



Specification

Level 2 Early Years Practitioner Version 1.1

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Welcome to Innovate Awarding

Welcome to the Level 2 Early Years Practitioner Apprenticeship. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

About Innovate Awarding

We are an EPAO with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 2 Early Years Practitioner apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 12 months on-programme, working towards the Level 2 Early Years Practitioner Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation with questioning
- Professional discussion underpinned by a portfolio of evidence

The Apprentice

This occupation is found in a range of private and public setting including: full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, family hubs, and local authority provision to deliver the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development and care of children from birth to 5 in both indoor and outdoor environments.

The broad purpose of the occupation is to work and interact directly with children on a day today basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the provision. An EYP works as part of a professional team ensuring the welfare and care for children under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional in the Early Years Workforce. In their daily work, an employee in this occupation interacts with parents, children, colleagues and wider multi agency professionals and partners such as health visitors, social workers and speech and language therapists. Individuals will undergo all checks as per the EYFS requirements to ensure suitability to work with children.

Due to the nature and level of responsibility it is not anticipated that the role would have any budgetary or leadership responsibilities. They will be responsible for supporting child initiated and adult led activities based around the needs and interests of each individual child, supporting children's learning through planned, purposeful play opportunities and educational programmes and working as part of a team to ensure each child feels safe and secure. An EYP will also support the observation and assessment of each child and contribute to their learning experiences and assist with the care needs of the individual child such as teeth, skin, hair, feeding, changing nappies and toileting under direction of a more senior member of the team. They will also work in partnerships with other colleagues, parents or carers or other professionals, with support from a more senior member of the team, to meet the individual needs of each child. They will also have a responsibility for ensuring that they recognise when a child is in danger or at risk of serious harm or abuse and contributing to the health and safety of the children, staff and others on the premises.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 2 Early Years Practitioner Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as an Early Years Practitioner and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 2 Early Years Practitioner Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 months. They must also have:

- Achieved Level 1 English and Maths, if applicable
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 2 Early Years Practitioner
- Compiled, and be ready to submit, a portfolio of 12 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 2 Early Years Practitioner Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Readiness for Gateway requires confirmation from the employer, provider and apprentice, that the apprentice has met all the mandatory requirements.

Assessment Booking

The planning meeting will be booked on epaPRO once the apprentice has been allocated to an Innovate Awarding Assessor, and the Gateway documents have been reviewed and approved. The planning meeting will take place between the apprentice and an Innovate Awarding representative (in most cases this will be the allocated End-Point Assessor). Unless specified in the Assessment Plan, there is no requirement for the employer to attend, however some employers may wish to be present for this meeting.

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how

this could impact the end-point assessment (EPA) period, as well as providing information on certification and appeals.

The Level 2 Early Years Practitioner 30-minute planning meeting will book assessment timeslots for the:

- Observation with questioning
- Professional discussion underpinned by a portfolio of evidence

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invitation for all booked assessments. The apprentice will then prepare for their end point assessment.

Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

The portfolio of evidence must be uploaded to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion
- The portfolio of evidence will 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 a quantitative approach is suggested
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this

Evidence sources may include:

- observation records from training providers, managers, and peer observations
- documentation covering a range of different stages of children's development
- anonymised case records, SEND records, and safeguarding records
- risk assessments
- records of continuous professional development
- practical project work
- evidence of feedback to parents

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.

End-Point Assessment

Assessment Methods

Assessment Method 1: Observation with questioning

In the observation with questioning, the Innovate Awarding 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.

The Innovate Awarding assessor should observe the apprentice:

- interacting with children and other adults
- supporting children's learning through facilitating learning opportunities

The observation with questions must take 80 minutes plus up to 10% to allow the apprentice to complete a task or respond to a question if necessary. The total time for the observation element is 50 minutes followed by 30 minutes for questioning. The Innovate Awarding assessor must ask at least 5 questions. Follow-up questions are allowed where clarification is required.

The observation may be split into discrete sections held on the same working day.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors

The Innovate Awarding assessor must also 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.

Innovate Awarding must give the apprentice two weeks' notice of the observation with questioning.

Assessment Method 2: Professional discussion underpinned by a portfolio

In the professional discussion, the Innovate Awarding Assessor and the apprentice will have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice must have access to their portfolio of evidence during the assessment and they can refer to and illustrate their answers with evidence from their portfolio of evidence.

The professional discussion must last for 60 minutes plus up to 10% to allow the apprentice to respond to a question if necessary.

The Innovate Awarding assessor must ask at least 10 questions. Follow-up questions are allowed where clarification is required.

The professional discussion should take place in a quiet room, free from distractions and influence and can be conducted via video conferencing.

Innovate Awarding must give the apprentice two weeks' notice of the professional discussion.

Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Pass
- Fail

The Innovate Awarding Assessor must individually grade the observation with questioning and professional discussion underpinned by a portfolio of evidence.

The Innovate Awarding Assessor must combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

To achieve an overall distinction, the apprentice must achieve a distinction in the professional discussion and a pass in the observation.

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

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
Pass	Distinction	Distinction
Pass	Pass	Pass
Fail	Any grade	Fail
Any grade	Fail	Fail

Grading Descriptors

Assessment Method 1: Observation with questioning

Theme: Health and safety

Assessed Criteria	Pass Grading Descriptor
K8 The legal requirements and guidance for health and safety.	Within own role demonstrates safe use of equipment and materials after identifying possible risks and hazards, recording and reporting them in line with guidance. (K8, K9, K10, S3, S5)
K9 Risks and hazards in the provision and during off site visits.	
K10 Own role and responsibilities, including identifying risks and hazards and the recording and reporting in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency.	
S3 Identify risks and hazards in the provision and during off site visits relating to both children and staff and visitors and follow reporting procedures.	
S5 Use equipment, furniture and materials safely and securely, following the manufacturers' instructions and provision's requirements.	
K32 Prevention and control of infection techniques, including hand washing, food preparation and hygiene and how to deal with spillages safely, safe disposal of waste, using correct personal protective equipment.	Applies prevention and control measures techniques when disposing of waste correctly. (K32, S4)
S4 Use prevention and control of infection techniques for hand washing and food preparation and hygiene, deal with spillages safely, safe disposal of waste, using correct personal protective equipment.	

Theme: Wellbeing and child development

Assessed Criteria	Pass Grading Descriptor
K30 The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.	Demonstrates professional standards, recognising, considering and respecting equality, diversity, inclusion and social and cultural context, ensuring equal access to opportunities to learn and encouraging awareness of personal safety and the safety of others. (K30, S6, B3, B6)
S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).	
B3 Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.	
B6 Recognise and respect differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.	

Theme: Communication

Assessed Criteria	Pass Grading Descriptor
K15 Ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech.	Applies appropriate verbal and non-verbal communication methods that are suitable for their stage of development, to extend children's understanding, development and learning, by encouraging them to use a range of communication methods. (K15, S9, S10, S11)
S9 Communicate with all children, including those for whom English is an additional language and those with additional needs, in ways that will be understood. This includes verbal and non-verbal communication.	
S10 Extend children's development and learning through verbal and non-verbal communication.	
S11 Encourage babies and young children to use a range of communication methods.	

S12 Use a range of appropriate communication methods to share information with children, parents or carers and other professionals.	Demonstrates honesty and trust through a professional attitude when sharing information with other professionals, via a range of communication methods. (S12, B2)
B2 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.	

Theme: Support the planning and delivery of activities, purposeful play opportunities and educational programmes

Assessed Criteria	Pass Grading Descriptor
K17 The principles of enabling environments (indoor and outdoor), adult-led activities, child-initiated activities and spontaneous experiences.	Demonstrates the use of enabling environments indoor or outdoor when supporting learning, via activities that support children's play, creativity, social development and development of mark making and writing interests in a caring and compassionate manner. (K17, S14, S16, S17, B1)
S14 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.	
S16 Use learning activities to support early language development.	
S17 Support children's early interest and development in mark making, writing, reading and being read to.	
B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for their development.	
K18 The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents or carers and the early years provision in planning the next steps.	Works with colleagues to help identify and plan educational programmes which support holistic development, accurately applying the observation, assessment, and planning cycle to evaluate performance, support learning, and improve outcomes. (K18, S13, B5)
S13 Work with colleagues to identify and plan educational programmes to support children's holistic development through a range of play, creativity, social development and learning.	

B5 Commitment - to improving the outcomes for children through inspiration and child centred care and education.

Theme: Support children with special educational needs and disabilities

Assessed Criteria	Pass Grading Descriptor
K22 What specialist aids, resources and equipment are available for the children in the provision and how to use these safely.	Demonstrates awareness and respect for babies' and children's needs and developmental stages, using specialist aids, resources, and equipment safely to support individual requirements. (K22, S20)
S20 Work in ways that value and respect the developmental needs and stages of babies and children.	

Assessment Method 2: Professional Discussion underpinned by portfolio of evidence

Theme: Wellbeing and child development

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K25 How own behaviour can impact on babies and children and influence them.	Describes the expected pattern of babies and children’s development and how babies’ and young children’s learning and development can be affected by own behaviour, their well-being and individual circumstances. (K1, K3, K25)	N/A
K1 How children learn and the expected pattern of babies’ and children’s development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy.		Explains the importance of holistic development with examples of how they monitor, measure, support, and promote babies’ and children's progress across key areas as part of effective and integrated practice. (K1, K2, K3, K4)
K3 How babies’ and young children’s learning and development can be affected by their stage of development, wellbeing and individual circumstances.		
K2 The importance to children’s holistic development of speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.	Outlines the importance of holistic development and how this can be affected by attachment, the key person's role, transitions and other significant events. (K2, K4, S1)	
K4 The significance of attachment, the key person's role and how transitions and other significant events impact children at different ages and stages.		
S1 Support babies and young children through a range of transitions and		N/A

significant events, e.g. moving onto school, moving house or the birth of a sibling.		
K13 The impact of health and wellbeing on children's development.	Describes the importance of health and wellbeing on children's development, the current dietary guidance for early years and how health and wellbeing is promoted by encouraging babies and young children to consume healthy, balanced and nutritious meals. (K13, K14, S7)	N/A
K14 The current dietary guidance for early years and why it is important for babies and young children to have a healthy, balanced and nutritious diet and be physically active.		N/A
S7 Promote health and wellbeing in the provision by encouraging babies and young children to consume healthy, balanced and nutritious meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.		N/A
S8 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning or complementary feeding), nappy changing procedures, potty or toilet training, care of skin, teeth and hair and rest and sleep provision.	Describes the importance of respectful care routines. (S8)	N/A

Theme: Safeguarding

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K7 Own role and responsibilities in relation to safeguarding and security, including child protection, recording and reporting, whistle blowing and confidentiality of information.	Describes how own role is affected by responsibilities created by safeguarding policies and procedures. (K6, K7)	N/A
K6 Safeguarding policies and procedures, including child protection and online safety.		Explains the types of abuse including: domestic, neglect, physical, emotional, and sexual abuse that may present in the provision and how safeguarding procedures are applied to protect the child. (K6, S2)
S2 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse.	Describes the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical attention and how to recognise when a child is in danger, at risk of serious harm or abuse. (K12, S2)	N/A
K12 The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention.		N/A
K11 The provision's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	Outlines the provision's legal requirements and guidance in relation to safeguarding and the receiving, storing, recording, administering and the safe disposal of medicines. (K5, K11)	N/A
K5 The legal requirements and guidance on safeguarding, including Prevent, security, confidentiality of information and promoting the welfare of children.		Explains their responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children. (K5, B8)
B8 Work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect		

and tolerance of those with different faiths and beliefs.	different faiths and beliefs. (B8)	
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Theme: Support the planning and delivery of activities, purposeful play opportunities and educational programmes

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K16 The statutory framework, including the learning and development requirements for babies and young children's provision.	Describes the statutory framework, including the learning and development requirements and how this is used to support children's interest and development in mathematical learning and awareness of environmental sustainability. (K16, K31, S18)	N/A
K31 Ways to increase children's awareness of environmental sustainability.		Explains how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching. (K31, S18)
S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.		
K19 How to refer concerns about a baby's or child's development.	Outlines how to confidentially refer concerns about a baby's or child's development, after observing and accurately recorded findings, in line with expected statutory and the provision's requirements. (K19, S15)	N/A
S15 Observe children, assess, plan and record the outcomes, share results accurately and confidentially in line with expected statutory and the provision's requirements.		N/A

Theme: Support children with special educational needs and disabilities

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K20 The statutory guidance in relation to the care and education of children with special educational needs and disabilities.	Describes the key stages of a graduated approach to creating a baby's or young child's individual care and participation plan, including how this should be managed in partnership with parents/carers and follow statutory guidance for children with special educational needs and disabilities. (K20, K21, S19)	N/A
K21 Partnership working, including parents or carers, in relation to working effectively with children with special educational needs and disabilities.		N/A
S19 Support the graduated approach for the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation.		N/A

Theme: Own role and development

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.	Describes own responsibilities and accountabilities when working in line with workplace policies and procedures during the recording, reporting and promotion of the welfare of children. (K24, K26)	Explains how they try to develop and improve their own practice, work effectively as a team member, and support the roles of colleagues, through information sharing, the use of technology, self-reflection, and professional development opportunities. (K23, K24, K26, K27, B7)
K26 Own responsibilities when following procedures in the provision for recording and reporting, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.		
K23 Own role and expected behaviours and the roles of colleagues and the team.	Describes how using reflective practice of own behaviours, feedback and	

K27 The importance of reflective practice and continued professional development to improve own skills and early years practice.	mentoring has helped recognise continual professional need and identify and develop own goals in line with own role, practice, legislation and continued professional development. (K23, K27, S21, B7)	
B7 Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work.		
S21 Use feedback and mentoring or supervision to identify and support areas for development, goals and career opportunities.		N/A

Theme: Working with others – parents, colleagues, other professionals

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
S25 Demonstrate how to share information with parents or carers about the importance of healthy, balanced and nutritious diets for their child, looking after teeth and being physically active.	Outlines how encouraging parents or carers to recognise their role in a baby's or child's health and wellbeing has facilitated the sharing of information about the importance of healthy, balanced and nutritious diets. (S23, S25)	N/A
S23 Work alongside parents or carers and recognise their role in the baby or child's health, wellbeing, learning and development.		Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect baby and children's interests and support their development and progress. (K29, S22, S23, B4)
K28 The roles and responsibilities of other agencies and professionals that work with and support	Describes how they work cooperatively with colleagues, teams, and partner agencies to meet	N/A

the provision, both statutory and non-statutory.	babies' and young children's needs and help them to progress, recognising the important roles and functions (i.e. statutory and non-statutory) of professionals and relevant agencies in supporting provision. (K28, S22, B4)	
S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.		Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect baby and children's interests and support their development and progress. (K29, S22, S23, B4)
B4 Being team-focused - work effectively with colleagues and other professionals.		
K29 The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning.	Describes the importance of encouraging parents or carers to take an active role in a baby's or child's care and development and why the home learning environment and voice of the child, parent or carer is heard during their development. (K29, S24)	
S24 Encourage parents or carers to take an active role in the baby's or child's care, play, learning and development.		N/A

Annex 1: Assessment Plan and Occupational Standard

The Level 2 Early Years Practitioner Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://skillsengland.education.gov.uk/apprenticeships/st0888-v1-1>

Level 2 Early Years Practitioner ST0888

Version 1.1

Sector: Education and Early Years

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on epaPRO within **ten working days** of the assessment taking place.

We will submit a certificate claim with the DfE within 15 working days after the final result has been uploaded to epaPRO. The DfE will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the DfE.

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 Innovate Awarding 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 pass if they need to re-sit or re-take one or more assessment methods, unless Innovate Awarding determines there are exceptional circumstances.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Support Materials

All the support materials for this apprenticeship can be found on epaPRO including the Assessment Key Verbs Document and:

- Portfolio of evidence locator
- Mock EPA Record for the observation with questioning
- Mock EPA Record for the professional discussion underpinned by portfolio of evidence

Use of Artificial Intelligence (AI) and referencing

Apprentice submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org



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