



ASSESSMENT SPECIFICATION

Level 3
Early Years Educator

Change Control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org.

VERSION NUMBER	DATE UPLOADED	AMENDMENT	PAGE AFFECTED

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Early Years Educator standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

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Introduction

Innovate Awarding

Innovate Awarding Organisation (IAO) is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation (AO) with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment (EPA) and qualification services in a number of sectors. We provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment. We will conduct the End-point Assessment for the **Level 3 Early Years Educator** apprenticeship standard.

For further information, please visit:

www.innovateawarding.org/apprenticeship-standards/end-point-assessment

Apprenticeship Overview

Overview of the standard including what's involved and key elements of the standard.

Sector	Education and Childcare
Standard Name	Level 3 Early Years Educator
Standard Reference	ST0135
Programme Duration	18 months
Minimum Time on Programme	12 months
EPA Duration	3 months
EPA Methods	<ul style="list-style-type: none"> • Knowledge Test • Professional Discussion underpinned by a Portfolio
Grading	Fail, Pass, Distinction
External Quality Assurance Provider	Ofqual

Who is the apprenticeship for?

The Level 3 Early Years Educator (EYE) Apprenticeship is ideal for someone looking to pursue a career as an Early Years Educator, Nursery Teaching Assistant, Nursery Nurse, Supervisor, or Child Minder. This apprenticeship is suitable for someone already working in or someone looking for a career in an early year's childcare and education setting. The individuals undertaking this apprenticeship will have a key role in ensuring that young children, aged 0-5 years old, learn and develop and are kept healthy and safe. The Early Years Educator will make a positive contribution to the health, development and wellbeing of those children under their care, whilst supporting children's physical, social, emotional, cognitive and language development so that children reach their full potential.

Support Materials

Support materials that we will provide include:

- Assessment Journey
- Assessment Specification
- Portfolio Evidence Locator
- Apprentice Guidance
- Mock Professional Discussion Record
- Mock Knowledge Tests

On Programme Journey

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.

Gateway

To progress through Gateway the apprentice must have completed:

- Level 3 Diploma in Early Learning and Childcare (Early Years Educator)
- Level 3 Award in Paediatric First Aid or Level 3 Award in Emergency Paediatric First Aid or a first aid course delivered by a voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive
- Level 2 English and Maths
- Portfolio of Evidence to support the Professional Discussion

The apprentice must submit their Portfolio of Evidence to the EPAO ahead of the End-Point Assessment (EPA). The employer and/or training provider will review the Portfolio of Evidence to ensure that the apprentice has completed all the assessment plan criteria.

To reach Gateway the employer, training provider and apprentice must agree that all training has been completed. This will be confirmed at the Gateway meeting and evidenced on EPA Pro, notifying Innovate Awarding that the apprentice is ready for their End-point Assessment

Portfolio of Evidence

Apprentices are required to submit a Portfolio of Evidence to the EPAO ahead of the EPA. The Portfolio of Evidence must adhere 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.
- The Portfolio of Evidence cannot include reflective accounts of witness testimonies. Where video-recorded observations are included in the portfolio, time should be scheduled for the Independent Assessor to view these at the employer's premises prior to the Professional Discussion.
- The Portfolio of Evidence 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 adhere to the following requirements:
 - 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.

Assessment Criteria Mapping

Knowledge Criteria		Knowledge Test	Professional Discussion underpinned by a Portfolio
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.	✓	
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.		✓
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.	✓	✓
K16	How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.		✓

Skills Criteria:		Knowledge Test	Professional Discussion underpinned by a Portfolio
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.		✓
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 Criteria:		Knowledge Test	Professional Discussion underpinned by a Portfolio
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.		✓

End-point Assessment

The End-point Assessment tests the knowledge, skills, and behaviours that an apprentice has acquired during their training. EPA demonstrates the competence of an apprentice in their role as an Early Years Educator. This competence is valued by current and future employers.

What will the End-point Assessment look like?

A planning meeting will take place once gateway has been passed and the apprentice has been deemed ready for End-point Assessment.

The purpose of the planning meeting 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)

This meeting is conducted remotely.

What is the Knowledge Test?

The knowledge test consists of a multiple-choice test which is an effective way of assessing the associated knowledge and skills for the occupation of the Early Years Educator. Within this apprenticeship there is a substantial quantity of theories, psychological practices and safeguarding knowledge to test and assess before competence can be confirmed.

The multiple-choice test will consist of 35 closed response questions. The apprentice has a maximum of 60 minutes to complete the test. The apprentice must correctly answer 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 safeguarding (K15).

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

What is the Professional Discussion underpinned by a portfolio?

Professional Discussion:

The professional discussion will be conducted and assessed by an Independent Assessor. It is structured to draw out the best of the apprentice's competence and excellence to cover the KSBs assigned to this activity. It will involve questions that will focus on coverage of prior learning or activity.

Prior to the professional discussion, the independent assessor will 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 will 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.

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 have access to the portfolio during the discussion.

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)

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.

Knowledge, Skills and Behaviours Criteria

Knowledge Criteria	Delivery Guidance	Assessment Method
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.	<p>The sequence of development for physical, social and emotional, cognitive and language development for the following age groups:</p> <ul style="list-style-type: none">• Birth to 11 months• 8 to 20 months• 16 to 26 months• 22 to 36 months• 30 to 50 months• 40 to 60+ <p>Development of children from age 5 to 7 to include all areas of growth and development.</p> <p>Factors influencing growth, may include:</p> <ul style="list-style-type: none">• Family circumstances• Genetics• Environment• Nutrition• Physical exercise• Stimulation• Cultural influences <p>Areas of learning, such as:</p> <ul style="list-style-type: none">• Literacy - phonics, reading, early mark making, writing.• Mathematics - numbers, shape, space, measure.• Understanding of the world - technology, early science, how things work.• Expressive arts and design, imagination, using materials, creativity.• Communication and language.• Physical development.• Personal, social and emotional development.	Knowledge Test

Knowledge Criteria	Delivery Guidance	Assessment Method
K2 The significance of attachment and how to promote it effectively.	<p>Attachment theory includes:</p> <ul style="list-style-type: none"> • Theorists such as: <ul style="list-style-type: none"> - Mary Ainsworth - John Bowlby - Mary Main - Judith Solomon - Harry Harlow - James Robertson - Rudolph Schaffer and Peggy Emerson • Attachment styles: <ul style="list-style-type: none"> - Avoidant insecure attachments - Secure attachments - Resistant insecure attachment - Disorganised infant attachment theory - Multiple attachment theory <p>How to promote positive attachments, for example: being responsive, open and honest, consistent, warm and compassionate, treating all children as individuals, understanding preferences of individual children, key worker system.</p>	Knowledge Test and Professional Discussion

Knowledge Criteria	Delivery Guidance	Assessment Method
<p>K3 A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.</p>	<p>A range of theories and philosophical approaches that underpin how children learn and develop and their influence on practice, for example including:</p> <ul style="list-style-type: none"> • Operant Conditioning (Skinner) • Chris Athey • Chomsky • Bowlby • Freud • Erikson • Kohlberg • Bandura • Vygotsky • Pavlov • Bronfenbrunner • Gardner • Information processing theory • Reggio Emilia • Montessori • Forest Schools • High Scope • Te Whariki • Cognitive (Piaget) • Humanist (Maslow) <p>The influence on practice of these theories and philosophical approaches, which may include:</p> <ul style="list-style-type: none"> • Natural Play • Curiosity • Anna Ephgrave – “In the moment” • Alistair Bryce Clegg • Curiosity Approach • Progressive <p>Formative and summative assessment and how assessment of children is done in the early years setting.</p>	<p>Knowledge Test</p>

Knowledge Criteria	Delivery Guidance	Assessment Method
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.	Stage of development and individual circumstances, such as: <ul style="list-style-type: none"> • Moving school • Birth of a sibling • Family breakdown • Adoption and care • Social • Economic • Cultural • Disadvantage • Gender • Provision and allocation of resources • Disability • Family expectations • Environmental • Premature birth • Genetic abnormality • Lack of attachment 	Knowledge Test and Professional Discussion
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	The child centred approach: <ul style="list-style-type: none"> • Providing an inclusive environment • Supporting positive self-image • Role modelling Key features and principles of legislation which relates to equality and diversity, such as: <ul style="list-style-type: none"> • Equality Act 2010 Human Rights Act 1998 • Early Years Foundation Stage 2021 • Children and Families Act 2014 • Special educational needs and disability (SEND) code of practice 0 – 25 years January 2015 • Early years: guide to the 0 to 25 code of practice September 2014 • Legislation relevant to parental rights and responsibilities. The effects of discrimination on the development of the child and their family, for example, poverty, low self-esteem, lack of achievement, behavioural issues.	Knowledge Test and Professional Discussion
K6 The importance to children's holistic development of: - speech, language and communication - personal, social and emotional development and physical development.	The holistic development concept sees each child as a whole person – physically, intellectually, emotionally, socially, culturally, morally and spiritually.	Knowledge Test

Knowledge Criteria	Delivery Guidance	Assessment Method
<p>K7 Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.</p>	<p>Strategies for developing early literacy and mathematics, may include:</p> <ul style="list-style-type: none"> • Dedicated area for reading and storytelling. • Resources and notebooks for early mark making. • Communicating with children. • Encouraging children to write. • Supporting parents with reading to their child. • How to support children that are bilingual. • Talking and telling stories. • Mark making on hard surfaces and walls with a range of tools and resources. • Share stories at mealtimes. • Follow a set of instructions. • Record children telling their own stories. • Provide different reading material to meet different learning styles. <p>Different components of maths, may include:</p> <ul style="list-style-type: none"> • counting • deep understanding of the numbers 1-10 • spatial reasoning • shape, space and measure • patterns and relationships <p>How to promote mathematical development for example, number activities, games, such as dominoes, shapes and numbers in the environment, rhymes and songs, include numbers in conversations, counting 1 to 10.</p>	<p>Knowledge Test</p>

Knowledge Criteria	Delivery Guidance	Assessment Method
<p>K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p>	<p>Transitions here includes significant events, such as:</p> <ul style="list-style-type: none"> • Death • Moving to a new house • Divorce • New sibling • Disadvantage • Moving school • New parent • Fostering and adoption • Disability • Illness and mental health <p>Signs of concern, for example:</p> <ul style="list-style-type: none"> • Anger • Withdrawn • Tearful • Clingy • Crying • Despondent • Aggressive • Difficulties with learning • Difficulties socialising <p>The role of the adult here is to:</p> <ul style="list-style-type: none"> • carry out detailed observations. • work in partnership with colleagues and parent/ carer. • provide activities for children to work through and discuss their problems. • refer to agencies if needed. • monitor situations. <p>Consideration may need to be given to:</p> <ul style="list-style-type: none"> • reasons why children may behave in a particular way for example, the influence of different social, cultural and/or family expectations on children. • reflecting on own practice, do the children you interact with seem interested and stimulated? <p>Strategies for dealing with behaviour in this context, may include:</p> <ul style="list-style-type: none"> • Reward systems • Star charts and stickers • Role modelling • Praise and encouragement of positive behaviour 	<p>Knowledge Test and Professional Discussion</p>

Knowledge Criteria	Delivery Guidance	Assessment Method
	<p>Ways to deal with conflict, may consider:</p> <ul style="list-style-type: none">• Approach calmly, stopping any hurtful actions.• Acknowledge children's feelings.• Gathering information – ask for information from each child involved.• Restate the problem.• Ask for ideas for solutions and choose one together.• Be prepared to give follow-up support.	

Knowledge Criteria	Delivery Guidance	Assessment Method
<p>K9 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p>	<p>The Early Years Foundation Stage EYFS and the national curriculum requirements for children aged 5 – 7 include:</p> <ul style="list-style-type: none"> • What is meant by children “learning by doing”? • How children learn through play, exploring, active learning, creating and thinking critically. • Types of play, stages play, benefits and age-appropriate experiences. • Where to access information about children’s learning and development. • The different stages of play, for example, solitary, parallel, cooperative, age and stage appropriate provision. • The nature and importance of positive adult child interactions. • When additional intervention is necessary to ensure a child’s continuing progress. • Prime and specific areas of development in the EYFS to include: <ul style="list-style-type: none"> - Communication and Language - speaking, listening, understanding. - Physical Development - moving and handling, fine and gross motor skills. - Personal social and emotional development - confidence, self-esteem, feelings, behaviour. <p>Area of learning and development, such as:</p> <ul style="list-style-type: none"> • Literacy - phonics, reading, early mark making, writing. • Mathematics - numbers, shape, space, measure. • Understanding of the world - technology, early science, how things work. • Expressive arts and design - imagination <p>How to support early literacy and mathematical skills in the early years, for example:</p> <ul style="list-style-type: none"> • Counting 1-10 • Mathematical language: greater, less, heavier • Reading goes from left to right 	<p>Knowledge Test</p>

Knowledge Criteria	Delivery Guidance	Assessment Method
	<p>The themes and principles of the EYFS, to include:</p> <ul style="list-style-type: none">• A unique child.• An enabling environment.• Positive relationships.• Children learn in different ways.• The principles and aims of the EYFS.• School readiness, reducing inequality, health and safety and safeguarding.• The early learning goals and how they relate to individual children.• The requirements of assessment at aged 2 year and EYFS profile assessment.• The benefits of adult and child-initiated play.	

Knowledge Criteria	Delivery Guidance	Assessment Method
<p>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.</p>	<p>The different types of Special Educational Needs Development (SEND) and where to find support when a child's progress is less than expected in areas, such as:</p> <ul style="list-style-type: none"> • Speech and Language • Physical Needs • Neurological problems - Autism, ADHD, epilepsy <p>Where a child's welfare needs are not being met, for example:</p> <ul style="list-style-type: none"> • Lack of stimulations • Transitions • Family structure • Domestic abuse • Poverty • Drug and alcohol abuse in the family • Housing <p>The role of a SENCO in an early years' setting, for example:</p> <ul style="list-style-type: none"> • Making sure everyone in the setting knows their responsibilities for children with additional needs. • Supporting colleagues. • Working with other professionals. • What is meant by multi-disciplinary teams. • Different professionals both internally and externally that may be used in partnership working. • Benefits of working cooperatively with others. • Limitations of own role when working with children with additional needs. 	<p>Professional Discussion</p>

Knowledge Criteria	Delivery Guidance	Assessment Method
K11 The importance of undertaking continued professional development to improve own skills and early years practice.	<p>The importance of:</p> <ul style="list-style-type: none">• undertaking continual professional development to improve own skills and early years practice.• the benefits of continual professional development.• stages that need to be included when setting objectives. <p>The importance of reflective practice, may include:</p> <ul style="list-style-type: none">• Gibb's Reflective Practice.• The principles of reflective practice.• The benefits of reflective practice in the early years setting.• The role of reflective practice in the early years setting.• How reflective practice improves practice for babies and children.• How to reflect on practice, what went well, what could be improved, what should be done differently next time.• How to set targets using SMART objectives.	Knowledge Test

Knowledge Criteria	Delivery Guidance	Assessment Method
<p>K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p>	<p>The current legal requirements and guidance, for children aged 0-5 years, in relation to safeguarding legislation:</p> <ul style="list-style-type: none"> • Working Together to Safeguard Children 2018 (2020) • Children and Families Act 2014 • The Children Act 1989 (2004,2006) • The Early Years Foundation Stage Framework 2017 (2021) • Keeping Children Safe in Education 2015 (2021) • Data Protection Act (2018) and General Data Protection Regulation (GDPR) • United Nations Convention on the Rights of the Child • Prevent duty guidance for England, Scotland and Wales 2015 (2021) • What to do if you are worried a child is being abused (2015) • Safeguarding children and protecting professionals in early years settings: online safety considerations for managers (2019) • Government guidance on the prevention of Female Genital Mutilation (FGM) 2013 (2020) • Public Interest Disclosure Act 1998 <p>The requirements for:</p> <ul style="list-style-type: none"> • Safeguarding of children • Health and Safety • Child protection • Security of the setting • Multi-agency working (e.g., health visitors, social workers, family support workers, child psychologist, police, GP.) • Storage and sharing of confidential information • Local Safeguarding Partners (LSP) 	<p>Knowledge Test and Professional Discussion</p>

Knowledge Criteria	Delivery Guidance	Assessment Method
K13 Why health and wellbeing is important for babies and children.	<ul style="list-style-type: none">• What is meant by health and wellbeing?• The benefits of positive care on the health and wellbeing of children.• The impact on children and their families if we fail to meet the health and wellbeing needs of babies and young children.• The role of the early years practitioner in promoting the health and welfare of the child.	Knowledge Test
K14 How to respond to accidents, injuries and emergency situations.	<ul style="list-style-type: none">• Definition of emergency situations and how to respond.• Definition of non-emergency injuries and how to respond.• When and how to seek emergency help.• How to report and record information when accidents or emergency occur.	Knowledge Test

Knowledge Criteria	Delivery Guidance	Assessment Method
<p>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.</p>	<ul style="list-style-type: none"> • The needs of the child. • Child Centred Approach. • Arrival and departure procedures of children, parents, staff and visitors. • Documents for recording injuries on arrival. • Documents used to record concerns and incidents. • Indoor and outdoor security. • Use of e-technology for recording personal information and photographs. • Use of mobile phones. • The role of the Designated Safeguarding Lead. • Disclosure and Barring Service (DBS). • Intimate physical care routines. • Off site visits. • Whistleblowing. • Prevent Duty. • Parent partnership working. • Working with external partnership working. • Confidentiality, safe storage and the sharing of information. • The lines of reporting suspected abuse. • Safe environment. • Allegations against self. <p>The importance of Local or National Child Safeguarding Practice Reviews that have influenced legislation, policies and procedures.</p> <p>The signs and symptoms of a child who is in danger or at risk of abuse, may include:</p> <ul style="list-style-type: none"> • Neglect • Physical • Sexual • Emotional • Domestic • Female Genital Mutilation • Online abuse • Self-harm <p>May consider in addition:</p> <ul style="list-style-type: none"> • Grooming • Exorcism • Child Sexual Exploitation • Bullying • Cyberbullying • Child trafficking • Radicalisation • Munchausen's syndrome by Proxy 	<p>Knowledge Test and Professional Discussion</p>

Knowledge Criteria	Delivery Guidance	Assessment Method
	<p>Behaviour changes, age and stage of development.</p> <p>The role of the Early Years Educator in the disclosure of abuse, for example:</p> <ul style="list-style-type: none"> • Duty of care • Observation of the child • Active listening • Allegations of abuse made by the child • Remaining calm • Sharing of information • Reporting information • Multi-agency working • Parent and child rights • Whistleblowing • Court orders 	
<p>K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.</p>	<p>Preventing and controlling infection may include:</p> <ul style="list-style-type: none"> • Regulation, legislation and guidance that applies to the prevention and control of the spread of infection. • Common childhood illness, their signs and symptoms. • How infections can be spread in the early years setting. • How the early years setting controls and prevent the spread of infection to include best practice for hand washing, use of PPE such as plastic gloves, aprons, waste disposal. • Policy and procedures for food hygiene. 	Professional Discussion

Skill Criteria	Delivery Guidance	Assessment Method
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.	Methods can include: <ul style="list-style-type: none"> • Narrative • Checklist • Snapshot • Photo • In the moment • Two Year check Individual circumstances, such as: <ul style="list-style-type: none"> • Children learning English as an additional language • Cultures • Poverty • Environment • Access to outdoor areas • Family Circumstances 	Professional Discussion
S2 Promote equality of opportunity and anti-discriminatory practice	Everyday activities, such as: <ul style="list-style-type: none"> • 1:1 activity • Group activities • Celebrations • Displays • Music and dance • Stories • Resources • Symbols in the environment • Supporting children who are bi-lingual • Translating text for parent who have English as a second language • Ensure all children have access to all resources • Adapt resources for those who have additional needs • Extend activities for children that are gifted • Celebrate differences • Approach every activity and task in a non-judgemental way • Champion diversity – promote inclusive practice in the workplace • Challenge others who do not follow the ethos of equality of opportunity and diversity in the setting 	Professional Discussion

Skill Criteria	Delivery Guidance	Assessment Method
<p>S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p>	<ul style="list-style-type: none"> • Use observations to create an individual learning plan for each child that reflects their needs. • Build positive relationships with each child. • Provide activities and experiences that meet the needs and interests of the children. • Provide resources that are stimulating and challenging and are easily accessible by the child. • Provide extension activities for children who need more challenge. • Arrange indoor and outdoor space so that it gives the child the opportunity to make choices, explore, be creative and practice skills. • Create spaces that let children have quiet times on their own. • Give children time to play without interruption. 	<p>Professional Discussion</p>
<p>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.</p>	<p>Providing in the setting, age and stage appropriate:</p> <ul style="list-style-type: none"> • Activities • Routines • Experiences <p>Form secure attachments with children who are new to the setting through:</p> <ul style="list-style-type: none"> • Feeding • Physical contact • Comfort • Key worker system • Settling in routines • Building a relationship with the children • Time and care • Sensitivity and responsiveness • Eye contact • Work collaboratively and in partnership with parents and colleagues 	<p>Professional Discussion</p>

Skill Criteria	Delivery Guidance	Assessment Method
S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	<ul style="list-style-type: none"> • For children aged 0-5 years plan learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children. • Assess the development of children aged 0-5 years following the procedures of the setting. • Observe children's progress and make plans for the next stages in their learning and development. • Following the policies and procedures of the setting, carry out formative and summative assessment on children aged 0-5 years. • Provide accessible information for parents and other colleagues. • Adapt written and verbal communication depending on the audience. • Apprentices could evidence the use of age-related expectations in planning of activities. 	Professional Discussion
S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	<ul style="list-style-type: none"> • Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of the current early years' education curriculum requirements. • Observe a range of children measuring their progress against the early learning goals. • Have the opportunity to complete a two-year progress check and a final EYFS profile. 	Professional Discussion
S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	<p>Develop and extend children's learning and thinking, for example by providing appropriate stimuli, using open ended questioning, and commenting on children's actions/observations.</p> <p>Demonstrate periods of sustained shared thinking with individual children or groups of children where they 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.</p>	Professional Discussion

Skill Criteria	Delivery Guidance	Assessment Method
S8 Support and promote children's speech, language and communication development.	<p>Support and promote children's speech, language and communication, for example:</p> <ul style="list-style-type: none"> • Listening • Giving attention • Eye contact • Phonics • Turn taking • Pitch and tone • Introducing new words and concepts • Discussion groups • Question and answering sessions • Open ended questioning throughout the day • Positive body language • Provide symbols in the environment • Songs and music • Early mark making activities • Stories and books • Puppets <p>Encourage the use of communication aids for those that need additional support.</p> <p>Different methods of communicating – letters, email, records, reports, team meetings minutes for parents, colleagues and other professionals, always following the policies and procedures of the setting for data protection.</p>	Professional Discussion
S9 Support children's group learning and socialisation.	<p>Encourage children to:</p> <ul style="list-style-type: none"> • listen to each other. • share ideas. • respect each other's viewpoint. • make suggestions. • make friends. 	Professional Discussion
S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.	<ul style="list-style-type: none"> • Act as a positive role model promoting positive behaviour. • Follow the procedures of the setting. • Promote positive behaviour expected of children and encourage turn taking. • Act professionally and lead by example. • Set boundaries for behaviour in collaboration with the child/ren. • Provide a positive environment that encourages children to share, taking turns and listening to each other. 	Professional Discussion
S11 Support children to manage their own behaviour in relation to others.	This includes managing conflict between children.	Professional Discussion

Skill Criteria	Delivery Guidance	Assessment Method
S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Encourage the use of communication aids for those that need additional support.	Professional Discussion
S13 Carry out and record observational assessment accurately.	<p>Observation methods will vary in different settings, may include:</p> <ul style="list-style-type: none"> • Free description • Checklist • Target Child • Sociogram • Digital recordings • Event Sample • Time Sample • Post-it notes • Photographs <p>The importance of observations being objective, clear, reliable and valid, may include:</p> <ul style="list-style-type: none"> • Age of child • Number of children • Context/activity • Analyses and recommendations • Refer to theory • Link findings to activity plan 	Professional Discussion
S14 Identify the needs, interests and stages of development of individual children.	See Delivery Guidance for S5.	Professional Discussion
S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	<p>Importance of observations in the early years setting, may include:</p> <ul style="list-style-type: none"> • Linking theory to practice • Early identification of any issues • To plan activities • To reflect on practice • To understand behaviour to enable focus on areas of concern • To assess progress overall 	Professional Discussion
S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	See delivery guidance for S15.	Professional Discussion

Skill Criteria	Delivery Guidance	Assessment Method
<p>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.</p>	<p>Carry out a range of detailed observations for children who are having trouble. The data collected will inform next steps and planning.</p> <p>An example of this is completing children's observational assessments and communicating with parent/carers.</p> <p>Communicate clearly with parents and other professionals to support the needs of children.</p> <p>Support children to express vocabulary and develop own narratives and explanations.</p> <p>Provide updates to parents and colleagues on the progress of children in the setting, adapting communication to meet the needs of the receiver. Work cooperatively with colleagues and other professionals to meet the needs of babies and children to enable them to progress.</p>	<p>Professional Discussion</p>
<p>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).</p>	<p>The professional development and reflective practice are to improve own skills, practice, and subject knowledge (for example, Literacy, Numeracy, ICT skills, sustained shared thinking, different approaches to learning and development).</p> <p>Actively seek new opportunities to develop that have a positive impact on the learning outcomes for children, such as:</p> <ul style="list-style-type: none"> • Keep a reflective journal which is updated regularly. • Produce SMART objectives. • Keep a professional development log of all the professional training you. • Undertake whilst at work or outside of your organisation. • Mentoring and support colleagues or new members of staff. 	<p>Professional Discussion</p>

Skill Criteria	Delivery Guidance	Assessment Method
S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child	Physical care routines suitable to the age and stage of the child, including: <ul style="list-style-type: none"> • Nappy changing • Oral health • Mealtimes and snacks • Tidying up routine • Story time • Hand washing • Food hygiene • Toilet training • Application of prescribed creams • Home time routine • Self registration • Sleep routines 	Professional Discussion
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.	Consider: <ul style="list-style-type: none"> • Safety • Records checked for allergies and intolerances • Restrictions both socially and culturally • Portion sizes • Balanced and nutritious Plan and implement activities with children which promotes healthy eating, such as: <ul style="list-style-type: none"> • Cooking • Setting the table • Growing vegetables or seeds • Chopping and cutting 	Professional Discussion
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.	Undertake tasks throughout the day to ensure the prevention and control of infection, such as: <ul style="list-style-type: none"> • Hand washing • Nappy changing • Safe food preparation and hygiene • Dealing with spillage safety • Safe disposal of waste • Use the correct personal protective equipment (PPE) 	Professional Discussion
S22 Carry out risk assessment and risk management in line with policies and procedures.	<ul style="list-style-type: none"> • Identification of risk and hazard in the early years setting. • Identification of who could be harmed. • Precaution to be taken to minimise risks. • How precautions will be implemented. • A review and update on implementation. • Record all risk assessments clearly, factually and objectively. 	Professional Discussion

Skill Criteria	Delivery Guidance	Assessment Method
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.	Examples of records may include: <ul style="list-style-type: none"> • Observation on children • Records of attendance • Discussions recorded with parents • Accident forms • Medication records • Complaints book • Photographs/videos • Emails 	Professional Discussion
S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Consideration required on: <ul style="list-style-type: none"> • not keeping information confidential if there is a possibility of harm. • always adhering to the policy and procedures of the setting. • always operating within the limits of your own role. • challenging colleagues when practice is poor. • adhere to correct staff to child ratios to maintain safety in differing circumstances. 	Professional Discussion
S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress	Work with different types of professionals, both internally and externally, for example, speech therapist, doctor, health visitor, area SENCO, Head of centre, considering that they: <ul style="list-style-type: none"> • act professionally. • provide signposting of services to parents and others in your setting. • work within the limits of your own role. • keep information confidential. • adhere to the legislation and the policies of the setting with regards to the storage and sharing of information. 	Professional Discussion
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.	Work consistently with a range of parents in the setting to form partnerships through: <ul style="list-style-type: none"> • operating a key worker system. • having regular meetings with parents. • providing feedback as and when parents request it. • having an open-door policy. • sharing information securely. • acceptance of different parenting styles. • listening and valuing each individual parent. 	Professional Discussion

Skill Criteria	Delivery Guidance	Assessment Method
S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.	Provide consistent encouragement through: <ul style="list-style-type: none"> • regular feedback. • sharing information daily. • inviting parents into the setting to share their stories. • celebrating the achievements of children. • sending books home for parents to read with their child. • keeping parents informed and updated on daily, weekly, monthly activities and routines newsletters. 	Professional Discussion

Behaviour Criteria	Delivery Guidance	Assessment Method
B1 Care and compassion	Provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.	Professional Discussion
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.	Professional Discussion
B3 Honesty, trust and integrity	Develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.	Professional Discussion
B4 Commitment	Improving the outcomes for children through inspiration and child-centred care and education.	Professional Discussion
B5 Work in a non-discriminatory way	Being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.	Professional Discussion
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.	Professional Discussion

Grading of the EPA methods

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 correctly answer 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	Fail	Pass
Pass	23	35
Fail	0	22

Assessment method 2: Professional Discussion underpinned by a Portfolio of Evidence

KSBs	Fail	Pass	Distinction
	Does not meet the pass criteria.	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.
S10, S11		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 positive effect on children's behaviour as a result.	Provides evidence of having used more than two behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour.
S26, S27, K2, K4, K8, S16, B1, B2, B3, B4		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, wellbeing, 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		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		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		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 successfully engaged, enthused and motivated children to learn.

KSBs	Fail	Pass	Distinction
S6, B1, B4		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		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		Uses effective strategies that deepen 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		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		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		Maintains accurate and coherent records and reports.	
S13		Carries out and records appropriate observational assessment accurately across a range of contexts.	Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependent on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.
S23, K15, B3		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		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.	

KSBs	Fail	Pass	Distinction
S12, K8, K10, B5		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		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		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		Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity.	
S8, B4		Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.	
S19, K16, B1		Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.	
S20, K16		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		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.

KSBs	Fail	Pass	Distinction
S18		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		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, for example parents, carers, professionals, children and children with additional needs.	
S22		Undertakes risk assessments within the setting.	

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	Professional Discussion underpinned by a Portfolio of Evidence	Overall Grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Fail	Distinction	Fail
Pass	Distinction	Distinction

Re-Assessment

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 method only.

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 re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

The timescales for a resit or retake are agreed between the employer and Innovate Awarding. 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. Where an assessment must be a re-sit, the maximum EPA grade is a pass.

For a list of the re-sit costs, please see the Innovate Awarding website. It is the responsibility of the employer and 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.

Results, Certifications, Appeals

For information on grading, certification and appeals, please visit:

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

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 Process.

External Quality Assurance

The external quality assurance organisation for the **Level 3 Early Years Educator** is Ofqual. Ofqual may require access to an apprentice's assessments and may need to speak to the apprentice directly. Innovate Awarding have a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

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

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