



End-Point Assessment

Early Years Educator Level 3 (V1.2)

Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Early Years Educator Level 3 apprenticeship standard. It is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Early Years Educator Level 3.

An apprentice for Early Years Educator Level 3 should have a minimum of 12 months learning prior to End-Point Assessment (EPA).

This document is divided into sections covering all of the relevant aspects of EPA for Level 3 Early Years Educator.

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 Educator Assessment Plan. For reference, you can find this document.

[Early Years Educator L3 EPA Plan
\(\[instituteofapprenticeships.org\]\(https://www.instituteofapprenticeships.org\)\)](https://www.instituteofapprenticeships.org/early-years-educator-level-3-evaluation-plan)



EPA TIMESCALE

Register with NQual

Training Providers should register apprentices For EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 10 working days prior to EPA.

Gateway

EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

EPA Approved

Assessment

The apprentice will complete a Knowledge Test and a Professional Discussion underpinned by a Portfolio of Evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

Results

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 Educator Level 3 apprenticeship outline that the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **Successfully complete a first aid qualification in line with the requirements of the EYFS Framework**
[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)
- **A completed 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

PORTFOLIO OF EVIDENCE

The apprentice will have prepared a portfolio during the programme to support the Professional Discussion component. The portfolio will be uploaded electronically via ACE360.

The portfolio can include written statements, reports, video extracts, observation documents, reports and feedback from managers and peers. (This is not an exhaustive list, other evidence can also be provided).

At least two observations of practice must be included in your evidence, which are in video format and are a maximum 20-minutes in total duration. Video recordings should be used where possible except where there are safeguarding concerns, in which case a written account is acceptable.

The evidence provided must cover all knowledge, skills and behaviours, highlighted within the discussion section of our methods table. It is expected that there will be between 10-12 pieces of evidence. Please use the NQual observation statement document, which can be found on ACE360.

A portfolio submission 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 Educator Level 3 apprenticeship standard consists of two assessment methods. These are a professional discussion underpinned by a portfolio of evidence and a knowledge test. 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 make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

As the apprentice will have successfully completed a number of direct observations of practice during the Early Years Educator Qualification, questioning will focus on the apprentice's depth and breadth of understanding, skills and behaviours with the apprentice using their Portfolio of Evidence (including videoed evidence) to support their responses as necessary.

The Professional Discussion must 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. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

The portfolio must be available to the EPAO 2 weeks before the Professional Discussion takes place. This is usually submitted during Gateway.

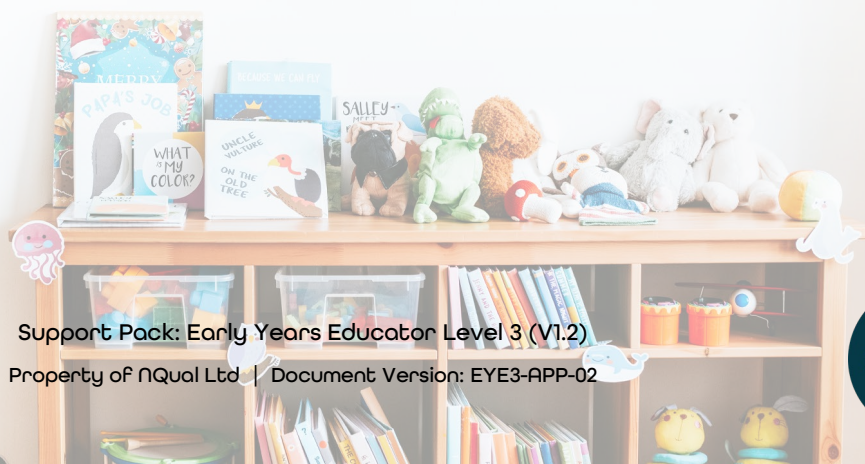
Knowledge Test

The Knowledge Test will consist of 35 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 23 questions out of 35 to achieve a Pass. Of the 23 questions answered correctly, these must include all 5 questions relating to K15, 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.

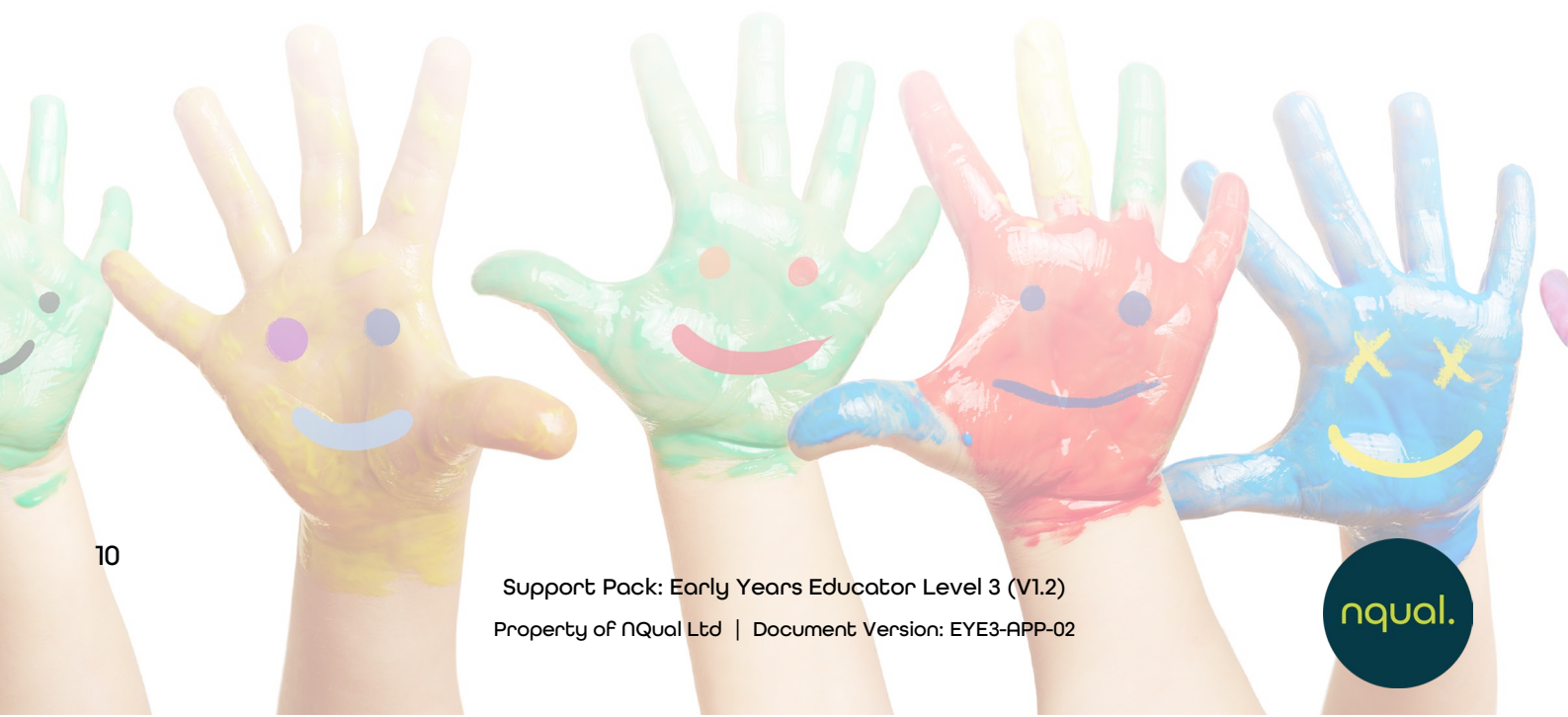
Learning Outcomes	What is Required	Professional Discussion Underpinned by a Portfolio of Evidence	Knowledge Test
Knowledge			
K1	The expected patterns of children's development from birth to 5 years and have an understanding of further development from age 5 to 7.		✓
K2	The significance of attachment 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			
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			
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.	✓	



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
Pass	23	35
Fail	0	22

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
Distinction	Pass	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
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.
K2 K4 K8 S16 S26 S27 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, well-being, 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.
K2 K4 K8 S4 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).
K4 S5 S14 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.
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.	

K2 S9 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 deepens 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
K10 S13 S15 S23 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.
K4 K8 K10 S1 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 dependant on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.
K15 S23 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	Describes how they use age related expectations and knowledge of stage of development to support mark making, 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	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.	

K8 K10 S12 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.
K15 S24 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.
K12 S24 B4	Actively demonstrates the importance of Health and Safety systems in the workplace.	Has suggestions to improve practice in relation to Health and Safety.
K5 S2 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.	
K16 S19 B1	Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.	
K16 S20	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.

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.	

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.

Any assessment method re-sit or re-take must be taken during the maximum EPA period (3 months from gateway approval), 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 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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