

End-point assessment plan for Early Years Educator apprenticeship standard

| Apprenticeship standard reference number | Level of this end point assessment (EPA) | Integrated |
|--|--|------------|
| ST0135 | 3 | No |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Early Years Educator 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 Educator apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will 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 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 that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Early Years Educator standard. These are Level 3 Early Years Educator and, for those apprentices who don't have them already, Level 2 English and mathematics.

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods with the following grades:

Assessment method 1: Knowledge Test

- Fail
- Pass

Assessment method 2: Professional Discussion underpinned by the Portfolio

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

| | |
|---|--|
| On-programme (typically 18 months) | Training to develop the occupational standard's knowledge, skills and behaviours. |
| End-point Assessment Gateway | <p>Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</p> <p>The apprentice must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> • Early years educator qualification (Level 3) • Level 3 Award in Paediatric First Aid (RQF) or level 3 Award in emergency Paediatric First Aid (RQF) or complete a first aid course delivered by one of the following types of organisations as per the EYFS requirements. Voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive. • English and maths (Level 2) <p>The apprentice also must complete a portfolio of evidence that will underpin the Professional Discussion. This cannot include reflective accounts or witness testimonies.</p> |
| End Point Assessment (which would take a maximum of 3 months) | <p>Assessment Method 1: Knowledge Test</p> <ul style="list-style-type: none"> • Fail • Pass <p>Assessment Method 2: Professional Discussion underpinned by a Portfolio</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction |

Length of end-point assessment period:

The EPA must be completed within an EPA period lasting a maximum of 3 months, beginning when the apprentice has passed 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 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.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

1. English and mathematics at level 2. 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 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.
2. Level 3 Early years educator qualification. Please refer to the DfE list of approved EYE qualifications: <https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications>
3. Level 3 Award in Paediatric First Aid. (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF) or complete a first aid course delivered by one of the following types of organisations as per the EYFS requirements. Voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive.
4. For the Professional Discussion underpinned by the Portfolio, the apprentice will be required to submit a portfolio of evidence adhering to the following requirements:
 - Evidence must demonstrate the apprentice's knowledge, skills and behaviours (KSBs) that will be assessed by the Professional Discussion.
 - Evidence must be mapped against the KSBs being assessed by the professional discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs.
 - Evidence must relate to 'real' work completed by the apprentice; evidence from simulated activities is not allowed.
 - It must contain 10-12 pieces of evidence in total.
 - The apprentice's employer must provide a written statement confirming the evidence is attributable to the apprentice.
 - Evidence must include:
 - at least two observations of practice, maximum 20-minutes in total duration, which should be video recorded where possible except where there are safeguarding concerns, in which case a written account is acceptable. Video-recorded observations must not be sent to the EPAO as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on site. Written accounts where used should be purely factual accounts (i.e. no opinion or judgements) and must be written by someone appropriately qualified and in a position of responsibility (such as a line manager or member of the senior management

team, or the assessor for the qualification), following the EPAO's guidelines and using the template.

- work products produced by the apprentice, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records.
 - employer feedback/review (maximum one)
 - CPD training records/certificates
- The apprentice must submit their portfolio of evidence to the EPAO ahead of the EPA. Where video-recorded observations are included within the portfolio, time should be scheduled for the Independent Assessor to view these at the employer's premises prior to the Professional Discussion.

Assessment methods

Assessment Method 1: Knowledge Test (This Method has 1 component.)

Method 1: Knowledge Test

Overview

A multiple choice test is an effective way of accessing the associated knowledge and skills for this occupation as there is a substantial quantity of theories, psychological practices and safeguarding knowledge to test and assess before competence can be confirmed.

Test Format

The test can be:

- computer based
- paper based

It will consist of 35 questions, consisting of closed response questions (i.e. multiple-choice questions)

Test administration

Apprentices must have a maximum of 60 minutes to complete the test. 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 another external person employed by the EPAO or the independent assessor or specialised (proctor) software, if the test is to be taken on-line. The EPAO is required to have an invigilation policy that will set out how the knowledge 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 knowledge 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 is responsible for verifying the validity of the identity of the person taking the test.

If the test is online, the EPAO must ensure that the apprentice is unable to gain an advantage through materials in the room, screen sharing or other behaviours.

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 question types allow this, to improve marking reliability.

Each question will be worth one mark. Any incorrect or missing answers must be assigned 0 marks.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. The questions will focus on the patterns of child development and the holistic development of the child. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The EPAO will produce a bank of questions that is large enough to mitigate predictability and review it at least once per year, updating it as needed.

Apprentices who are resitting / retaking the knowledge test should have different questions to their previous attempt.

5 questions per knowledge test must assess safeguarding (K15).

Required supporting material

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

- a test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Assessment Method 2: Professional Discussion underpinned by a portfolio (This Method has 1 component.)

Method 2: Professional Discussion underpinned by a 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. It will involve the questions that will focus on coverage of prior learning or activity.

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

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

This assessment method will offer a full synoptic assessment of the apprentice, testing aspects of knowledge, skills and behaviours. It will allow the apprentice to evidence both the knowledge gained and its application through skills and behaviours. The discussion will allow the assessor to thoroughly test understanding through open and follow up (clarification) questions.

This method also complements the qualification and the knowledge test, giving apprentices the best possible opportunity to evidence their competence, including beyond the level outlined in the standard (distinction). The underpinning portfolio also includes naturally-occurring evidence, which can be probed in detail to ensure understanding of the KSBs

Delivery

The independent assessors 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. Where video-recorded observations are included within the portfolio, time should be scheduled for the Independent assessor to view these at the employer's premises prior to the Professional Discussion.

The professional discussion must last for 90 minutes. 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. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

During this method, the independent assessor must combine questions from the EPAO's question bank that will be used as assessor starter questions but will be followed up with those generated by the assessor themselves that target specific elements of the apprentice's portfolio.

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, for example, screen share and 360-degree camera function with assessors.

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.

Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and EPAOs must review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, 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 judgements.

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

- A template for the assessor to use to capture questions, responses, evidence and grades awarded.
- A briefing document for apprentices and their employers on how the professional discussion will be carried out.
- A template to be used to record written accounts of observations of practice, in cases where video evidence cannot be provided due to safeguarding concerns.
- Guidance notes on how to complete the template used to record written accounts of observations of practice, in cases where video evidence cannot be provided due to safeguarding concerns.

At the start of the discussion, the independent assessor must assure 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.

Weighting of assessment methods

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

Grading

Assessment method 1: Knowledge Test

| KSBs | Fail | Pass |
|---|---------------------------------|---|
| K1 K2 K3 K4 K5 K6 K7 K8 K9 K11 K12 K13 K14 K15 | Does not meet the pass criteria | The apprentice must answer correctly a minimum of 23 questions out of 35 to achieve a pass. Of the 23 questions answered correctly, these must include all 5 questions relating to K15. |

The following grade boundaries apply to the test:

| Grade | Minimum score | Maximum score |
|-------|---------------|---------------|
| Pass | 23 | 35 |
| Fail | 0 | 22 |

Assessment method 1: Professional Discussion underpinned by a portfolio

| KSBs | Fail | Pass | Distinction |
|----------|---------------------------------|---|--|
| | | | The apprentice must meet all of the pass criteria. To achieve a distinction, the apprentice must also meet a minimum of 10 of the distinction criteria. |
| | Does not meet the pass criteria | | |
| S10, S11 | | 1. Provides evidence of how they have modelled and promoted positive behaviours (for example, turn-taking) in their day-to-day practice and shows evidence of the | Provides evidence of having used more than two behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen |

| KSBs | Fail | Pass | Distinction |
|---|------|--|--|
| | | positive effect on children's behaviour as a result. | and explaining how these were successful in supporting children to manage their own behaviour. |
| S26, S27, K2, K4, K8, S16, B1, B2, B3, B4 | | 2. Communicates with, and provides information to parents and/or carers to understand how their child is doing; works in partnership with parents and carers to identify where they can help the child's progress, and encourages them in the valuable contribution they make to the child's health, well-being, learning and development. Plans the next stages of development with the key person. | Establishes and maintains effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing learning and development. |
| S3, B4 | | 3. Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to move the children's learning to the next stage of development. | Can evidence how curriculum based planning and leading of activities has led to accelerated progression in the child's learning, e.g. using observations, planning and documents. |
| S4, K2, K4, K8, S14, B1, B4 | | 4. Able to explain the child's stage and how they use this knowledge to approach planning of activities in order to support children's wellbeing and independence, in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning. | Demonstrates which activities have accelerated children's learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children's learning (e.g. using observations and planning documents). |
| S5, S14, K4, B1, B4 | | 5. Evidences using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities. | Demonstrates having provided varied learning experiences, incorporating new ways of learning and experiences, informed by their knowledge of areas of learning, and evidence how these have |

| KSBs | Fail | Pass | Distinction |
|--------------------------------------|------|---|---|
| | | | successfully engaged, enthused and motivated children to learn. |
| S6, B1, B4 | | 6. Encourages children's participation through a balance of adult led and child-initiated activities. Plans the type of activity children will engage in, providing opportunities for child participation through a range of experiences. | |
| S9, K2, B1, B4, B6 | | 7. Uses their knowledge of the children in their care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child's confidence in social situations. | |
| S7, B1, B4 | | 8. Uses effective strategies that deepens a child's understanding. Can explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented. | Able to evidence more than two strategies used to promote sustained shared thinking for children with different needs/backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children. |
| S15, S13, S23, K10, B4 | | 9. Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning. | Evidences that children have made progress as a result of accurate assessments being completed. |
| S1, K4, K8, K10, B1, B3, B4, B5, B6, | | 10. Uses strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling. | |
| S23 | | 11. Maintains accurate and coherent records and reports. | |
| S13 | | 12. Carries out and records appropriate observational | Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependant on |

| KSBs | Fail | Pass | Distinction |
|----------------------|------|--|--|
| | | assessment accurately across a range of contexts. | the needs of the individual child and understands how it is underpinned by appropriate theory or strategy. |
| S23, K15, B3 | | 13. Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information. | Has suggestions to improve record keeping in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers. |
| S25, B1, B2 | | 14. Works and contributes effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice. | |
| S12, K8, K10, B5 | | 15. Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals. | Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals. |
| S24, K15, B1, B2, B3 | | 16. Complies with all requirements and expectations for confidentiality of information. Understands the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis. | Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers. |
| S24, K12, B4 | | 17. Actively demonstrates the importance of Health and Safety systems in the workplace. | Has suggestions to improve practice in relation to Health and Safety. |
| S2, K5, B5, B6 | | 18. Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity. | |
| S8, B4 | | 19. Effectively supports children to develop their communication and | |

| KSBs | Fail | Pass | Distinction |
|--------------|------|--|--|
| | | language skills. For example, supports children to express vocabulary, and develop own narratives and explanations. | |
| S19, K16, B1 | | 20. Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures. | |
| S20, K16 | | 21. Promotes healthy lifestyles through their activities – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day. | Has an excellent understanding of the menus in the setting, is able to explain why children are offered different types of meals. Plans and carries out activities that promote Healthy Lifestyles and uses strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating. |
| K16, S21 | | 22. Completes personal protective equipment tasks to minimise the spread of infection. Understands the importance of following procedures and applying the appropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely. | Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities. |
| S18 | | 23. Undertakes ongoing continuous professional development and reflective practice. Actively seeks new opportunities to develop that have a positive impact on the learning outcomes for the children. | |
| S17 | | 24. Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the communication strategy is altered depending on the target audience, | |

| KSBs | Fail | Pass | Distinction |
|------|------|--|-------------|
| | | for example parents, carers, professionals, children and children with additional needs. | |
| S22 | | 25. Undertakes risk assessments within the setting. | |

Overall EPA grading

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

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

Roles and responsibilities

| Role | Responsibility |
|------------|---|
| Apprentice | <ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge, skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA • gather evidence from the on-programme training to support the portfolio and professional discussion |
| Employer | <ul style="list-style-type: none"> • support the apprentice, while on-programme, to achieve the KSBs outlined in the standard to their best ability • determine when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA • support the apprentice as they develop their portfolio • ensure all appropriate permissions are received from parents/ careers • ensure video is included in the portfolio where possible except where there may safeguarding concerns • ensure observation recordings are only viewed on site |
| EPAO | <p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint administrators/invigilators and markers to administer/invigate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise and deliver standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider |
| Independent assessor | <p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) |
| Training provider | <p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself |

Internal Quality Assurance (IQA)

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

- appoint independent assessors who:
 - have current knowledge of the regulatory framework and other regulatory and legislative requirements such as safeguarding, duty of care, equality, diversity and inclusion and health and safety.
 - have recent relevant experience of the occupation/sector at at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.
 - must be trained assessors with a recognised assessing qualification or able to demonstrate at least 3 years of practice in the field.
 - must be able to demonstrate an appropriate level of knowledge of the specialism / sector in which the apprentice is working.
 - have a sound understanding of the Early Years Apprenticeship standard and have no relationship with the apprentice or the employer.
 - must have held a role in child care provision for at least 3 years (and within the last 3 years).
 - have evidence of Continued Professional Development (CPD) to retain occupational competence. This must be evidenced through CVs, CPD logs and any other relevant methods.
- 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. EPAOs must ensure that all independent assessors are standardised at least annually.

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. 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 any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

Where any assessment method 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.

Affordability

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

- online testing
- using an employer's premises
- all of the work undertaken for the project and portfolio will contribute to the employer's business.
- Professional discussions can be undertaken using remote technology where it is available

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments 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 assessment plan.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge Test

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

Assessment method 2: Professional Discussion underpinned by a portfolio

| Knowledge |
|--|
| K2 The significance of attachment and how to promote it effectively. |
| K4 How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care. |
| K5 the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances. |
| K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives. |
| K10 When a child is in need of additional support such as where a child's progress is less than expected. How to assess within the current early years' education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/ or carers. |
| K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. |
| K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual. |
| K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely. |

| Skills |
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| S1 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures. |
| S2 Promote equality of opportunity and anti-discriminatory practice. |
| S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements. |
| S4 Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child. |
| S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children. |
| S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities. |

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| S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking. |
| S8 Support and promote children's speech, language and communication development. |
| S9 Support children's group learning and socialisation. |
| S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate. |
| S11 Support children to manage their own behaviour in relation to others. |
| S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate. |
| S13 Carry out and record observational assessment accurately. |
| S14 Identify the needs, interests and stages of development of individual children. |
| S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities. |
| S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers. |
| S17 Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals. |
| S18 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages). |
| S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child. |
| S20 Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day. |
| S21 Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment. |
| S22 Carry out risk assessment and risk management in line with policies and procedures. |
| S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural. |
| S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. |
| S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress. |

S26 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.

S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.

Behaviours

B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.

B2 Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.

B3 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.

B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.

B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.

B6 Working practice take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.