



End-Point Assessment

Early Years Practitioner Level 2 (V1.1)

Support Pack



CONTENTS

Introduction	2
EPA Timescale	3
Gateway	4
Portfolio of Evidence	4
Components of End-Point Assessment	5
Professional Discussion Underpinned by a Portfolio of Evidence	5
Observation with Questioning	5
End-Point Assessment Methods Table	6
Grading & Criteria	12
Assessment Breakdown	12
Grading Descriptors	
Re-sit / Re-take	16
Mock Professional Discussion	16

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

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. NQual will confirm booking within 48 hours.

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

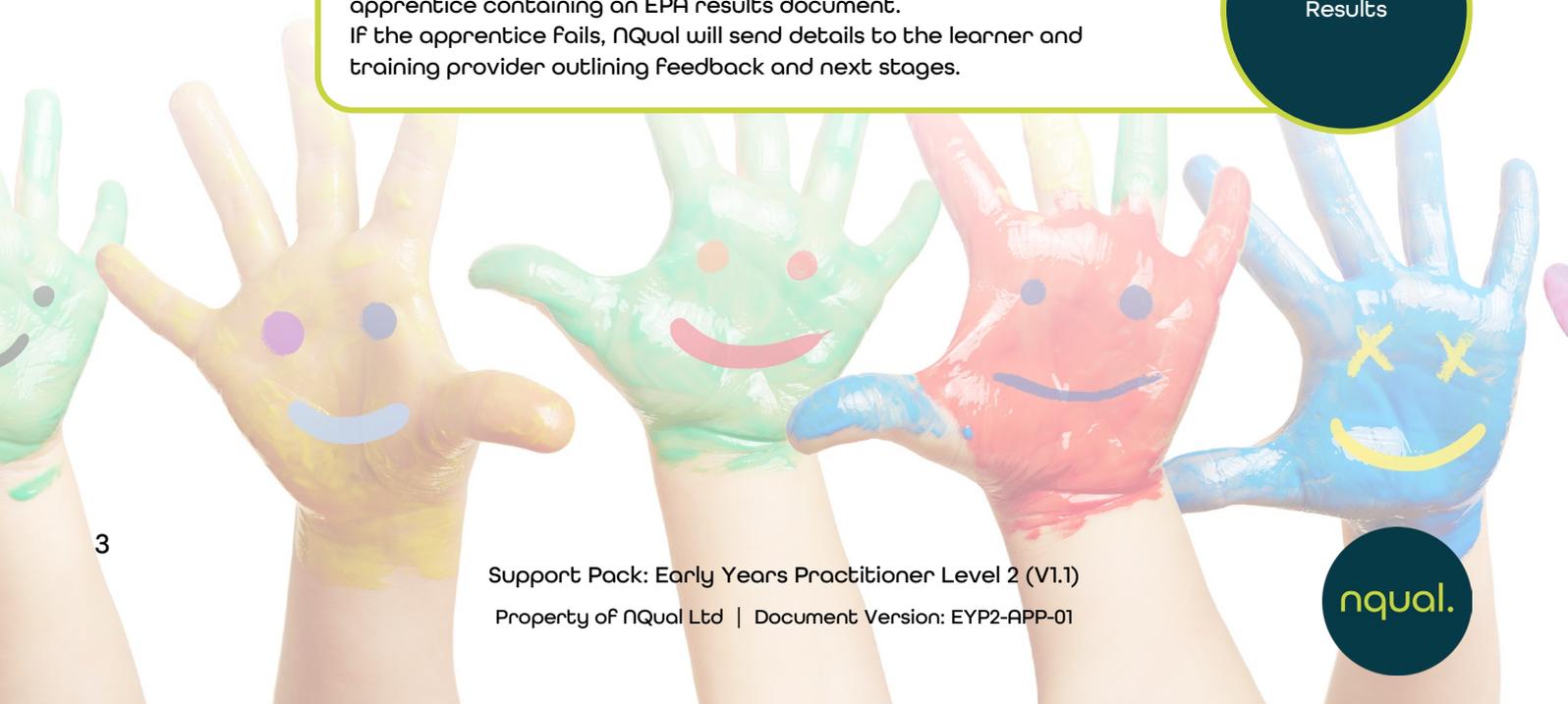
EPA Approved

Assessment

The apprentice will complete an Observation with Questioning 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 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 Practitioner Level 2 apprenticeship outline that the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **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 typically take place 3 months from Gateway.

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

PORTFOLIO OF EVIDENCE

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. The portfolio should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 12 discrete pieces of evidence. Evidence must be mapped against the KSBs using the portfolio submission document. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- observation records from training providers, managers, and peer observations
- documentation covering a range of different stages of children's development
- anonymised case records, SEND records, and safeguarding records
- risk assessments
- records of continuous professional development
- practical project work
- evidence of feedback to parents

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. The evidence provided should be valid and attributable to the apprentice.

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 an Observation with Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below. These components may be taken in any order.

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 and will cover the following themes;

- well-being and child development
- safeguarding
- support the planning and delivery of activities, purposeful play opportunities and educational programmes
- support children with special educational needs and disabilities
- own role and development
- working with others – parents, colleagues, other professionals

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 Professional Discussion will last for 60 minutes plus 10% if required, with a minimum of 10 questions asked.

The professional discussion should take place in a quiet room, free from distractions and influence.

Observation with Questioning

During the Observation with Questioning, an independent assessor observes the apprentice in their workplace and asks questions following the observation. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. This gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The Observation with Questions will last for 80 minutes (+10%) with the observation lasting for 50 minutes and the questioning lasting for 30 minutes. The questioning will take place in a quiet room, free from distractions and a minimum of 5 questions will be asked.

The observed session should form part of a normal working day for the apprentice and should reflect their typical working practice. The assessor will need to observe the apprentice:

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

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	Observation with Questioning
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 at different ages and stages.	✓	
K5	The legal requirements and guidance on safeguarding, including Prevent, 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, recording and reporting, whistle blowing and confidentiality of information.	✓	
K8	The legal requirements and guidance for health and safety.		✓
K9	Risks and hazards in the provision and during off site visits.		✓

K10	Own role and responsibilities, including identifying risks and hazards and the recording and reporting in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency.		✓
K11	The provision's procedures for receiving, storing, recording, administering 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 and nutritious diet and be physically active.	✓	
K15	Ways to communicate with all children appropriate for all their stages of development, including those for 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's provision.	✓	
K17	The principles of enabling environments (indoor and outdoor), 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 or carers and the early years provision 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 or 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 in the provision 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 provision for recording and reporting 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 the provision, both statutory and non-statutory.	✓	
K29	The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning.	✓	
K30	The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.		✓
K31	Ways to increase children's awareness of environmental sustainability.	✓	
K32	Prevention and control of infection techniques, including hand washing, food preparation and hygiene and how to deal with spillages safely, safe disposal of waste, using correct personal protective equipment.		✓
Skill			
S1	Support babies and young children through a range of transitions and significant events. e.g 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 provision and during off site visits relating to both children and staff and visitors and follow reporting procedures.		✓
S4	Use prevention and control of infection techniques for hand washing and food preparation and hygiene, deal with spillages safely, safe disposal of waste, using correct personal protective equipment.		✓
S5	Use equipment, furniture and materials safely and securely, following the manufacturers' instructions and provision'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 the provision by encouraging babies and young children to consume healthy, balanced and nutritious 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 or complementary feeding), nappy changing procedures, potty or toilet training, care of skin, teeth and hair and rest and sleep provision.	✓	
S9	Communicate with all children, including those for whom English is an additional language and those with additional needs, in ways that will be understood. This includes 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 appropriate communication methods to share information with children, parents or carers and other professionals.		✓
S13	Work with colleagues to identify and plan educational programmes 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, share results accurately and confidentially in line with expected statutory and the provision'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 graduated approach for the assessment, planning, implementation and reviewing 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 and mentoring 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 or carers and recognise their role in the baby or child's health, well-being, learning and development.	✓	
S24	Encourage parents or carers to take an active role in the baby's or child's care, play, learning and development.	✓	
S25	Demonstrate how to share information with parents or carers about the importance of healthy, balanced and nutritious diets for their child, 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 their 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	Recognise and respect differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.		✓
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.	✓	
B8	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.	✓	

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.

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.

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: Observation with Questioning	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 tables below

Grading Descriptors For the Observation with Questioning

KSBs	Pass Descriptors
Health & Safety K8 K9 K10 K32 S3 S4 S5	Within own role demonstrates safe use of equipment and materials after identifying possible risks and hazards, recording and reporting them in line with guidance. (K8, K9, K10, S3, S5) Applies prevention and control measures techniques when disposing of waste correctly. (K32, S4)
Well-being & Child Development K30 S6 B3 B6	Demonstrates professional standards, recognising, considering and respecting equality, diversity, inclusion and social and cultural context, ensuring equal access to opportunities to learn and encouraging awareness of personal safety and the safety of others. (K30, S6, B3, B6)
Communication K15 S9 S10 S11 S12 B2	Applies appropriate verbal and non-verbal communication methods that are suitable for their stage of development, to extend children’s understanding, development and learning, by encouraging them to use a range of communication methods. (K15, S9, S10, S11) Demonstrates honesty and trust through a professional attitude when sharing information with other professionals, via a range of communication methods. (S12, B2)
Support the Planning and Delivery of Activities, Purposeful play Opportunities and Educational Programmes K17 K18 S13 S14 S16 S17 B1 B5	Demonstrates the use of enabling environments indoor or outdoor when supporting learning, via activities that support children’s play, creativity, social development and development of mark making and writing interests in a caring and compassionate manner. (K17, S14, S16, S17, B1) Works with colleagues to help identify and plan educational programmes which support holistic development, accurately applying the observation, assessment, and planning cycle to evaluate performance, support learning, and improve outcomes. (K18, S13, B5)
Support Children with Special Educational Needs and Disabilities K22 S20	Demonstrates awareness and respect for babies' and children's needs and developmental stages, using specialist aids, resources, and equipment safely to support individual requirements. (K22, S20)

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

KSBs	Pass Descriptors	Distinction Descriptors
<p>Well-being & Child Development</p> <p>K1 K2 K3 K4 K13 K14 K25 S1 S7 S8</p>	<p>Describes the expected pattern of babies and children’s development and how babies’ and young children’s learning and development can be affected by own behaviour, their well-being and individual circumstances. (K1, K3, K25)</p> <p>Outlines the importance of holistic development and how this can be affected by attachment, the key person’s role, transitions and other significant events. (K2, K4, S1)</p> <p>Describes the importance of health and wellbeing on children’s development, the current dietary guidance for early years and how health and wellbeing is promoted by encouraging babies and young children to consume healthy, balanced and nutritious meals. (K13, K14, S7)</p> <p>Describes the importance of respectful care routines. (S8)</p>	<p>Explains the importance of holistic development with examples of how they monitor, measure, support, and promote babies’ and children’s progress across key areas as part of effective and integrated practice. (K1, K2, K3, K4)</p>
<p>Safeguarding</p> <p>K5 K6 K7 K11 K12 S2 B8</p>	<p>Describes how own role is affected by responsibilities created by safeguarding policies and procedures. (K6, K7)</p> <p>Outlines the provision’s legal requirements and guidance in relation to safeguarding and the receiving, storing, recording, administering and the safe disposal of medicines. (K5, K11)</p> <p>Describes the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical attention and how to recognise when a child is in danger, at risk of serious harm or abuse. (K12, S2)</p> <p>Outlines fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. (B8)</p>	<p>Explains the types of abuse including: domestic, neglect, physical, emotional, and sexual abuse that may present in the provision and how safeguarding procedures are applied to protect the child. (K6, S2)</p> <p>Explains their responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children. (K5, B8)</p>

<p>Support the Planning and Delivery of Activities, Purposeful Play Opportunities and Educational Programmes</p> <p>K16 K19 K31 S15 S18</p>	<p>Describes the statutory Framework, including the learning and development requirements and how this is used to support children's interest and development in mathematical learning and awareness of environmental sustainability. (K16, K31, S18)</p> <p>Outlines how to confidentially refer concerns about a baby's or child's development, after observing and accurately recording findings, in line with expected statutory and the provision's requirements. (K19, S15)</p>	<p>Explains how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching. (K31, S18)</p>
<p>Support Children with Special Educational Needs and Disabilities</p> <p>K20 K21 S19</p>	<p>Describes the key stages of a graduated approach to creating a baby's or young child's individual care and participation plan, including how this should be managed in partnership with parents/carers and follow statutory guidance for children with special educational needs and disabilities (K20, K21, S19)</p>	
<p>Own Role and Development</p> <p>K23 K24 K26 K27 S21 B7</p>	<p>Describes how using reflective practice of own behaviours, feedback and mentoring has helped recognise continual professional need and identify and develop own goals in line with own role, practice, legislation and continued professional development. (K23, K27, S21, B7)</p> <p>Describes own responsibilities and accountabilities when working in line with workplace policies and procedures during the recording, reporting and promotion of the welfare of children. (K24, K26)</p>	<p>Explains how they try to develop and improve their own practice, work effectively as a team member, and support the roles of colleagues, through information sharing, the use of technology, self-reflection, and professional development opportunities. (K23, K24, K26, K27, B7)</p>
<p>Working with Others - Parents, Colleagues, Other Professionals</p> <p>K28 K29 S22 S23 S24 S25 B4</p>	<p>Describes how they work cooperatively with colleagues, teams, and partner agencies to meet babies and young children's needs and help them to progress, recognising the important roles and functions (i.e. statutory and non-statutory) of professionals and relevant agencies in supporting provision. (K28, S22, B4)</p> <p>Outlines how encouraging parents or carers to recognise their role in a baby's or child's health and well-being has facilitated the sharing of information about the importance of healthy, balanced and nutritious diets. (S23, S25)</p> <p>Describes the importance of encouraging parents or carers to take an active role in a baby's or child's care and development and why the home learning environment and voice of the child, parent or carer is heard during their development. (K29, S24)</p>	<p>Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect babies and children's interests and support their development and progress. (K29, S22, S23, B4)</p>

Re-sit / Re-take

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 the EPAO 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 if pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances

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 60 minutes.



admin@nqual.co.uk
www.nqual.co.uk
01925-964-903