



End-Point Assessment

Early Years Educator Level 3 (V1.5)

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 EPA Plan*](#)
(www.instituteforapprenticeships.org)



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 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 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).

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 12 pieces of evidence. 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 an Observation with Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below.

Observation with Questioning

The Observation with Questioning will last a total of 1 hour and 20 minutes, broken down into a 50-minute observation with a 30-minute Q&A. An increase of 10% can be allowed for the apprentice to finish a task or respond to a question.

The Observation cannot be stimulated and will take place in the apprentice's workplace conducted face-to-face with an Independent End-Point Assessor.

Apprentices must supply NQal with a teaching information pack, two weeks 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.

This pack may 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

Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a two-way discussion which involves both the Independent End-Point 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.

The Professional Discussion must last for 90 minutes. The Independent End-Point 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.

A minimum of 10 questions will be asked and apprentices should review the Pass and Distinction criteria before the discussion.

The portfolio must be submitted to NQal at Gateway.

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	Observation and Questioning	Professional Discussion Underpinned by a Portfolio of Evidence
Knowledge			
K1	The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.		✓
K2	Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.		✓
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.		✓
K5	The principles of risk assessment and management, and how to balance risks and benefits of activities for children.	✓	
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.		✓
K8	The role of colleagues and multi-agency working to support the child.		✓
K9	The role and responsibilities of the early years educator, including providing supervision to staff.		✓
K10	The role and responsibilities of the key person.	✓	
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.		✓
K15	The development of social skills and maintaining relationships.	✓	
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.		✓
K17	The elements and characteristics of a wide range of enabling environments.	✓	
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 organisations approach and values underpin the environment.	✓	
K21	How children experience change, transition, and significant events.	✓	
K22	The theories of play and its fundamental role in learning and development.	✓	
K23	How children develop characteristics for effective learning.	✓	
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.	✓	
K26	How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.	✓	
K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development.		✓

Skills			
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).		✓
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.	✓	
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.		✓
S7	Undertake the role and responsibilities of key person.	✓	
S8	Recognise and apply theories of attachment to develop effective relationships with children.		✓
S9	Provide sensitive and respectful personal care for children from birth to 5 years.	✓	
S10	Advocate for all children's needs, including children which require SEND or EAL support.	✓	
S11	Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.	✓	
S12	Support children to develop a positive sense of their own identity and culture.		✓
S13	Support children to understand and respond to their emotions and make considered choices about their behaviours.	✓	
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.	✓	
S17	Apply strategies that support children's ability to manage change, transition, and significant events.	✓	
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.	✓	
S21	Use reflection to develop themselves both professionally and personally.		✓
Behaviours			
B1	Confident to have difficult conversations.		✓
B2	Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.	✓	
B3	Vigilant and act with professional curiosity.		✓
B4	Caring, compassionate and sensitive.	✓	
B5	Honest, open, respectful, and a role model.	✓	
B6	Self-motivated, using initiative and proactive.		✓
B7	Playful and creative.	✓	
B8	Reflective and reflexive and committed to CPD.		✓

GRADING & CRITERIA

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, Merit 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. To achieve an overall Merit, the apprentice must achieve a Distinction in the observation method and to achieve an overall Distinction, the apprentice must achieve a Distinction in both assessment methods.

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

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

The final grade will be decided on the following combinations:

Assessment Methods 1: Observation with Questioning	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below separated into Observation with Questioning and Professional Discussion Underpinned by a Portfolio of Evidence.

Grading Descriptors for the Observation with Questioning

Learning Outcome	Pass Descriptors	Distinction Descriptors
Risk Management	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) 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 documenting correctly. (K5, S3)	
Key Person and Attachment	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 children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5) 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. (S9) Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)	Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)
Learning and Development	Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11) Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18) 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)	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)
Environments	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	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)

	environments in practice. (K17, K18, K20, S14, S15) 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)	
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Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

Equality, Diversity and Inclusion	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 individuals current and future needs. (K7) Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)	
Safeguarding	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)
Relationships	Describes the role of an early year's 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 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)	Analyses the impact of professional multi-agency relationships and co-operation with parents, families, and carers on child development. (K8, K12, K14)

	Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)	
Learning and Child Development	Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)	
Continuous Professional Development	Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8)	Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)

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 2 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 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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