits and re-takes

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

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

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

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

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

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



## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• should not be involved in the delivery of the EPA</li> <li>• ensure all appropriate permissions are received from parents/ careers</li> <li>• ensure video is included in the portfolio where possible except where there may safeguarding concerns</li> <li>• ensure observation recordings are only viewed on site where the observations have been recorded.</li> <li>• should not be involved in the delivery of the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis</li> </ul>

	<ul style="list-style-type: none"> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• are up to date knowledge and expertise of the subject matter</li> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• plays no part in the EPA itself</li> </ul>
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li> </ul>

## Internal Quality Assurance (IQA)

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

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

## Affordability

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

- online assessment
- using an employer's premises
- assessing multiple apprentices simultaneously in the knowledge test

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Professional discussion underpinned by portfolio

Knowledge
<b>K6</b> Safeguarding policies and procedures, including child protection and online safety.
<b>K7</b> Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
<b>K10</b> 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.
<b>K11</b> The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.
<b>K23</b> Own role and expected behaviours and the roles of colleagues and the team.
<b>K26</b> 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.
<b>K4</b> The significance of attachment, the key person's role and how transitions and other significant events impact children.
<b>K9</b> Risks and hazards in the work setting and during off site visits.
<b>K13</b> The impact of health and wellbeing on children's development.
<b>K14</b> 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.
<b>K16</b> The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.
<b>K22</b> What specialist aids, resources and equipment are available for the children you work with and how to use these safely.
<b>K24</b> How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.
<b>K27</b> The importance of reflective practice and continued professional development to improve own skills and early years practice.

Skills
<b>S1</b> Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling.
<b>S2</b> 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.

<b>S3</b> Identify risks and hazards in the work setting and during off site visits relating to both children and staff.
<b>S4</b> 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.
<b>S5</b> Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
<b>S6</b> Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
<b>S7</b> 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.
<b>S8</b> 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.
<b>S9</b> Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
<b>S10</b> Extend children's development and learning through verbal and non-verbal communication.
<b>S11</b> Encourage babies and young children to use a range of communication methods.
<b>S12</b> Use a range of communication methods to exchange information with children and adults.
<b>S13</b> 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.
<b>S14</b> Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.
<b>S15</b> Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.
<b>S16</b> Use learning activities to support early language development.
<b>S17</b> Support children's early interest and development in mark making, writing, reading and being read to.
<b>S18</b> Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.
<b>S19</b> 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.
<b>S20</b> Work in ways that value and respect the developmental needs and stages of babies and children.
<b>S21</b> Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.

<b>S22</b> Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.
<b>S23</b> Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.
<b>S24</b> Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.
<b>S25</b> Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.

Behaviours
<b>B1</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
<b>B2</b> Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
<b>B3</b> Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.
<b>B4</b> Being team-focused - work effectively with colleagues and other professionals.
<b>B5</b> Commitment - to improving the outcomes for children through inspiration and child centred care and education.
<b>B6</b> 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.
<b>B7</b> Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work.

## Assessment method 2: Knowledge Test

Knowledge
<b>K1</b> 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.
<b>K2</b> The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.
<b>K3</b> How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.

<b>K5</b> The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.
<b>K8</b> The legal requirements and guidance for, Health and safety and Security.
<b>K12</b> 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.
<b>K15</b> 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.
<b>K17</b> The terms adult led activities, child-initiated activities and spontaneous experiences.
<b>K18</b> 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.
<b>K19</b> How to refer concerns about a baby's or child's development.
<b>K20</b> The statutory guidance in relation to the care and education of children with special educational needs and disabilities.
<b>K21</b> Partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.
<b>K25</b> How behaviour can impact on babies and children and influence them.
<b>K28</b> The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.
<b>K29</b> The importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.