



End-Point Assessment

Early Years Practitioner Level 2 (V1.0)

Support Pack



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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Early Years Practitioner Level 2 apprenticeship standard. It is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Early Years Practitioner Level 2.

An apprentice for Early Years Practitioner Level 2 should have a minimum of 12 months learning prior to End-Point Assessment (EPA).

This document is divided into sections covering all the relevant aspects of EPA for Level 2 Early Years Practitioner.

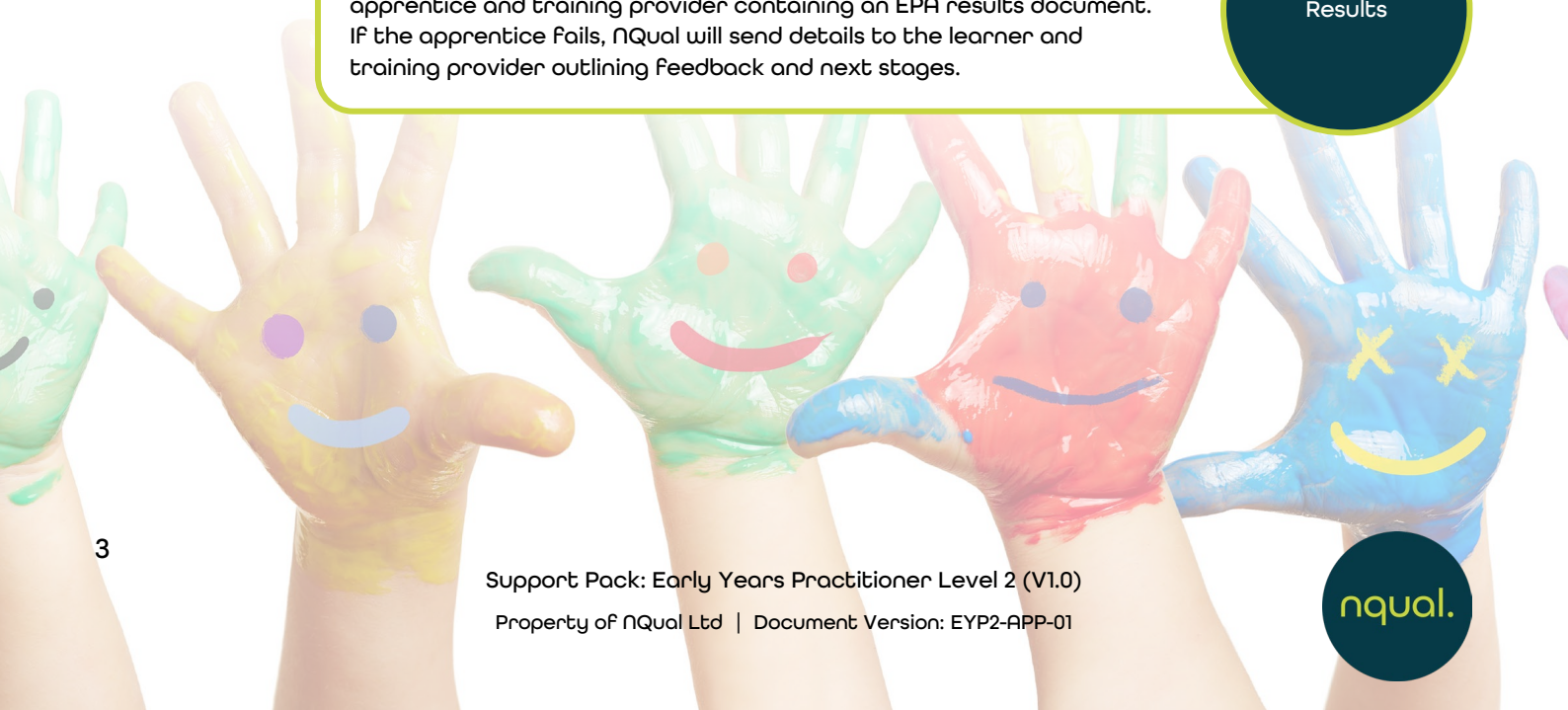
Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education's, Early Years Practitioner Assessment Plan. For reference, you can find this document below.

[Early Years Practitioner L2 EPA Plan \(instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org/Early-Years-Practitioner-L2-EPA-Plan)



EPA TIMESCALE



GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for the Early Years Practitioner Level 2 apprenticeship outline that the apprentice must have:

- **Achieved Level 1 maths and English***
- **Achieved an Early Years Practitioner Qualification Level 2**
- **Completed a Portfolio of Evidence**

The Gateway form must be sent to NQual a minimum of 10 working days before End-Point Assessment is carried out, along with the evidence listed above.

All EPA activity will take place no later than 3 months from Gateway.

You can request the NQual Gateway form by emailing: admin@nqual.co.uk

*For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

PORTFOLIO OF EVIDENCE

Apprentices will have prepared a portfolio during the programme to support the Professional Discussion component. The portfolio is to support the apprentice during the Professional Discussion.

The portfolio can include written statements, reports, health and safety documentation, company policies and planning documentation. (This is not an exhaustive list; other evidence can also be provided). There must be 2 direct observations within the apprentice's portfolio which have taken place in the last 3 months of learning, be a minimum of 60 minutes each and completed by someone in a position of responsibility such as a line manager or member of the senior management team. Where there are safeguarding concerns, written observations are acceptable.

The portfolio should be between 10-15 pieces of evidence. A mapping document should be included to show how the evidence meets the required criteria for this part of the assessment.

Although the portfolio will not be directly assessed, it will be used by the End-Point Assessor to prepare questions for the discussion component.

COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Early Years Practitioner Level 2 apprenticeship standard consists of two assessment methods. These are a Knowledge Test and Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below.

Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to discuss the KSBs required within this component.

Questioning will focus on the apprentice's understanding of skills and behaviours. The apprentice can use their Portfolio of Evidence including the 2 direct observations, to support their responses as necessary.

The Professional Discussion will last for 90 minutes plus 10% if required, with a minimum of 10 questions asked. The portfolio should be submitted during Gateway.

Information presented or discussed within this component will be held confidentially.

Online assessments can be carried out where observations have been provided in written form.

Knowledge Test

The Knowledge Test will consist of 40 multiple-choice questions. Criteria to be covered in the Knowledge Test can be found in the methods table within this support pack.

The apprentice must answer correctly a minimum of 26 questions out of 40 to achieve a minimum pass grade. Of the 26 questions answered correctly, these must include 3 questions relating to K5, and 3 questions relating to K8, otherwise the apprentice will have failed.

The apprentice will be given 60 minutes to complete the test and must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an Invigilator.

Tests will be delivered online and all tests will be invigilated by a member of NQual. Apprentices will be required to show a piece of photographic ID and complete a 360-room scan.

END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Professional Discussion Underpinned by a Portfolio of Evidence	Knowledge Test
Knowledge			
K1	How children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy.		✓
K2	The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.		✓
K3	How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.		✓
K4	The significance of attachment, the key person's role and how transitions and other significant events impact children.	✓	
K5	The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.		✓
K6	Safeguarding policies and procedures, including child protection and online safety.	✓	
K7	Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	✓	
K8	The legal requirements and guidance for, Health and safety and Security.		✓
K9	Risks and hazards in the work setting and during off site visits.	✓	

K10	Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical / dental attention, a non-medical incident or emergency and identifying risks and hazards.	✓	
K11	The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.	✓	
K12	The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical / dental attention.		✓
K13	The impact of health and wellbeing on children's development.	✓	
K14	The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active.	✓	
K15	Ways to communicate with all children appropriate for all their stages of development, including those whom English is an additional language (EAL) or who have delayed speech.		✓
K16	The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.	✓	
K17	The terms adult led activities, child-initiated activities and spontaneous experiences.		✓
K18	The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents / carers and the early years setting in planning the next steps.		✓
K19	How to refer concerns about a baby's or child's development.		✓
K20	The statutory guidance in relation to the care and education of children with special educational needs and disabilities.		✓
K21	Partnership working (including parents / carers) in relation to working effectively with children with special educational needs and disabilities.		✓
K22	What specialist aids, resources and equipment are available for the children you work with and how to use these safely.	✓	

K23	Own role and expected behaviours and the roles of colleagues and the team.	✓	
K24	How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.	✓	
K25	How behaviour can impact on babies and children and influence them.		✓
K26	Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.	✓	
K27	The importance of reflective practice and continued professional development to improve own skills and early years practice.	✓	
K28	The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.		✓
K29	The importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.		✓
Skills			
S1	Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling.	✓	
S2	Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse.	✓	
S3	Identify risks and hazards in the work setting and during off site visits relating to both children and staff.	✓	
S4	Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment.	✓	
S5	Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.	✓	

S6	Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).	✓	
S7	Promote health and wellbeing in settings 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 throughout the day, both indoors and outdoors.	✓	
S8	Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (Feeding and weaning / complimentary Feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep provision.	✓	
S9	Communicate with all children in ways that will be understood, including verbal and non-verbal communication.	✓	
S10	Extend children's development and learning through verbal and non-verbal communication.	✓	
S11	Encourage babies and young children to use a range of communication methods.	✓	
S12	Use a range of communication methods to exchange information with children and adults.	✓	
S13	Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.	✓	
S14	Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.	✓	
S15	Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.	✓	
S16	Use learning activities to support early language development.	✓	
S17	Support children's early interest and development in mark making, writing, reading and being read to.	✓	

S18	Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	✓	
S19	Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.	✓	
S20	Work in ways that value and respect the developmental needs and stages of babies and children.	✓	
S21	Use feedback, mentoring and / or supervision to identify and support areas for development, goals and career opportunities.	✓	
S22	Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	✓	
S23	Work alongside parents and / or carers and recognise their role in the baby's / child's health, well-being, learning and development.	✓	
S24	Encourage parents and/or carers to take an active role in the baby's / child's care, play, learning and development.	✓	
S25	Demonstrate how to share information with parents / carers about the importance of healthy balanced diets, looking after teeth and being physically active.	✓	
Behaviours			
B1	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.	✓	
B2	Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.	✓	
B3	Positive work ethic - maintains professional standards within the work environment providing a positive role model for children.	✓	
B4	Being team-focused - work effectively with colleagues and other professionals.	✓	

B5	Commitment - to improving the outcomes for children through inspiration and child centred care and education.	✓	
B6	Work in a non- discriminatory way - by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. Work in ways which consider Fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	✓	
B7	Professional Practice - be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work.	✓	



GRADING & CRITERIA

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria. In order to achieve a Passing grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

Grades allocated for each component will be Fail, Pass and Distinction.

The knowledge test will be marked as follows:

Grading	Minimum Score	Maximum Score
Distinction	32	40
Pass	26	31
Fail	0	25

An apprentice must achieve a minimum of a Pass in all components to achieve overall. The final grade will be decided on the following combinations:

Assessment Methods 1: Professional Discussion Underpinned by a Portfolio of Evidence	Assessment Methods 2: Knowledge Test	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the table below for the Professional Discussion element.

Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors
K4 S1 B1 B5	<p>Explains how they support babies and young children through a range of common transitions, e.g. moving home and going to school.</p> <p>Explains how they inspire young children and adapts their approach to meet the needs of the individual child.</p>	Explains how they support the babies, young children and parents through a range of challenging transitions, e.g. the child not coping with the transition.
S2	Describes the key indicators to look for that may suggest a child is in danger or at risk of serious harm or abuse and the procedures to be followed to protect the child.	Explains the benefits of recognising those key indicators early and the potential consequences of not doing so.
K9 S3	Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits.	
S4	Explains how they carry out practices through various tasks that help the prevention and control of infection - e.g. hand washing, food preparation, dealing with spillages, disposal of waste and PPE.	Describes when they have recognised an opportunity to reduce the risk of spreading infection in the setting, e.g. by educating others on good practice or making recommendations to their line manager.
S5	Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully.	
S6	Outlines a variety of ways in which they support children to be aware of personal safety and the safety of others and to develop personal hygiene practices.	
K14 S7 B1 B5	Outlines the current dietary guidance for early years and explains the ways in which they support the promotion of healthy lifestyles in line with current guidance - e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks, and /or by being physically active through planned and spontaneous activity through the day.	

<p>S8</p>	<p>Describes how they carry out physical care routines to meet a child's individual needs in a respectful way, e.g. eating, nappy changing, potty/ toilet training, care of skin and rest and sleep.</p>	
<p>S9 S12</p>	<p>Explains how they communicate effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations.</p>	<p>Explains how they adapt their communication methods or approach, as appropriate to the situation.</p>
<p>S10 S11 S16</p>	<p>Explains the techniques they use to extend a child's development and learning through both verbal and non-verbal communication and encourages the use of a range of communication methods.</p>	<p>Justifies their choice of techniques or communication methods comparing with other techniques / methods.</p>
<p>K22 K23 S13 S22 B4</p>	<p>Outlines how they work as part of a team and with other professionals to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children.</p> <p>Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely.</p>	<p>Outlines how they take the lead to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children.</p>
<p>S14 B1 B3 B5</p>	<p>Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately.</p> <p>Describes how they share the children's outcomes and explains why that is appropriate to the setting.</p> <p>Describes how they act as a positive role model to children.</p>	
<p>K16 S15 S19 S20 B2 B3</p>	<p>Describes different ways in which they observe, assess, plan and record the required observational assessment in line with current curriculum guidelines and as appropriate to the setting.</p> <p>Uses this to help inform each child's individual education plan demonstrating respect, honesty, trust and integrity.</p>	<p>Justifies their choice of methods used to observe, assess, plan and record.</p>
<p>S17 B1 B6</p>	<p>Describes how they use age related expectations and knowledge of stage of development to support mark making,</p>	

	reading, writing and being read to improve the outcomes for the children. Explain how they do this in a non-discriminatory way.	
S18 B1 B5 B6	Describes how they use age related expectations and knowledge of stage of development to support mathematical learning including numbers, number patterns, counting, sorting and matching to improve the outcomes for the children. Explain how they do this in a non-discriminatory way.	
K27 S21 B7	Explains how they use feedback, mentoring and/ or supervisions to support their professional development activities and identify goals and career opportunities. Explains how their reflective practice has improved the outcomes for children and helped them be a more successful practitioner.	Describes when they have supported other colleagues by sharing best practices.
K13 S23 S24 S25 B3 B2	Describes how they engage with parents and carers to educate on matters regarding the baby's/ child's health, wellbeing, learning and development and describe the techniques they use to encourage better care and education at home.	
K6	Describes the settings policies and procedures in relation to safeguarding and child protection.	
K7	Describe own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	
K10	Describes own role and responsibilities, including reporting, in the event of a baby or young child requiring medical / dental attention, a non-medical incident or emergency and identifying risks and hazards.	
K11	Describes the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.	
K24	Outlines how to access workplace policies and procedures and their own responsibilities and accountabilities relating to these.	

<p>K26</p>	<p>Describes own responsibilities in terms of reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology and their contribution in keeping children safe.</p>	
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Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice’s employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 3 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK KNOWLEDGE TEST

It is the responsibility of the employer and training provider to complete a Mock Knowledge Test with the apprentice and to ensure they are ready for their End-Point Assessment.

Apprentices should be allowed no more than 60 minutes to complete their mock assessment.

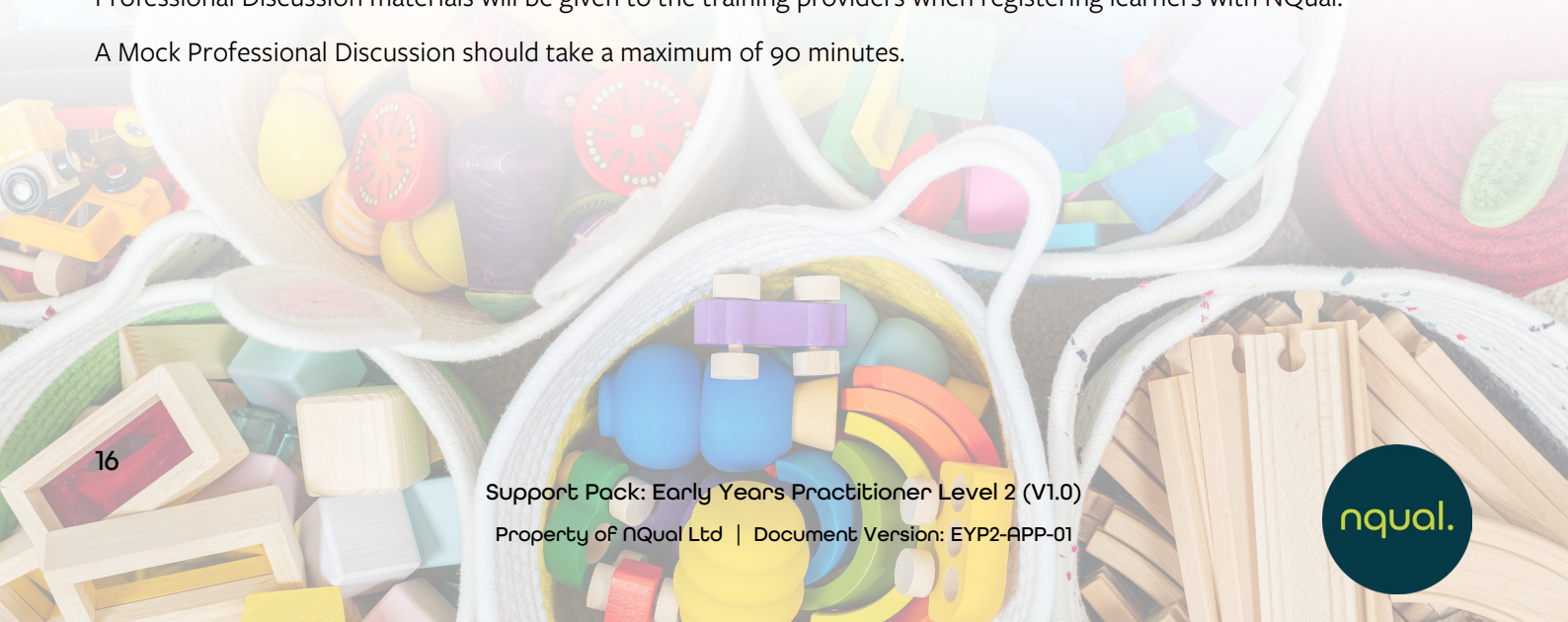
Practical assessment materials will be given to the training providers on registration of End-Point Assessment.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practiced answering questions for their End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take a maximum of 90 minutes.



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nqual.

The background features a dark teal, wavy shape that resembles a stylized mountain range or a series of hills. In the bottom-left corner, there is a lime green shape with rounded corners, partially overlapping the teal area.

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