



Specification

Level 3 Early Years Educator v1.3, v1.4 and v1.5

Contents

Welcome to Innovate Awarding -----	1
The Apprenticeship Standard and Assessment Plan -----	2
The Apprentice -----	3
Off-the-Job Training -----	3
Gateway -----	4
Pre-Gateway Checks -----	5
Professional Recognition -----	5
Assessment Booking -----	5
Portfolio of Evidence Guidance -----	7
End-Point Assessment Methods -----	8
Assessment Method 1: Observation with questioning	8
Assessment Method 2: Professional discussion underpinned by a portfolio of evidence	9
Grading -----	10
Grading Descriptors -----	12
Assessment Method 1: Observation with questioning	12
Assessment Method 2: Professional Discussion, underpinned by a Portfolio of Evidence	16
Annex 1: Assessment Plan and Occupational Standard -----	21
Annex 2: Additional Information -----	22
Results and Certifications	22
Re-sits and Re-takes	22
Reasonable Adjustments, Special Considerations and Appeals	23
Support Materials	23
Use of Artificial Intelligence (AI) and referencing	23

Welcome to Innovate Awarding

Welcome to the Level 3 Early Years Educator Apprenticeship. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

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

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

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

About Innovate Awarding

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

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

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

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

The Apprenticeship Standard and Assessment Plan

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

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

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

The Level 3 Early Years Educator apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 18 months on-programme, working towards the Level 3 Early Years Educator Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

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

The EPA period will last three months, consisting of:

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

The Apprentice

The role of Early Years Educator is found in a range of maintained and private, voluntary, and independent settings such as full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, and local authority provision.

The broad purpose of the occupation is to provide high quality early education and care to children. Through an evidence-based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development, and care of children from birth to 5 in both indoor and outdoor environments.

In their daily work, an employee in this occupation interacts with children, parents, carers, colleagues, and wider multi agency professionals such as health visitors, early help services, social workers, and speech and language therapists. This includes supporting children with SEND.

An employee in this occupation will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children, and demonstrate a clear understanding of equality, diversity, and inclusion. Early years educators teach and facilitate children's learning play. They apply the observation, assessment, and planning cycle to support progress and children's development. An early years educator will act as the key person for one or more children within their setting. They may play a leadership role within the setting or may act under the supervision of a manager.

Off-the-Job Training

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

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

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

Examples of off-the-job training include:

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

Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 3 Early Years Educator Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

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

Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 3 Early Years Educator Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 18 months. They must also have:

- Achieved Level 2 English and Maths, if applicable
- Achieved Level 3 Paediatric First Aid or Emergency Paediatric First Aid
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 3 Early Years Educator
- Compiled, and be ready to submit, a portfolio of 12 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 3 Early Years Educator Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Professional Recognition

This apprenticeship aligns with Department for Education for Full and relevant at Level 3. To count within the ratios at level 3, staff holding an Early Years Educator qualification must also have achieved a suitable level 2 qualification in English. Setting managers must hold a suitable level 2 qualification in maths or must achieve one within two years of starting in the position. These are additional EYFS requirements that are independent of the apprenticeship requirements.

Assessment Booking

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

requirement for the employer to attend, however some employers may wish to be present for this meeting

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the end-point assessment (EPA) period, as well as providing information on certification and appeals.

The Level 3 Early Years Educator 30 minute planning meeting will book assessment timeslots for the:

- Observation with questioning
- Professional discussion underpinned by a portfolio

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

Portfolio of Evidence Guidance

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

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

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. You will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion
- The portfolio of evidence will contain typically 12 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested
- All evidence must be anonymised before submission and the employer's policies regarding the sharing of information must be followed
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this

Evidence sources may include:

- Workplace policies and procedures
- Witness statements and observation records from training providers, managers, and peer observations
- Case records, SEND records, and safeguarding records
- Risk assessments
- Records of continuous professional development

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

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

End-Point Assessment Methods

Assessment Method 1: Observation with questioning

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

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

Innovate Awarding must give the apprentice 2 weeks' notice of the observation with questioning.

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

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

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

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

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

The Innovate Awarding assessor will observe the following during the observation:

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

The observed session should form part of a normal working day for the apprentice, and should reflect their typical working practice.

The Innovate Awarding assessor must ask at least 5 questions.

The purpose of the questions is:

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

Questions must be asked after the observation. The total duration of the observation with questioning assessment method is 1 hour and 20 minutes and the time for questioning is included in the overall assessment time. The total time for the observation element is 50 minutes. The time allocated for questioning is 30 minutes. Follow-up questions are allowed where clarification is required.

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

Assessment Method 2: Professional discussion underpinned by a portfolio of evidence

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

The apprentice must have access to their portfolio of evidence during the professional discussion. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

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

- equality, diversity, and inclusion
- safeguarding
- relationships
- learning and child development
- continuous professional development

Innovate Awarding will give the apprentice one week's notice of the professional discussion.

The Innovate Awarding assessor must have at least one week to review the supporting documentation.

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

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

Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Merit
- Pass
- Fail

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

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

To achieve an overall distinction, the apprentice must achieve a distinction in both assessment methods.

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

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

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

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

Observation with Questioning	Professional Discussion underpinned by a Portfolio of Evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Merit
Pass	Distinction	Pass
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail

Grading Descriptors

Assessment Method 1: Observation with questioning

Theme: Risk management		
Knowledge, Skills, and Behaviours	Pass Descriptor	Distinction Descriptor
K5 The principles of risk assessment and management, and how to balance risks and benefits of activities for children.	Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others' safety, ensuring this practice is documented correctly. (K5, S3) Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)	None
S3 Apply the principles of risk assessment and risk management within documentation and practice.		
S4 Teach children to develop skills to manage risk and maintain their own and others' safety.		
Theme: Key person and attachment		
Knowledge, Skills, and Behaviours	Pass Descriptor	Distinction Descriptor
K10 The role and responsibilities of the key person.	Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensures support is supplied to	Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)
K21 How children experience change, transition, and significant events.		

S7 Undertake the role and responsibilities of key person.	children to help them understand their emotions and make considered choices about their behaviour.	
S9 Provide sensitive and respectful personal care for children from birth to 5 years.	(K10, S7, S10, S13, B2, B4, B5)	
S10 Advocate for all children's needs, including children which require SEND or EAL support.	Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure.	
S13 Support children to understand and respond to their emotions and make considered choices about their behaviours.	(S9)	
S17 Apply strategies that support children's ability to manage change, transition, and significant events.	Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure.	
B2 Child-centred and empathetic, valuing equality, diversity and inclusion, and the uniqueness of each child.	(K21, S17)	
B4 Caring, compassionate and sensitive.		
B5 Honest, open, respectful, and a role model.		

Theme: Learning and development		
Knowledge, Skills, and Behaviours	Pass Descriptor	Distinction Descriptor
K15 The development of social skills and maintaining relationships.	Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)	Responds to the needs of the child in the moment to adapt delivery and justifies the approach they take to meet the child's needs. (S18, S19, S20)
K22 The theories of play and its fundamental role in learning and development.		
K24 How, when, and why to conduct observation and assessment.		
K25 How the observation, assessment, and planning cycle is used to analyse and respond to children’s learning, development, and interests.	Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)	
K26 How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.	Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)	
S11 Promote and facilitate children’s interpersonal communication to develop their social interactions and relationships.		
S18 Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child’s needs and interests.		
S19 Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy.		

S20 Provide adult led opportunities and experience based on the setting's curriculum and pedagogy.		
B7 Playful and creative.		
Theme: Environments		
Knowledge, Skills, and Behaviours	Pass Descriptor	Distinction Descriptor
K17 The elements and characteristics of a wide range of enabling environments.	<p>Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15)</p> <p>Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)</p>	<p>Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisation's values and curriculum requirements. (K18, K20, S14)</p>
K18 How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.		
K19 How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able).		
K20 How the organisation's approach and values underpin the environment.		
K23 How children develop characteristics for effective learning.		
S14 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.		

S15 Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors.		
S16 Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.		

Assessment Method 2: Professional Discussion, underpinned by a Portfolio of Evidence

Theme: Equality, diversity, and inclusion		
Knowledge, Skills and Behaviours	Pass Descriptor	Distinction Descriptor
K1 The importance of equality, diversity and inclusion, and respecting children's social and cultural context.	Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12) Describes the legal rights of each child and how these legal rights are met according to the individual's current and	None
K6 The statutory and non-statutory frameworks and guidance for provision in early years including SEND.		
K7 The legal rights of each individual child according to their current and future needs.		

S12 Support children to develop a positive sense of their own identity and culture.	future needs. (K7) Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)	
Theme: Safeguarding		
Knowledge, Skills and Behaviours	Pass Descriptor	Distinction Descriptor
K2 Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.	Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3) Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)	Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)
K3 Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.		
K4 The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.		
S1 Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.		
S2 Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example,		

food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).		
B3 Vigilant and act with professional curiosity.		
Theme: Relationships		
Knowledge, Skills and Behaviours	Pass Descriptor	Distinction Descriptor
K8 The role of colleagues and multi-agency working to support the child.	Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6) Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1) Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)	None
K9 The role and responsibilities of the early years educator, including providing supervision to staff.		
K11 Theories and significance of attachment.		
K12 The importance of professional relationships and collaboration with parents, families, or carers.		
K13 The importance of professional relationships with colleagues, other organisations, and agencies.		
K14 The influence of all key individuals in children's lives on children's learning and development.		
S5 Use a range of communication methods, including technology, with		

other professionals to meet the individual needs of the child.		
S6 Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.		
S8 Recognise and apply theories of attachment to develop effective relationships with children.		
B1 Confident to have difficult conversations.		
Theme: Learning and child development		
Knowledge, Skills and Behaviours	Pass Descriptor	Distinction Descriptor
K16 How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.	Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)	None
Theme: Continuous professional development		
Knowledge, Skills and Behaviours	Pass Descriptor	Distinction Descriptor
K27 Methods of reflective practice, including supervision, and opportunities for continuous professional development.	Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how	Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)

S21 Use reflection to develop themselves both professionally and personally.	they have engaged in supervision. (K27, S21, B6, B8)	
B6 Self-motivated, using initiative and proactive.		
B8 Reflective and reflexive and committed to CPD.		

Annex 1: Assessment Plan and Occupational Standard

The Level 3 Early Years Educator and the latest version of the Assessment Plan can be accessed by following this link:

<https://skillsengland.education.gov.uk/apprenticeships/st0135-v1-5>

Level 3 Early Years Educator ST0135

Version 1.3, v1.4 and v1.5

Sector: Education and early years

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

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

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

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

Re-sits and Re-takes

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

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

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

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

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

Reasonable Adjustments, Special Considerations and Appeals

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

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

Support Materials

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

- Assessment Criteria Content
- Grading Descriptors
- Portfolio of Evidence Locator
- EPA Journey
- Assessment Journey
- Mock EPA Records
- Teaching Information Pack

Use of Artificial Intelligence (AI) and referencing

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

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

Version Record

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

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

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



Innovate Awarding
Block F, 291 Paintworks, Arnos Vale,
Bristol, BS43AW

 innovateawarding.org

 contactus@innovateawarding.org

 +44 (0)117 314 2800

