



STANDARD ASSESSMENT SPECIFICATION

Level 2
Early Years Practitioner

Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.

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Introduction

Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. For further information, please see our website, www.innovateawarding.org/apprenticeship-standards/end-point-assessment.

Apprenticeship overview

STANDARD NAME	Level 2 Early Years Practitioner
LEVEL	2
SECTOR	Education and Childcare
PROGRAMME DURATION	12 months
MINIMUM TIME ON PROGRAMME	12 months
EPA DURATION	3 months
EPA METHODS	Professional Discussion, Portfolio of Evidence, Knowledge Test
OUTCOMES	Fail, Pass, Distinction
EXTERNAL QUALITY ASSURING CENTRE	Ofqual

Who is the apprenticeship for?

The broad purpose of the occupation is to work and interact directly with children on a day-to-day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting. An Early Years Practitioner (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 within 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 their 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.

Role of Innovate Awarding

We are the End-point Assessment organisation and will complete the entirety of the End-point Assessment requirements for the apprenticeship. We will provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

Support materials that we will provide include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual

- Module based multiple choice questions
- Practice papers
- Full mock papers
- Exemplar assessments

On Programme Requirements

The on programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

For this standard, it is recommended/mandatory that you:

- Complete Level 1 English and maths
- Attempt Level 2 English and maths
- Complete an approved Early Years Practitioner qualification

A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to: -

- Achieve Level 1 English and maths
- Attempt at Level 2 English and maths
- Achieve Early Years Practitioner Qualification (Level 2)
- Submit a portfolio of evidence

The employer and training provider/employer provider must confirm that the apprentice is ready to complete the End-point Assessment before they can pass through to the gateway. This will be completed at the gateway meeting and documented on EPA Pro. This notifies Innovate Awarding that the apprentice is ready for their End-point Assessment.

Before the apprentice enters the gateway, they should be comfortable with the assessments they will complete and ready to demonstrate they can achieve the standard of the apprenticeship.

Portfolio of evidence requirements

The portfolio of evidence is required to underpin the Professional Discussion. The portfolio itself is not assessed but will be reviewed by the assessor ahead of the discussion.

Apprentice's portfolios should contain:

- At least one piece of evidence relating to each knowledge, skill and behaviour covered in the Professional Discussion. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be typically be around 10 pieces of evidence and a maximum of 12 pieces (1 per duty) of evidence.
- There must be two direct observations within the portfolio, each a minimum of 60 minutes, which have been carried out at the apprentice's usual place of work and within the last 3 months of their learning.
- Where possible the direct observations should be videoed except where there are safeguarding concerns, in which case written accounts are acceptable. Video-recorded observations must not be sent to the IAO as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on site. This can be done on the day, prior to the professional discussion. Written accounts, where used, should be purely factual accounts (i.e. no opinion or judgements) and must be

written by someone appropriately qualified and in a position of responsibility (such as a line manager, member of the senior management team, or the assessor for the qualification).

- The portfolio should cover the KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, supported by appropriate evidence, including photographic evidence and naturally generated work products, such as planning documents, health and safety documentation and company policies and procedures in line with the company confidentiality and safeguarding policies and procedures. Progress review documentation, witness testimonies, and feedback from colleagues and parents should also be included.
- The apprentice's Manager/Mentor should support the development of the portfolio in accordance with company policy and procedures, although the IAO will provide further guidance on the content.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

Module Overview

The modules are the titles of the knowledge, skills and behaviours highlighted in the standards.

Modules	ASSESSMENT METHODS	
	Professional Discussion (underpinned by portfolio)	Knowledge Test
Module A - The Developing child	✓	✓
Module B - Play and Learning	✓	✓
Module C - Safeguarding and the welfare of the child	✓	✓
Module D - Child Health	✓	✓
Module E - Working with others and continual professional development	✓	✓
Module F - Behaviours	✓	

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved the standard requirements.

What will the End-point Assessment look like?

A planning meeting will take place remotely once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment. The purpose is to: -

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions/concerns the apprentice may have about the assessment process
- aid in the preparation requirements (e.g. arranging access, facilities and resources)

What is the “Professional discussion”?

The professional discussion is underpinned by the apprentice’s portfolio of evidence and will be appropriately structured to draw out the best of the apprentice’s competence and excellence and cover the assigned KSBs. Questioning will assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

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

What is the “Knowledge Test”?

A knowledge test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

Each multiple-choice question will have four options of which one will be correct. Apprentices must have 60 minutes to complete the test and the test consists of 40 questions. A minimum of 26 questions needs to be answered correctly for a pass, of the 26 questions answered correctly, these must include a 3 of 5 questions relating to Module C K1, and 3 of 5 questions relating to Module C K4. Each section of the test must be passed for the test to be passed overall.

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. For more details, please refer to IAO’s invigilation policy that sets out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best consider the setting and security required in administering the test.

Apprenticeship Standard Amplification

MODULE A – THE DEVELOPING CHILD

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K1	Describe how children learn and the expected pattern of development for babies and children aged: <ul style="list-style-type: none"> • birth to 5 years • 5-7 years 	K1	S1	Support babies and young children through a range of transitions	S1
K2	Outline the importance of holistic development	K2	S2	Communicate with all children both verbally and non-verbally	S9
K3	Identify how babies and young children’s learning and development can be affected by their stage of development, wellbeing and individual circumstances	K3	S3	Extend children’s development and learning through verbal and non-verbal communication	S10
K4	Describe the significance of attachment on the child	K4	S4	Encourage babies and young children to use a range of communication methods	S11
K5	Identify the role of the key person in attachment		S5	Use a range of communication methods with children and adults	S12
K6	Outline how transitions and other events impact on children				
K7	Identify ways to communicate with children appropriate to their stage of development	K15			
K8	Describe how behaviour can impact and influence babies and children	K25			
K9	Describe how to refer concerns about a baby’s or child’s development	K19			

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skills	Maps to standard
K1	<p>The sequence of development to include cognitive, speech, language and communication, brain development, social and emotional development, physical and numeracy and literacy for the following ages:</p> <ul style="list-style-type: none"> • Birth to 12 months • 12-18 months • 18-24 months • 24-36 months • 36-48 months • 48-60 months • 5-7 years 	K1	S1	<p>Transitions to include:</p> <ul style="list-style-type: none"> • moving onto school • moving to a new house • new sibling • bereavement 	S1
K2	<p>Holistic development is important for children's:</p> <ul style="list-style-type: none"> • Speech • Language and communication • Personal, social and emotional development • Physical development • Literacy and numeracy 	K2	<p>S2/ S3/ S4</p> <p>Verbal Communication:</p> <ul style="list-style-type: none"> • Listening • Questioning (open and closed) • Understanding • Responding • Use of simple and clear language <p>Non-Verbal Communication</p> <ul style="list-style-type: none"> • Body Language • Facial Expressions • Gestures • Eye Contact • Enabling environments • Interaction 	S9/ S10/ S11	
K3	<p>Stages of development, wellbeing, and individual circumstances to include:</p> <ul style="list-style-type: none"> • Genetic influences from conception to birth • Parental lifestyle • Parenting skills • Poverty • Health and nutrition • Environment 	K3	S5	<p>Communication methods:</p> <ul style="list-style-type: none"> • Written • Verbal • Non-verbal • Electronic • Social Media 	S12

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skills	Maps to standard
K7	<p>Stages of development:</p> <ul style="list-style-type: none"> • Birth -12 years • 12months – 24 months • 24months – 36 months • 36 months -50 months <p>Ways to communicate:</p> <ul style="list-style-type: none"> • reading stories • songs • rhymes • questioning • listening • problem solving <p>Children with English as an additional language (EAL):</p> <ul style="list-style-type: none"> • Time and support • Visual prompts • Interpreters • Knowledge of home language <p>Children with speech delay:</p> <ul style="list-style-type: none"> • The role of the EYP • The role of the SENCO • The role of Speech and Language Therapist (SALT) 	K15			
K8	<p>Behavioural impact and influences, include:</p> <ul style="list-style-type: none"> • The differences of behaviour linked to ages and stages of development. • Transitions and changes that may impact on behaviour, and the types of behaviour that may be seen. • The benefits of using rewards to impact on behaviour. • Role modelling by staff and adults. 	K25			

MODULE B – PLAY AND LEARNING

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K1	Describe the statutory framework, including the learning and development implemented by your setting	K16	S1	Work with colleagues to identify and plan enabling environments and activities both: <ul style="list-style-type: none"> • Indoors • Outdoors 	S13 S7
K2	Explain the terms: <ul style="list-style-type: none"> • Adult-led activities • Child-initiated activities • Spontaneous experiences 	K17	S2	Implement and review planned activities	S14
K3	Identify the specialist aids, resources and equipment available for the children	K22	S3	Carry out observations on children	S15
K4	Identify how safety is maintained for specialist aids, resources and equipment	K22	S4	Use a range of activities to support early language development	S16
K5	Describe the importance of the voice of the child and parent or carer	K29	S5	Demonstrate how to support children’s emerging literacy	S17
K6	Identify the key stages in the observation, assessment and planning cycle	K18	S6	Demonstrate how to support children’s emerging mathematical development	S18
K7	Explain the value of observation for: <ul style="list-style-type: none"> • The child • The parents / carers • Next Steps 	K18	S7	Support the assessment, planning, implementation and review of individual plans for babies and young children	S19
			S8	Demonstrate the ability to work in ways which value and respect the developmental needs and stages of babies and young children	S20

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	<p>The current EYFS Statutory Framework includes the prime and specific areas of development for children between 0-60 months.</p> <p>The themes and principles of the EYFS, include:</p> <ul style="list-style-type: none"> • A unique child • An enabling environment • Positive relationships • The different approaches to children's learning 	K16	S1	<p>Activities should be:</p> <ul style="list-style-type: none"> • Child led • Adult initiated • Spontaneous <p>Activities should cover the following areas:</p> <ul style="list-style-type: none"> • Creative • Social and Emotional • Cognitive • Physical • Language development 	S13 S7
K3	<p>Specialist aids, equipment, and resources:</p> <ul style="list-style-type: none"> • Specialist seating • Mobility aids • Walking aids • Communication aids • Sensory aids • Braille 	K22	S2	<p>Activity review to include:</p> <ul style="list-style-type: none"> • structure and show an understanding of the activities impact • strengths and weaknesses of the activity • next step of development 	S14
K4	<p>Consider age and stage of development and special educational needs when using resources.</p>	K22	S4	<p>Activities provided should:</p> <ul style="list-style-type: none"> • be prepared with a colleague • be age appropriate • stimulate language development, allow engagement of listening and encourage the use of new words and vocabulary 	S16

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K5	<p>The voice of Parents / Carers covers:</p> <ul style="list-style-type: none"> • Sharing information – Settling in process • Role of the key person • Children’s interests • Information provided • Participation in settings activities • Home learning environment • Role of the parent in learning and development <p>The voice of the child covers:</p> <ul style="list-style-type: none"> • Role of the key worker • Selecting own learning resources • Challenging learning experiences • Taking responsibility in the setting • Carrying out home learning activities 	K29	S5	<p>Emerging literacy skills should include:</p> <ul style="list-style-type: none"> • Mark making • Writing • Reading • Story time 	S17
			S6	<p>Emerging numeracy skills should include:</p> <ul style="list-style-type: none"> • Numbers • Number patterns • Counting • Sorting and matching 	S18
			S7	<p>Use the Graduated Approach for assessment ensuring the use of:</p> <ul style="list-style-type: none"> • Activity planning records • E-journals • Learning journals • Interests • Next steps 	S19
			S8	<p>Value, and respect children’s needs and stages of development, using:</p> <ul style="list-style-type: none"> • Role modelling • Behaviour management • Equality and diversity • British Values 	S20
K6	<p>Observation, planning and assessment processes include:</p> <ul style="list-style-type: none"> • Initial base-line assessment • Observation of child: Snapshots, narrative, checklist • Planning process for learning and development (this should have some knowledge of both paper based and in the moment planning) • Identification of next steps of learning and development • Assessment of progress: learning journal, e-journal • Formative • Summative 	K18			

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K7	Child: <ul style="list-style-type: none"> • Planning learning using the interests of the child • Accurate stage and rate of development • Development of new skills Parents and Carers: <ul style="list-style-type: none"> • Support in development and learning • Consistency in home and setting learning • Using e-tracking Early Years Setting: <ul style="list-style-type: none"> • Understand rates of development • Completion of tracking development (paper-based and e-tracker) • Interests of the child 	K18			

MODULE C – SAFEGUARDING AND THE WELFARE OF THE CHILD

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K1	Identify the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children	K5	S1	Recognise when a child is in danger, at risk of serious harm or abuse	S2
K2	Outline safeguarding policies and procedures	K6	S2	Follow the procedures to protect children at risk	S2
K3	Describe own role and responsibilities in relation to safeguarding and security	K7	S3	Identify risks and hazards in the work setting	S3
K4	Outline the legal requirements and guidance for health, safety and security	K8	S4	Follow manufacturer's instructions for all resources in the setting	S5
K5	Identify the risks and hazards in the work setting	K9			
K6	Describe own responsibilities when following procedures in the work setting	K26			

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	The legal requirements and guidance include: <ul style="list-style-type: none"> • United nations Conventions on the Rights of the Child (UNCRC) • Children Act 1989, and 2004 • Duty of Care • Children Act 2006 • Safe recruitment • GDPR- information sharing and data protection • Policy requirements such as, whistle blowing, Health and Safety • Prevent Duty and Fundamental Values (2015) • The Safeguarding Vulnerable Groups Act 2006 • Working Together to Safeguard Children 2018 (updated 2020) • Keeping Children Safe in Education 2018 • Health and Safety at Work Act 1974 • Statutory recording and reporting of illnesses and accidents (RIDDOR 1990) • The Safeguarding Vulnerable Groups Act 2006 • Early Years Statutory Framework 	K5	S1	Signs and symptoms must include: <ul style="list-style-type: none"> • Neglect • Emotional • Social • Physical • Sexual • FGM • Domestic Violence • Grooming • Use of technology 	S2
			S2	Safeguarding procedures must include: <ul style="list-style-type: none"> • The role and responsibility of the Early Years Practitioner • The Designated Safeguarding Lead • GDPR, confidentiality and information sharing • EYFS • Technology use in the setting 	S2

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	<p>Safeguarding policies and procedures include:</p> <ul style="list-style-type: none"> • Signs and symptoms of different types of abuse, to include - neglect, emotional, physical, sexual, FGM, domestic abuse and grooming. • Indicators of concern, for example, inappropriate behaviour or language, physical injury, disclosure. • The role of the early year practitioner in the protection of all children, for example empowerment of all children and acting appropriately to any concerns, not jumping to conclusions. • The importance of recording and reporting appropriately. • GDPR Legislation and when information is not confidential. • PREVENT • Whistleblowing • On-line and technology • Security • Local Safeguarding Boards 	K6	S3	<p>On site:</p> <ul style="list-style-type: none"> • Indoors activities and resources • Outdoors activities and resources • Visitors to the setting <p>Off Site:</p> <ul style="list-style-type: none"> • Walking • Public transport • Private transport <p>Risks and hazards may include some of the following:</p> <ul style="list-style-type: none"> • Risk assessment • Fire safety • DBS • Staff: child ratios • Food intolerance and allergy • Security – visitors • Emergency pack • First Aid • Resources and equipment Manufacturers instructions • Dropping off and collecting children • Accessibility • Cleaning and hygiene • Nappy changing and toileting • Clinical waste disposal • Parental contact details 	S3
K3	<p>The Early Years Practitioner's role and responsibilities include:</p> <ul style="list-style-type: none"> • Dealing with disclosure and abuse • Reporting concerns • Use of technology • Sharing information • Confidentiality • Promoting health and welfare • Security • Partnership working • Whistleblowing • Radicalisation 	K7			

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4	The legal requirements and guidance include: <ul style="list-style-type: none"> • Storage of hazardous material • Statutory recording and reporting of illness and accidents (Riddor 1990) • Health and Safety at Work Act 1974 • Fire Safety and regulation • Policies and procedure for the administration of medicine • Appropriate training 	K8			

MODULE D – CHILD HEALTH

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K1	Identify own role and responsibilities in reporting: <ul style="list-style-type: none"> • Accidents • Incidents • Emergencies 	K10	S1	Demonstrate skills and understanding for the prevention and control of infection	S4
K2	Describe the work settings procedures for the management of medication	K11	S2	Encourage and support children to develop personal hygiene	S6
K3	Outline the signs and symptoms which may indicate a child is unwell, injured or needing urgent medical or dental attention	K12	S3	Demonstrate the promotion of health and wellbeing in setting	S7
K4	Outline the current dietary guidance for early years	K14	S4	Support children's care routines	S8
K5	Describe the importance of a healthy lifestyle for babies and young children	K14	S5	Demonstrate how to share information with parents/carers about the importance of healthy lifestyles	S25
K6	Outline the importance of Health and Wellbeing on development	K13			
K7	Identify specialist aids and resources available to support children's health and wellbeing	K22			
K8	Outline the statutory guidance for children with Special Educational Needs and Disabilities	K20			
K9	Describe the importance of partnership working with children who have Special Educational Needs and Disabilities	K21			

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Role and responsibilities to include: <ul style="list-style-type: none"> • when to seek emergency support • following settings procedures • an understanding of the difference between an accident, incident and emergency situation 	K10	S1	Prevention and control of infection should include: <ul style="list-style-type: none"> • Hand washing • Nappy changing • Food preparation and hygiene • Sterilising and preparing formula feeds • Dealing with spillage safety • Safe disposal of waste • Personal Protective equipment (PPE) 	S4
K2	Procedures should include: <ul style="list-style-type: none"> • Receiving medicines that have been prescribed by a GP • Medicines that are unprescribed • Checking medication label and details • Check expiry date • Always use the correct measuring tool • Completion of document • Storage • Store the medicine correctly • Administration • Maintaining records • Safe disposal or return of medication 	K11		Resources or procedures include: <ul style="list-style-type: none"> • Food preparation and storage areas • Use of PPE such as plastic gloves, aprons, • Waste disposal, • Hygiene practices within the learning environment • Sterilising equipment • Managing spillages • Sleep and rest area 	
K5	Include benefits of a healthy lifestyle on: <ul style="list-style-type: none"> • Weight • Energy • Bones and teeth • Immune system • Brain development Include the importance of being physically active on: <ul style="list-style-type: none"> • Energy • Heart • Mental health • Bones • Immune system • Weight • Social and emotional development 	K14	S2	Children to be made aware of: <ul style="list-style-type: none"> • personal safety • the safety of others • development of personal hygiene practices (including oral hygiene) 	S6
			S4	Children's care routines: <ul style="list-style-type: none"> • Feeding and weaning • Complimentary feeding • Nappy changing procedures • Potty/toilet training • Care of skin, teeth and hair • Rest and sleep provision 	S8

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K7	<p>Specialist resources and equipment include:</p> <ul style="list-style-type: none"> • Communication aids and devices • Hearing aids and devices • Seating equipment • Walking and standing frames • Toileting equipment 	K22	S5	<p>Shared information should be:</p> <ul style="list-style-type: none"> • Non judgemental • Objective and factual • Clear and free from jargon • Open for discussion • Considers the cultural background of the parent 	S25
K8	<p>Statutory guidance for working with children who have SEND include:</p> <ul style="list-style-type: none"> • Early Years Foundation Stage Framework • SEND code of practice 0-25 years 2018 • Children and Families Act 2014 • Equality Act 2010 	K20			
K9	<p>Parents, Carers and Health professionals include:</p> <ul style="list-style-type: none"> • Speech and Language Therapist • Health Visitor • Physiotherapist • Educational Psychologist • SENco • Local Authority SEND / CAMHS team • Sensory support • Social worker • Play therapist <p>Partnership working methods to include:</p> <ul style="list-style-type: none"> • Messages • Newsletters • Online trackers • Suggestion box • Displays • Sharing of information • Phone calls • Start /End of day feedback • Parent sessions • Sharing of information 	K21			

MODULE E - WORKING WITH OTHERS AND CONTINUAL PROFESSIONAL DEVELOPMENT

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K1	Identify own role and expected behaviours in the team	K23	S1	Obtain and use feedback, mentoring and supervision comments to develop a continuing professional development plan	S21
			S2	Work co-operatively with colleagues, other professionals and agencies	S22
K2	Identify the roles of colleagues and their expected behaviours within the team	K23	S3	Work with colleagues to provide an enabling environment	S13
K3	Describe how to access workplace policies and procedures and your own responsibilities and accountabilities relating to these	K24	S4	Work alongside parents and/or carers	S23
K4	Outline the roles and responsibilities of other agencies and professionals	K28	S5	Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development	S24
K5	Define the term "reflective practice"	K27	S6	Demonstrate how to share information with parents and carers	S25
K6	Describe the importance of reflective practice and continued professional development	K27			

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	<p>Expected behaviours in the setting:</p> <ul style="list-style-type: none"> • Meet the needs of every child • Provide enabling and inclusive environments • Develop trusting working relationships • Have good communication skills • Be professional at all times • Be teamed focused • Work in a non-discriminatory way • Be a reflective practitioner • Be honest and open • Share responsibility • Share knowledge and expertise • Positive role model • Meet the EYFS standards • The voice of the child 	K23	S1	<p>Activities to include:</p> <ul style="list-style-type: none"> • Strong working relationship with mentor • Work shadowing journal • Clear understanding of the role, settings structure and daily routine • Research into future plans and career • Written feedback from mentor • Complete a SWOT analysis • Complete a Continuing Professional Development plan • SMART targets 	S21
K2	<p>Roles to include:</p> <ul style="list-style-type: none"> • Head of centre / Manager • Deputy manager • SENCO • Designated safeguarding lead • Family support worker • Room leader • Qualified Level 3 Practitioner • Early Years teacher 	K23	S2/ S3	<p>Working cooperatively with others, to include:</p> <ul style="list-style-type: none"> • Excellent Communication skills • Follow policies and procedures • Activity planning • Professional relationship • Consistency in practice • Roles and responsibilities • Share ideas • Work to each person's strengths • Effectively manage conflict 	S22 S23
K3	<p>Workplace policies and procedures:</p> <ul style="list-style-type: none"> • Behaviour policy • Health and Safety • Safeguarding • British Values • Equal opportunities 	K24	S4	<p>Work alongside parents and carers to support:</p> <ul style="list-style-type: none"> • Baby/ Child's Health • Parent / carer activities and workshops • Information • Healthy menus and snacks • Hydration • Signs and symptoms • Indoor and outdoor activity space • Daily outdoor activities 	S23

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4	Statutory Professionals/ Agencies: <ul style="list-style-type: none"> • OFSTED • Environmental Health Non-Statutory Professionals/ Agencies: <ul style="list-style-type: none"> • Health visitor • GP • Social worker • Speech therapist • Area SENCO 	K28	S5	Parents should take an active role with their children's play, learning and development, to include: <ul style="list-style-type: none"> • Encourage play and stay sessions • Outdoor activity area • All weather play • Forest School • Shared observations and planning with parents • Regular developmental meetings • Home Learning • Clear explanations of activities • Practical and family focused activities 	S24
K5	Reflective practice should reference: <ul style="list-style-type: none"> • Gibbs: Reflective cycle • Kolb: Learning cycle 	K27	S6	Information to be shared with parents/carers: <ul style="list-style-type: none"> • General Regular feedback on a daily basis • Provide written information such as newsletters, noticeboards, and policies • Report any accidents • Share setting policies • Volunteers in setting 	S25
K6	Continuing professional development to include: <ul style="list-style-type: none"> • The benefits of reflective practice • How to use feedback for own learning goals • SWOT analysis • Appraisal • Self-Evaluation • Write a CPD plan 	K23			

MODULE F – BEHAVIOURS

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

End-point Assessment Coverage

The end point assessment for this standard includes two assessments.

- 1) Professional discussion with an underpinning portfolio

MODULE	CRITERIA
A	K4, K5, K6 S1, S2, S3, S4, S5
B	K1, K3, K4 S1, S2, S3, S4, S5, S6, S7, S8
C	K2, K3, K5, K6 S1, S2, S3, S4
D	K1, K2, K4, K5, K6 S1, S2, S3, S4, S5
E	K1, K2, K3, K5, K6 S1, S2, S3, S4, S5, S6
F	B1, B2, B3, B4, B5, B6, B7

2) Multiple-choice question paper

MODULE	CRITERIA
A	K1, K2, K3, K7, K8, K9
B	K2, K5, K6, K7
C	K1, K4
D	K3, K8, K9
E	K4

Assessment Overview

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale, Fail, Pass or Distinction. The End-point Assessor will make the final decision as to whether the standard has been met or not.

All apprentices must participate in all elements of the End-point Assessment and achieve a minimum of a pass for each component.

ASSESSMENT METHOD	ASSESSED BY	WEIGHTING	GRADE
Professional discussion underpinned with portfolio	Independent Assessor	50%	Fail, pass, distinction
Knowledge Test	40 question Computer based test	50%	Fail, pass, distinction

Assessment method 1: Professional discussion

To pass this assessment, apprentices must meet all pass grading statements. To get a distinction, apprentices must meet all pass and all distinction grading statements.

Assessment method 2: Knowledge Test

The following grade boundaries apply to the test:

GRADE	MINIMUM MARK	MAXIMUM MARK
Distinction	32	40
Pass	26	31
Fail	0	25

Apprentices must pass each section of the test to pass overall.

Re-Assessment

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action. An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. The timescales for a resit/retake is agreed between the employer and IAO. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat/retaken. Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the IAO determines there are exceptional circumstances requiring a re-sit or re-take, or a list of the re-sit costs, please see the Innovate website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

Grading

Overall EPA grading

Both EPA methods must be passed for the EPA to be passed overall. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. Apprentices must gain a pass in both methods to be awarded a pass. Apprentices must gain a distinction in both the professional discussion and the test to be awarded a distinction. EPAOs must combine the individual assessment method grades to determine the overall EPA grade. Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

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

ASSESSMENT METHOD 1	ASSESSMENT METHOD 2	OVERALL GRADING
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Fail	Fail
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the Level 2 Early Years Practitioner standard is Ofqual. The external quality assurance organisation may require access to an apprentice's assessments, and they may require to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

www.innovateawarding.org/apprenticeshipstandards

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