



EARLY YEARS EDUCATOR

Key information

Reference: ST0135

Version: 1.3

Level: 3

Typical duration to gateway: 18 months

Typical EPA period: 3 months

Maximum funding: £7000

Route: Education and early years

Date updated: 02/04/2024

Approved for delivery: 3 April 2019

Lars code: 430

EQA provider: Ofqual

Review: This apprenticeship standard will be reviewed after three years.

End-point assessment plan

V1.3

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the early years educator apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Early years educator apprentices, their employers and training providers should read this document.

A full-time early years educator apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - observation with questioning:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

| | |
|---|--|
| <p>On-programme - typically 18 months</p> | <p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile contextualised information to support the observation with questioning • compile a portfolio of evidence • complete training towards the qualification listed in the early years educator apprenticeship standard <p>The qualification required is:</p> <p>Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk).</p> <p>Paediatric First Aid or Emergency Paediatric First Aid</p> |
| <p>End-point assessment gateway</p> | <p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules • have passed Paediatric First Aid or Emergency Paediatric First Aid Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk). <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO along with any organisation specific policies and procedures requested by the EPAO.</p> |
| <p>End-point assessment - typically 3 months</p> | <p>The grades available for each assessment method are below</p> <p>Observation with questioning:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction |
| <p>Professional recognition</p> | |

| | |
|-----------------------------|---|
| | <p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • Department for Education for Full and relevant at Level 3 |
| Re-sits and re-takes | <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months |

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have passed Paediatric First Aid or Emergency Paediatric First Aid
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 12 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. All evidence must be anonymised before submission and the employers policies regarding the sharing of information must be followed.

Evidence sources may include:

- workplace policies and procedures
- witness statements and observation records from training providers, managers, and peer observations
- case records, SEND records, and safeguarding records
- risk assessments
- records of continuous professional development

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Observation with questioning

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- this is a practical role
- it results in reliable, valid and authentic data
- it can assess KSBs holistically
- it should give employers assurance about an apprentice's competence as it takes place in a real work setting
- the familiar environment should allow the apprentice to perform at their best

Delivery

The observation with questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the observation with questioning.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 2 weeks' notice of the observation with questioning.

The observation with questioning must take 1 hour 20 minutes. The observation with questioning must take place in person.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation with questioning may be split on the same working day, to allow for a break between the observation element and the questioning element. This is to support the employer to ensure there is adequate cover within the setting. The assessment method should typically be completed within a total time of 2 hours.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

Apprentices must provide the independent assessor with a teaching information pack to provide context for the apprentice's observation at least five days before the observation with questioning. Evidence should be naturally occurring and be produced as part of the apprentice's typical working practice, in line with the expectations of their employer. All evidence should be anonymised prior to submission and the employers policies regarding the sharing of information must be followed. Evidence would typically include:

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

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

The independent assessor should observe the following during the observation:

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

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

The purpose of the questions is:

- to provide additional detail and contextual information to what the independent assessor has observed, and to explain how the teaching information pack relates to the observed activity
- to fully meet the requirements for S9 to ensure coverage of the provision of personal care across all the specified age ranges

Questions must be asked after the observation. The total duration of the observation with questioning assessment method is 1 hour and 20 minutes and the time for questioning is included in the overall assessment time. The total time for the observation element is 50 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 5 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The observation with questioning must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the observation with questioning:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

- it tests KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

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

- equality, diversity, and inclusion
- safeguarding

- relationships
- learning and child development
- continuous professional development

The EPAO must give an apprentice 1 weeks' notice of the professional discussion.

The independent assessor must have at least 1 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 10 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Observation with questioning

Fail - does not meet pass criteria

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|---|---|--|
| Risk management K5 S3 S4 | <p>Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)</p> <p>Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documenting correctly. (K5, S3)</p> | None |
| Key person and attachment K10 K21 S7 S9 S10 S13 S17 B2 B4 B5 | <p>Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5)</p> <p>Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure. (S9)</p> <p>Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)</p> | Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13) |
| Learning and development K15 K22 K24 K25 K26 S11 S18 S19 S20 B7 | <p>Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)</p> <p>Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)</p> <p>Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)</p> | Responds to the needs of the child in the moment to adapt delivery, and justifies the approach they take to meet the child's needs. (S18, S19, S20) |
| Environments K17 K18 K19 K20 K23 S14 S15 S16 | <p>Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15)</p> <p>Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)</p> | Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14) |

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|---|---|--|
| Equality, diversity, and inclusion K1 K6 K7 S12 | <p>Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12)</p> <p>Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7)</p> <p>Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)</p> | None |
| Safeguarding K2 K3 K4 S1 S2 B3 | <p>Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3)</p> <p>Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)</p> | Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3) |
| Relationships K8 K9 K11 K12 K13 K14 S5 S6 S8 B1 | <p>Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1)</p> <p>Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6)</p> <p>Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)</p> | Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development. (K8, K12, K14) |
| Learning and child development K16 | Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16) | |
| Continuous professional development K27 S21 B6 B8 | Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8) | Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8) |

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the observation with questioning and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

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

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

| OBSERVATION WITH QUESTIONING | PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE | OVERALL GRADING |
|------------------------------|--|-----------------|
| Any grade | Fail | Fail |
| Fail | Any grade | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Pass | Merit |
| Distinction | Distinction | Distinction |

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

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

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

The apprentice will get a maximum EPA grade of if pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

| ROLES | RESPONSIBILITIES |
|------------|---|
| Apprentice | <p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements |
| Employer | <p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt |
| EPAO | <p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required |

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|-----------------------------|--|
| | <ul style="list-style-type: none"> • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals |
| <p>Independent assessor</p> | <p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements |
| <p>Training provider</p> | <p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA |

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 2 years or significant experience of the occupation or sector
- meet the following minimum requirements:
 - hold a full and relevant qualification at level 3, recognised by the dfe
 - hold, or be working towards, an assessor qualification

Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- Department for Education for Full and relevant at Level 3

KSB mapping table

| KNOWLEDGE | ASSESSMENT METHODS |
|--|--|
| K1 The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. | Professional discussion underpinned by a portfolio of evidence |
| K2 Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. | Professional discussion underpinned by a portfolio of evidence |
| K3 Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues. | Professional discussion underpinned by a portfolio of evidence |
| K4 The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding. | Professional discussion underpinned by a portfolio of evidence |
| K5 The principles of risk assessment and management, and how to balance risks and benefits of activities for children. | Observation with questioning |
| K6 The statutory and non-statutory frameworks and guidance for provision in early years including SEND. | Professional discussion underpinned by a portfolio of evidence |
| K7 The legal rights of each individual child according to their current and future needs. | Professional discussion underpinned by a portfolio of evidence |
| K8 The role of colleagues and multi-agency working to support the child. | Professional discussion underpinned by a portfolio of evidence |
| K9 The role and responsibilities of the early years educator, including providing supervision to staff. | Professional discussion underpinned by a portfolio of evidence |
| K10 The role and responsibilities of the key person. | Observation with questioning |
| K11 Theories and significance of attachment. | Professional discussion underpinned by a portfolio of evidence |
| K12 The importance of professional relationships and collaboration with parents, families, or carers. | Professional discussion underpinned by a portfolio of evidence |
| K13 The importance of professional relationships with colleagues, other organisations, and agencies. | Professional discussion underpinned by a portfolio of evidence |
| K14 The influence of all key individuals in children's lives on children's learning and development. | Professional discussion underpinned by a portfolio of evidence |
| K15 The development of social skills and maintaining relationships. | Observation with questioning |
| K16 How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors. | Professional discussion underpinned by a portfolio of evidence |
| K17 The elements and characteristics of a wide range of enabling environments. | Observation with questioning |

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| K18 How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. | Observation with questioning |
| K19 How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able). | Observation with questioning |
| K20 How the organisations approach and values underpin the environment. | Observation with questioning |
| K21 How children experience change, transition, and significant events. | Observation with questioning |
| K22 The theories of play and its fundamental role in learning and development. | Observation with questioning |
| K23 How children develop characteristics for effective learning. | Observation with questioning |
| K24 How, when, and why to conduct observation and assessment. | Observation with questioning |
| K25 How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests. | Observation with questioning |
| K26 How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy. | Observation with questioning |
| K27 Methods of reflective practice, including supervision, and opportunities for continuous professional development. | Professional discussion underpinned by a portfolio of evidence |

| SKILL | ASSESSMENT METHODS |
|---|--|
| S1 Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure. | Professional discussion underpinned by a portfolio of evidence |
| S2 Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies). | Professional discussion underpinned by a portfolio of evidence |
| S3 Apply the principles of risk assessment and risk management within documentation and practice. | Observation with questioning |
| S4 Teach children to develop skills to manage risk and maintain their own and others safety. | Observation with questioning |
| S5 Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child. | Professional discussion underpinned by a portfolio of evidence |
| S6 Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. | Professional discussion underpinned by a portfolio of evidence |
| S7 Undertake the role and responsibilities of key person. | Observation with questioning |
| S8 Recognise and apply theories of attachment to develop effective relationships with children. | Professional discussion underpinned by a portfolio of evidence |
| S9 Provide sensitive and respectful personal care for children from birth to 5 years. | Observation with questioning |
| S10 Advocate for all children's needs, including children which require SEND or EAL support. | Observation with questioning |
| S11 Promote and facilitate children's interpersonal communication to develop their social interactions and relationships. | Observation with questioning |
| S12 Support children to develop a positive sense of their own identity and culture. | Professional discussion underpinned by a portfolio of evidence |
| S13 Support children to understand and respond to their emotions and make considered choices about their behaviours. | Observation with questioning |
| S14 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements. | Observation with questioning |
| S15 Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. | Observation with questioning |
| S16 Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice. | Observation with questioning |
| S17 Apply strategies that support children's ability to manage change, transition, and significant events. | Observation with questioning |

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| S18 Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests. | Observation with questioning |
| S19 Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy. | Observation with questioning |
| S20 Provide adult led opportunities and experience based on the setting's curriculum and pedagogy. | Observation with questioning |
| S21 Use reflection to develop themselves both professionally and personally. | Professional discussion underpinned by a portfolio of evidence |
| BEHAVIOUR | ASSESSMENT METHODS |
| B1 Confident to have difficult conversations. | Professional discussion underpinned by a portfolio of evidence |
| B2 Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child. | Observation with questioning |
| B3 Vigilant and act with professional curiosity. | Professional discussion underpinned by a portfolio of evidence |
| B4 Caring, compassionate and sensitive. | Observation with questioning |
| B5 Honest, open, respectful, and a role model. | Observation with questioning |
| B6 Self-motivated, using initiative and proactive. | Professional discussion underpinned by a portfolio of evidence |
| B7 Playful and creative. | Observation with questioning |
| B8 Reflective and reflexive and committed to CPD. | Professional discussion underpinned by a portfolio of evidence |

Mapping of KSBs to grade themes

Observation with questioning

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|---|--|--|
| Risk management K5 S3 S4 | The principles of risk assessment and management, and how to balance risks and benefits of activities for children. (K5) | Apply the principles of risk assessment and risk management within documentation and practice. (S3) Teach children to develop skills to manage risk and maintain their own and others safety. (S4) | None |
| Key person and attachment K10 K21 S7 S9 S10 S13 S17 B2 B4 B5 | The role and responsibilities of the key person. (K10) How children experience change, transition, and significant events. (K21) | Undertake the role and responsibilities of key person. (S7) Provide sensitive and respectful personal care for children from birth to 5 years. (S9) Advocate for all children's needs, including children which require SEND or EAL support. (S10) Support children to understand and respond to their emotions and make considered choices about their behaviours. (S13) Apply strategies that support children's ability to manage change, transition, and significant events. (S17) | Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child. (B2) Caring, compassionate and sensitive. (B4) Honest, open, respectful, and a role model. (B5) |
| Learning and development K15 K22 K24 K25 K26 S11 S18 S19 S20 B7 | The development of social skills and maintaining relationships. (K15) The theories of play and its fundamental role in learning and development. (K22) How, when, and why to conduct observation and assessment. (K24) How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests. (K25) How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy. (K26) | Promote and facilitate children's interpersonal communication to develop their social interactions and relationships. (S11) Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests. (S18) Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy. (S19) Provide adult led opportunities and experience based on the setting's curriculum and pedagogy. (S20) | Playful and creative. (B7) |
| Environments K17 K18 K19 K20 K23 S14 S15 S16 | The elements and characteristics of a wide range of enabling environments. (K17) How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. (K18) How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, | Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements. (S14) Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. (S15) Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining | None |

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| | <p>communication difficulties, and the most able). (K19)</p> <p>How the organisations approach and values underpin the environment. (K20)</p> <p>How children develop characteristics for effective learning. (K23)</p> | <p>and prioritising the individual child's voice. (S16)</p> | |
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Professional discussion underpinned by a portfolio of evidence

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|---|---|--|
| Equality, diversity, and inclusion K1 K6 K7 S12 | <p>The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. (K1)</p> <p>The statutory and non-statutory frameworks and guidance for provision in early years including SEND. (K6)</p> <p>The legal rights of each individual child according to their current and future needs. (K7)</p> | Support children to develop a positive sense of their own identity and culture. (S12) | None |
| Safeguarding K2 K3 K4 S1 S2 B3 | <p>Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. (K2)</p> <p>Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues. (K3)</p> <p>The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding. (K4)</p> | <p>Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure. (S1)</p> <p>Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies). (S2)</p> | Vigilant and act with professional curiosity. (B3) |
| Relationships K8 K9 K11 K12 K13 K14 S5 S6 S8 B1 | <p>The role of colleagues and multi-agency working to support the child. (K8)</p> <p>The role and responsibilities of the early years educator, including providing supervision to staff. (K9)</p> <p>Theories and significance of attachment. (K11)</p> <p>The importance of professional relationships and collaboration with parents, families, or carers. (K12)</p> <p>The importance of professional relationships with colleagues, other organisations, and agencies. (K13)</p> <p>The influence of all key individuals in children's lives on children's learning and development. (K14)</p> | <p>Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child. (S5)</p> <p>Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. (S6)</p> <p>Recognise and apply theories of attachment to develop effective relationships with children. (S8)</p> | Confident to have difficult conversations. (B1) |
| Learning and child development K16 | How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors. (K16) | None | None |

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| Continuous professional development K27 S21 B6 B8 | Methods of reflective practice, including supervision, and opportunities for continuous professional development. (K27) | Use reflection to develop themselves both professionally and personally. (S21) | Self-motivated, using initiative and proactive. (B6) Reflective and reflexive and committed to CPD. (B8) |
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Version log

| Version | Change detail | Earliest start date | Latest start date | Latest end date |
|---------|--|---------------------|-------------------|-----------------|
| 1.3 | Occupational standard, end-point assessment plan and funding band revised. | 01/04/2024 | Not set | Not set |
| 1.2 | Standard revised. Missing KSBs added to standard to align with EPA wording (14/12/20). | 28/05/2020 | 31/03/2024 | Not set |
| 1.1 | End-point assessment plan revised | 10/04/2019 | 27/05/2020 | Not set |
| 1.0 | Retired | 03/04/2019 | 09/04/2019 | Not set |

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