



# **Level 2 End-Point Assessment for ST0888 Early Years Practitioner**

End-Point Assessment Kit



# Highfield

## Level 2 End-Point Assessment for ST0888 Early Years Practitioner

EPA-kit

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## How to use this EPA kit

Welcome to the Highfield End-point Assessment kit for the Early Years Practitioner apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Early Years Practitioner apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

### Key facts

<b>Apprenticeship standard:</b>	Early Years Practitioner
<b>Level:</b>	2
<b>On programme duration:</b>	Minimum of 12 months
<b>End-point assessment window:</b>	3 months
<b>Grading:</b>	Fail/pass/distinction
<b>End-point assessment methods:</b>	Knowledge test Professional discussion underpinned by portfolio

**In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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The Early Years Practitioner works and interacts directly with children on a day-to-day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting. An early years practitioner works as part of a professional team ensuring the welfare and care of children under the guidance and supervision of an early years educator, teacher or other suitably qualified professional in the early years workforce.

This occupation is found in a range of private and public settings including, full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home-based provision, hospitals, social care settings, out of school environments and local authority provision to deliver the Early Years Foundation Stage (EYFS) requirements set by the government for the learning, development and care of children from birth to 5 years in both indoor and outdoor environments.

Key responsibilities are likely to include interacting with parents, children, colleagues and wider multi agency professionals and partners such as health visitors, social workers and speech and language therapists. They will be responsible for supporting child initiated and adult led activities based around the needs and interests of each individual child, supporting children's learning through planned, purposeful play opportunities and educational programmes and working as part of a team to ensure each child feels safe and secure.

Due to the nature and level of responsibility it is not anticipated that the role would have any budgetary or leadership responsibilities.

Roles/occupations may include assistant childminder, nanny and early years worker, nursery assistant, nursery nurse and nursery practitioner.

Individuals will undergo all checks as per the EYFS requirements to ensure suitability to work with children.

## On-programme requirements

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While on-programme, apprentices must undertake all training to develop the occupation standard's knowledge, skills and behaviours (KSBs). They should also be training towards achieving the approved qualifications mandated in the Early Years Practitioner standard.

These are:

- \*Early Years Practitioner Qualification (level 2)
- Level 1 English and maths

\*Please refer to the DfE list of approved Early Years Practitioner qualifications.

While on-programme they should be compiling a portfolio of evidence, which will be used to underpin the professional discussion.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the discussion and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

It is recommended, but not required, that the on-programme assessment includes:

- regular performance reviews undertaken by the employer
- development of a personal development plan (PDP)
- observations (recorded by the training provider)\*
- ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)\*
- feedback from line manager, peers and direct reports (including 180/360-degree feedback or equivalent)

\*It is recommended that where possible the evidence collected makes use of video or audio technologies.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

## **Use of Artificial Intelligence (AI) in the EPA**

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## **Additional, relevant on-programme qualification**

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Learners will be required to achieve an approved Early Years Practitioner Level 2 Qualification prior to gateway.

## **Readiness for end-point assessment**

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In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths
- the apprentice must have gathered a portfolio of evidence against the required standards to be put forward as a component of the end-point assessment
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## **Portfolio of evidence**

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To remove over-assessment of the topics listed within the apprenticeship standard, Highfield has ensured the portfolio of evidence will assess the remaining knowledge, skills and behaviours not already assessed by the knowledge test. The evidence within their portfolio must be their own work and may have been collated during the on-programme part of their apprenticeship.

The portfolio will consist of the following:

At least one piece of evidence relating to each knowledge, skill and behaviour. It is expected that there will be 10-12 pieces of evidence required in the portfolio. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement.

There must be 2 direct observations within the portfolio, each a minimum of 60 minutes, which have been carried out at the apprentice's usual place of work and within the last 3 months of their learning.

Where possible the direct observations should be videoed except where there are safeguarding concerns, in which case written accounts are acceptable. Video recordings must not leave the employer's premises and can only be viewed on site, this can be done on the day prior to the professional discussion, therefore video-recorded observations **must not** be sent to Highfield as part of the portfolio. Written accounts, where used, should be purely factual accounts (i.e. no opinion or judgements) and must be written by someone appropriately qualified and in a position of responsibility (such as a line manager, member of the senior management team, or the assessor for the qualification).

The portfolio should cover the criteria for the assessment method it is underpinning and activities that have been completed and referenced against the KSBs. These can be supported by appropriate evidence, including photographic evidence and naturally generated work products, such as planning documents, health and safety documentation and company policies and procedures. Progress review documentation, witness testimonies, and feedback from colleagues and parents should also be included.

The apprentice's manager/mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content. The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

The portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed, including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

## **Order of end-point assessments**

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There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer and our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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# The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Documents used in developing this end-point assessment

Standard (2020)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-practitioner-v1-0>

End-point assessment plan (2020 ST0888/AP01)

[https://www.instituteforapprenticeships.org/media/4072/st0888\\_early-years-practitioner\\_l2\\_ap-for-publication\\_16032020.pdf](https://www.instituteforapprenticeships.org/media/4072/st0888_early-years-practitioner_l2_ap-for-publication_16032020.pdf)

## Specific considerations

Scheduling of on-site assessments **must** be booked if video recorded observations are used as part of the portfolio evidence. The viewing of video-recorded observations by the end-point assessor must take place on the employer's premises and the viewing can be done on the day prior to the professional discussion. Videos **must not** leave the employer's premises therefore video-recorded observations **must not** be sent to Highfield as part of the portfolio.

The portfolio of evidence requires at least one piece of evidence relating to each knowledge, skill and behaviour for the professional discussion and these are identified within the portfolio matrix document.

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# Gateway

## How to prepare for gateway

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After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- manager statements
- customer feedback
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 1 English
- achieved level 1 maths
- achieved an Early Years Practitioner Qualification at level 2
- submitted portfolio evidence

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

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The gateway meeting should last around an hour and must be completed **on or after** the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

### ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the Police
- another photographic ID card, such as an employee ID card or travel card.

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## The Early Years Practitioner apprenticeship standard

The following pages contain the early years practitioner apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

### 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**
- K5** The legal requirements and guidance on safeguarding, security, confidentiality of information and **promoting the welfare** of children
- K8** The legal requirements and guidance for, Health and safety and Security
- 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
- 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
- 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

**K25** How **behaviour** can impact on babies and children and influence them

**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

### Amplification and guidance

**K1. Expected pattern** – the expected stages in which a child develops, such as new-born development, infant and toddler development, how they learn and how internal and external factors could influence this.

Theorists could include:

- Jean Piaget
- John Bowlby

**K2. Holistic development** - is an approach to children's overall learning and development that focuses on the wellbeing and independence of the child in relation to their physical, emotional, intellectual growth, and spiritual wellbeing.

**Additional guidance:** how areas of learning, from sources such as the Early Years Foundation Stage and Birth to 5 Matters, can interlink, such as speech, language and communication, personal social and emotional, physical development and literacy and numeracy skills.

**K3. Stage of development** - is an age period when individual needs, behaviours, experiences, and abilities are common in one age group.

**Individual circumstances** – is where a child experiences something that is personal to them.

This could include:

- health
- disability
- death of significant person
- birth of sibling
- moving house
- transitions within nursery
- starting/moving to a new school

- becoming a looked-after child, adoption and care
- family stress and breakdown
- inadequate housing and environment
- poverty
- parental choices
- exposure to abuse

**K5. Promoting the welfare of children** – ensuring the safety and wellbeing of the child meeting individual needs and requirements, reporting any concerns

This could include:

- protection from harm which causes suffering and abuse
- ensuring the health care needs and dietary needs of the child are met
- to ensure the child’s physical, emotional and educational needs are met
- legislation/policies are followed such as:
  - Counter Terrorism and Security Act 2015
  - Disclosure and Barring Service
  - Local Safeguarding Children Boards
  - Working together to safeguard children 2023
  - Children Act 1989/2004
  - Children and Social Work Act 2017
  - Early years foundation stage (EYFS) statutory framework 2023
  - Education Act 2002
  - Health and Safety at Work etc. Act 1974
  - Protection of Children Act 1999
  - Human Rights Act 1998
  - United Nations Convention on the Rights of the Child (UNCRC)
  - The Data Protection Act 2018

- Keeping children safe in education 2023
- Equality Act 2010
- Children and Families Act 2014

**K8. Legal requirements** – what they are and how they minimise all risks such as hazards, sickness and visitors to the setting.

This could include:

- use of and maintenance of fire extinguishers
- administering medications
- staff to child ratios in the setting
- risk assessments
- use of PPE

Legislation could include:

- The Food Safety (General Food Hygiene) Regulations 1995
- Control of Substances Hazardous to Health Regulations 2002
- Reporting of Injuries, Diseases and Dangerous Occurrences regulations 2013 (RIDDOR)
- The Regulatory Reform (Fire Safety) Order 2005
- Manual Handling Operations Regulations 1992
- The Health and Safety (First-Aid) Regulations 1981
- The Food Hygiene (England) Regulations 2006
- The Personal Protective Equipment (PPE) at Work Regulations 1992

**K12. Signs and symptoms** – illnesses and medical emergencies have common signs and symptoms that enables the diagnosis to be confirmed and treatment to be administered.

- The word 'signs' means the visual evidence of the illness and/or medical emergency – spots, rash, paralysis, lumps, cuts/wounds
- The word 'symptoms' means the effects on the child. Is it causing chest pain, dizziness, pain, nausea, stomach cramps, headache, etc.

To consider:

- common illnesses and medical emergencies and the signs and symptoms of each illness
- the treatment and the recommended incubation period

The early years setting policies and procedures in relation to illnesses and medical treatment

**K15. Appropriate for all their stages of development** – to ensure that what you are communicating with the child is age appropriate and is suitable for their current progress in their learning and development and meets their individual needs.

**K17. Adult led activities** – the adult guides the child through a learning experience, such as musical chairs.

**Child-initiated activities** – a learning experience that children start themselves, such as interacting with others.

**Spontaneous experiences** – when children decide when and how to play without an adult’s intervention, such as playing with mud.

**K18. Planning cycle** – is a process the early years professionals follow to ensure they are developing and delivering high quality education for the children in their care.

**Planning the next steps** – is the plan of learning to follow on from the child’s current progress to enable a child to develop further in their learning and development.

**K19. Refer concerns** – the early year’s practitioner role in sharing the concerns with the relevant people regarding a baby or child’s development.

Relevant people could include:

- parents/carers
- speech and language therapist
- paediatrician
- physiotherapist

**K20. Statutory guidance** - this is guidance that early years settings and professionals **must** follow to ensure they are working effectively with children with special educational needs and disabilities. Including regular mandatory training, care plans and strategies.



**K21. Partnership working** – ways in which the early years setting and professionals work with other professionals, external organisations, and parents/carers to ensure the learning and development and individual needs of children with special educational needs and disabilities are met.

**K25. Behaviour** – conduct that can affect children in a positive or negative way, such as abusive or encouraging language and rejection or inclusion.

**K28. Other agencies and professionals** – this could include:

- Ofsted
- Local safeguarding children boards
- Health visitors/GPs/paediatrician
- Child psychologist
- Police
- NSPCC
- Social worker
- Portage
- Speech and language therapist
- Specialist teachers
- Multi-agency safeguarding hub (MASH)

**K29. Their role** – the early years practitioners' role in how to support and contribute to the early learning and development of a child.

Transitions		
Knowledge	Skills	Behaviour
<b>K4:</b> The significance of attachment, the key person's role and how transitions and other significant events impact children	<b>S1:</b> Support babies and young children through a range of transitions e.g. moving onto school, moving house or the birth of a sibling	<b>B1:</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development <b>B5:</b> Commitment - to improving the outcomes for children through inspiration and child centred care and education
Professional discussion		
Pass criteria	Distinction criteria	
<b>T1.</b> Explains how they support babies and young children through a range of <b>common transitions</b> , e.g. moving home and going to school. (K4, S1, B1, B5)	<b>T3.</b> Explains how they support the babies, young children and parents through a range of <b>challenging transitions</b> , e.g. the child not coping with the transition. (K4, S1, B1, B5)	
<b>T2.</b> Explains how they inspire young children and adapts their approach to meet the needs of the individual child. (K4, S1, B1, B5)		
Amplification and guidance		
<p><b>Common transitions</b> – is an experience which most children go through in a time in their lives. This could be:</p> <ul style="list-style-type: none"> <li>• moving to a new home</li> <li>• starting reception, or early years setting for the first time</li> <li>• moving from one nursery room to another, such as moving up from a baby room to a toddler room</li> </ul> <p><b>Challenging transitions</b> – some children can struggle with common transitions and the transitions that only some children experience.</p> <p>The transitions only some children may experience could be:</p>		

- separation or divorce of parents
- new sibling
- death of a family member

Procedures	
<b>Skills</b>	
<b>S2:</b> 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.	
<b>Professional discussion</b>	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>P1.</b> Describes the <b>key indicators</b> to look for that may suggest a child is in danger or at risk of serious harm or <b>abuse</b> and the <b>procedures</b> to be followed to protect the child. (S2)	<b>P2.</b> Explains the benefits of recognising those key indicators early and the potential consequences of not doing so. (S2)
<b>Amplification and guidance</b>	
<p><b>Key Indicators</b> – signs to suggest that a child is in danger or at risk of harm and abuse.</p> <p><b>Abuse</b> – the types of abuse could be:</p> <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• psychological or emotional abuse</li> <li>• neglect</li> <li>• sexual abuse</li> <li>• cyber bullying/online abuse</li> </ul>	

**Procedures** – the early years setting must have set procedures to follow to ensure the correct process is carried out to report any concerns in relation to children’s safety.

Additional guidance – some of the legislation and guidance relating to protecting children from harm and abuse could be:

- Working together to safeguard children 2023
- What to do if you’re worried a child is being abused: Advice for practitioners
- Statutory framework for the Early Years foundation stage 2021
- Keeping children safe in Education 2023
- The Counter-Terrorism and Security Act 2015

Responsibility	
Knowledge	Skills
<b>K9:</b> Risks and hazards in the work setting and during off site visits.	<b>S3:</b> Identify risks and hazards in the work setting and during off site visits relating to both children and staff
<b>Professional discussion</b>	
<b>Pass criteria</b>	
<b>R1.</b> Explains their <b>responsibility to risk assessment</b> and describes how they fulfil that responsibility in the work setting and during off site visits. (K9, S3)	
<b>Amplification and guidance</b>	
<p><b>Responsibility</b> – the early years practitioners’ role that must carried out to prevent harm towards the children and staff in the early years setting and during off site visits.</p> <p><b>Risk assessment</b> – is a process in which you assess the environment for risks and hazards which could cause harm to the children and staff.</p> <p><u>Additional guidance</u> – some of the legislation and regulations relating to health and safety could be:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work etc. Act 1974</li> <li>• Statutory framework for the early years foundation stage 2021</li> <li>• Reporting of injuries, diseases and dangerous occurrences regulations 2013</li> </ul>	

<b>Hygiene</b>	
<b>Skills</b>	
<b>S4:</b> 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.	
<b>Professional discussion</b>	
Pass criteria	Distinction criteria
<b>H1.</b> Explains how they carry out <b>practices</b> 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. (S4)	<b>H2.</b> 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. (S4)
<b>Amplification and guidance</b>	
<p><b>Practices</b> – the role of the early years practitioner in preventing and controlling infections within the early years workplace.</p> <p><u>Additional guidance</u> – some of the legislation, regulations and guidance relating to prevention and control of infection.</p> <ul style="list-style-type: none"> <li>• Health protection in education and childcare settings (2017, last updated 2022)</li> <li>• Statutory framework for the Early year’s foundation stage (2021, 2023)</li> <li>• Reporting of injuries, diseases, and dangerous occurrences regulations (2013)</li> <li>• Control of Substances Hazardous to Health (COSHH)</li> <li>• The Food Hygiene Regulations 2006</li> </ul>	

Follow instruction
<b>Skills</b>
<b>S5:</b> Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
<b>Professional discussion</b>
<b>Pass criteria</b>
<b>FI1.</b> Describes how they use equipment, furniture, and materials safely and follows manufacturer's instructions and settings requirements fully. (S5)

Safety
<b>Skills</b>
<b>S6:</b> Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
<b>Professional discussion</b>
<b>Pass criteria</b>
<b>SA1.</b> Outlines a variety of ways in which they support children to be aware of <b>personal safety</b> and the safety of others and to develop <b>personal hygiene practices</b> . (S6)
<b>Amplification and guidance</b>
<b>Personal safety</b> – to ensure the children develop knowledge and understanding of how to keep themselves safe, protecting themselves and others from harmful situations within their surroundings.
<b>Personal hygiene practices</b> - could include: <ul style="list-style-type: none"> <li>• washing hands/cleanliness</li> </ul>

- toileting/nappy changing
- oral hygiene care
- hair care

Healthy lifestyles		
Knowledge	Skills	Behaviour
<b>K14:</b> 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.	<b>S7:</b> 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.	<b>B1:</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development. <b>B5:</b> Commitment - to improving the outcomes for children through inspiration and child centred care and education.
<b>Professional discussion</b>		
<b>Pass criteria</b>		
<b>HL1.</b> Outlines the current dietary guidance for early years and explains the ways in which they support the promotion of <b>healthy lifestyles</b> 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. (K14, S7, B1, B5)		
<b>Amplification and guidance</b>		
<b>Healthy lifestyles</b> – this could include: <ul style="list-style-type: none"> <li>• good nutrition</li> <li>• exercise</li> <li>• emotional well being</li> <li>• staying safe</li> </ul>		



Physical care
Skills
<b>S8:</b> 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.
Professional discussion
Pass criteria
<b>PC1.</b> Describes how they carry out <b>physical care routines</b> to meet a child's <b>individual needs</b> in a respectful way, e.g. eating, nappy changing, potty/ toilet training, care of skin and rest and sleep. (S8)
Amplification and guidance
<p><b>Physical care routines</b> could include:</p> <ul style="list-style-type: none"> <li>• toileting/nappy changing</li> <li>• hand washing</li> <li>• skin care</li> <li>• oral care</li> <li>• sleep/rest</li> <li>• protection from exposure to sunlight and low temperatures</li> <li>• mealtimes</li> </ul> <p><b>Individual needs</b> could include:</p> <ul style="list-style-type: none"> <li>• disability needs</li> <li>• communication and language needs</li> <li>• medical needs</li> </ul>

Written and oral communication	
<b>Skills</b>	
<p><b>S9:</b> Communicate with all children in ways that will be understood, including verbal and non-verbal communication.</p> <p><b>S12:</b> Use a range of communication methods to exchange information with children and adults.</p>	
<b>Professional discussion</b>	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<p><b>WOC1.</b> Explains how they <b>communicate</b> effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations (S9, S12)</p>	<p><b>WOC2.</b> Explains how they adapt their communication methods or approach, as appropriate to the situation. (S9, S12)</p>
<b>Amplification and guidance</b>	
<p><b>Communicate</b> – early years settings use many methods to communicate information with children and adults. This could include:</p> <ul style="list-style-type: none"> <li>• stories/puppets</li> <li>• role-play</li> <li>• daily diary</li> <li>• handover discussion at the start or end of the child’s session</li> <li>• sharing of child developmental assessments and achievements</li> <li>• team meetings</li> <li>• online apps</li> <li>• newsletter/information board</li> <li>• email</li> </ul>	

Communication methods	
<b>Skills</b>	
<p><b>S10:</b> Extend children’s development and learning through verbal and non-verbal communication.</p> <p><b>S11:</b> Encourage babies and young children to use a range of communication methods.</p> <p><b>S16:</b> Use learning activities to support early language development.</p>	
<b>Professional discussion</b>	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<p><b>CM1.</b> Explains the <b>techniques</b> 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 <b>communication methods</b> (S10, S11, S16)</p>	<p><b>CM2.</b> Justifies their choice of techniques or communication methods comparing with other techniques/methods. (S10, S11, S16)</p>
<b>Amplification and guidance</b>	
<p><b>Techniques</b> – how a practitioner uses their skills to extend the child’s knowledge and learning through play.</p> <p><b>Communication methods</b> – could be:</p> <ul style="list-style-type: none"> <li>• signing</li> <li>• gestures</li> <li>• body language</li> <li>• picture symbols</li> <li>• singing</li> <li>• talking</li> </ul>	

Environment		
Knowledge	Skills	Behaviour
<p><b>K22:</b> What specialist aids, resources and equipment are available for the children you work with and how to use these safely.</p> <p><b>K23:</b> Own role and expected behaviours and the roles of colleagues and the team.</p>	<p><b>S13:</b> 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.</p> <p><b>S22:</b> Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.</p>	<p><b>B4:</b> Being team-focused - work effectively with colleagues and other professionals.</p>
Professional discussion		
Pass criteria	Distinction criteria	
<p><b>E1.</b> Outlines how they work as part of a team and with other professionals to identify and plan <b>enabling environments</b>, activities, play opportunities and educational programmes, both indoors and outdoors to support the <b>holistic development</b> of children by using <b>child initiated</b> and <b>adult led</b> approaches to improve the outcomes for children. (K22, K23, S13, S22, B4)</p>	<p><b>E3.</b> 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. (K22, K23, S13, S22, B4)</p>	

**E2.** Outlines which specialist aids, resources and equipment are available to aid the child’s development and how they are used safely. (K22, K23, S13, S22, B4)

**Amplification and guidance**

**Enabling environments** – is a space where children can play, explore, and learn which is a safe and an inviting learning environment where they are able to feel emotionally safe, gain a sense of belonging and are protected from harm and abuse.

**Holistic development** – is an approach to children’s learning and development that focuses on the wellbeing of the child in relation to their physical, emotional, intellectual, and spiritual wellbeing.

**Child initiated** – child-initiated approach means allowing the child to initiate and lead the play themselves which is not affected by adult motives, responsibilities and rules.

**Adult led** – is an approach where the adult leads the learning, actively guiding and supporting the children throughout the activity or learning experience.

Implement and review	
Skills	Behaviour
<b>S14:</b> Implement and review activities to support children’s play, creativity, social development and learning and clear up after activities.	<p><b>B1:</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.</p> <p><b>B3:</b> Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.</p> <p><b>B5:</b> Commitment - to improving the outcomes for children through inspiration and child centred care and education.</p>
Professional discussion	
Pass criteria	
<b>IR1.</b> Describes how they implement and review children’s play, creativity, social development and learning with care and compassion and clear away after activities appropriately. (S14, B1, B3, B5)	
<b>IR2.</b> Describes how they share the children’s <b>outcomes</b> and explains why that is appropriate to the setting. (S14, B1, B3, B5)	
<b>IR3.</b> Describes how they act as a positive role model to children. (S14, B1, B3, B5)	
Amplification and guidance	
<b>Outcomes</b> – early learning outcomes covers all aspects of children’s learning and development. Early years professionals use these outcomes as guidelines when assessing a child’s learning and development and to ensure the children make good progress.	

Observation		
Knowledge	Skills	Behaviour
<p><b>K16:</b> The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.</p>	<p><b>S15:</b> Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.</p> <p><b>S19:</b> 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.</p> <p><b>S20:</b> Work in ways that value and respect the developmental needs and stages of babies and children.</p>	<p><b>B2:</b> Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.</p> <p><b>B3:</b> Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.</p>
Professional discussion		
Pass criteria	Distinction criteria	
<p><b>O1.</b> Describes different ways in which they observe, assess, plan and record the required <b>observational assessment</b> in line with current curriculum guidelines and as appropriate to the setting. Uses this to help inform each child's <b>individual education plan</b> demonstrating respect, honesty, trust and integrity. (K16, S15, S19, S20, B2, B3)</p>	<p><b>O2.</b> Justifies their choice of methods used to observe, assess, plan and record. (K16, S15, S19, S20, B2, B3)</p>	
Amplification and guidance		
<p><b>Observational assessment</b> – a document which highlights the results from the observations and assessment of the child's development, this document needs to link government early years curriculum guidelines.</p>		

To consider: there are many different methods of carrying out observations that can be used to collect the information needed to assess children’s learning and development progress.

**Individual education plan** – is a plan where the early years practitioner set targets and strategies to help the child progress in their learning and development.

Additional information – early years curriculum guidelines could be:

- Statutory framework for the Early Years foundation stage 2021
- Development Matters 2021 (non-Statutory Guidance)

Reading and writing	
Skills	Behaviour
<b>S17:</b> Support children’s early interest and development in mark making, writing, reading and being read to.	<p><b>B1:</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.</p> <p><b>B6:</b> 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.</p>
Professional discussion	
Pass criteria	
<b>RW1.</b> Describes how they use <b>age related expectations</b> and knowledge of <b>stage of development</b> to support mark making, reading, writing and being read to improve the outcomes for the children. Explain how they do this in a <b>non-discriminatory way.</b> (S17, B1, B6)	



### Amplification and guidance

**Age-related expectations** – the expected sequence and rate of a child’s development

**Stage of development** – is an age period when individual needs, behaviours, experiences, and abilities are common in one age group.

**Non-discriminatory way** – ensure children are treated equal regardless of their protected characteristics

Additional guidance:

- The statutory framework for the Early year’s foundation stage
- Development Matters 2021 – Non-Statutory Guidance
- Equality Act 2010

### Numbers

Skills	Behaviour
<p><b>S18:</b> Support children’s interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.</p>	<p><b>B1:</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.</p> <p><b>B5:</b> Commitment - to improving the outcomes for children through inspiration and child centred care and education.</p> <p><b>B6:</b> 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.</p>

Professional discussion
Pass criteria
<b>N1.</b> 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. (S18, B1, B5, B6)

Development and practice		
Knowledge	Skills	Behaviour
<b>K27:</b> The importance of reflective practice and continued professional development to improve own skills and early years practice.	<b>S21:</b> Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	<b>B7:</b> 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.
Professional discussion		
Pass criteria	Distinction criteria	
<b>DP1.</b> Explains how they use feedback, mentoring and/ or supervisions to support their <b>professional development</b> activities and identify goals and career opportunities. (K27, S21, B7)	<b>DP3.</b> Describes when they have supported other colleagues by sharing <b>best practices</b> . (K27, S21, B7)	
<b>DP2.</b> Explains how their <b>reflective practice</b> has improved the outcomes for children and helped them be a more successful practitioner. (K27, S21, B7)		
Amplification and guidance		
<b>Professional development</b> – ongoing training in the early years sector to develop new knowledge and skills to progress in the role.		

**Reflective practice** – to look back and evaluate on own practice to identify own areas of development.

This could be through:

- appraisal/supervisions in setting
- reflective diary
- behaviours diary

**Best practices** – the best strategies and methods used to carry out the role of the early years practitioner to ensure the best outcomes for the children’s learning and development.

Engagement and techniques		
Knowledge	Skills	Behaviour
<b>K13:</b> The impact of health and wellbeing on children’s development	<p><b>S23:</b> Work alongside parents and/or carers and recognise their role in the baby’s/child’s health, well-being, learning and development</p> <p><b>S24:</b> Encourage parents and/or carers to take an active role in the baby’s/child’s care, play, learning and development</p> <p><b>S25:</b> Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active</p>	<p><b>B2:</b> Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude</p> <p><b>B3:</b> Positive work ethic – maintains professional standards within the work environment providing a positive role model for children</p>
<b>Professional discussion</b>		
<b>Pass criteria</b>		

**ET1.** 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. (K13, S23, S24, S25, B2, B3)

**Amplification and guidance**

**Techniques** – the methods used to communicate and give guidance to parent/carers to promote health, wellbeing, learning and development of children at home.

**Policies and procedures**

**Knowledge**

**K6:** Safeguarding policies and procedures, including child protection and online safety

**Professional discussion**

**Pass criteria**

**PP1.** Describes the settings **policies and procedures** in relation to safeguarding and child protection (K6)

**Amplification and guidance**

**Policies and procedures** – the setting must have policies and procedures that the early years practitioner must follow to ensure children are protected from harm and abuse.

Additional guidance - these policies and procedures could include:

- safeguarding children policy
- child protection policy
- use of mobile phones and cameras policy
- whistleblowing policy
- visitors policy
- arrivals and departures

- safer recruitment of staff and monitoring of staff behaviours
- confidentiality
- online safety
- prevent duty and radicalisation
- promoting positive behaviour

### Role and responsibilities

#### Knowledge

**K7:** Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.

#### Professional discussion

#### Pass criteria

**RR1.** Describe own **role and responsibilities** in relation to safeguarding and security, including child protection, reporting and confidentiality of information (K7)

#### Amplification and guidance

**Role and responsibilities** – what the early years practitioner must do to ensure children are secure, protected from harm and abuse and the process for reporting concerns and incidents. How to keep all information confidential regarding safeguarding and security of children. How they follow the policies and procedures of the setting.

### Emergency and hazards

#### Knowledge

**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

Professional discussion
Pass criteria
<p><b>EH1.</b> Describes own role and responsibilities, including reporting, in the event of a baby or young child requiring <b>medical/dental attention</b>, a <b>non-medical incident or emergency</b> and identifying risks and hazards (K10)</p>
Amplification and guidance
<p><b>Medical/dental attention</b> – examples of medical/dental treatment could be:</p> <ul style="list-style-type: none"> <li>• toothache and oral infections</li> <li>• loss of tooth</li> <li>• mild illnesses - sickness and diarrhoea, hand, foot and mouth, infestation, chicken pox</li> <li>• high temperature</li> <li>• head injury, breaks and fractures, cuts/wounds</li> <li>• burns/smoke inhalation</li> <li>• drowning</li> <li>• seizures</li> <li>• electrical shocks</li> <li>• choking, suffocation and strangulation</li> <li>• poisoning</li> </ul> <p><b>Non-medical incident or emergency</b> – examples of non-medical incidents could be:</p> <ul style="list-style-type: none"> <li>• gas leak</li> <li>• power cut</li> <li>• lack of heating and/or hot water</li> <li>• missing child</li> <li>• fire</li> <li>• bomb threats</li> <li>• extreme weather</li> </ul>

- intruder

### Storing and disposing

#### Knowledge

**K11:** The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines

#### Professional discussion

#### Pass criteria

**SD1.** Describes the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines (K11)

### Accountability

#### Knowledge

**K24:** How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these

#### Professional discussion

#### Pass criteria

**A1.** Outlines how to access workplace policies and procedures and their own responsibilities and accountabilities relating to these (K24)

<b>Whistleblowing</b>
<b>Knowledge</b>
<b>K26:</b> 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
<b>Professional discussion</b>
<b>Pass criteria</b>
<b>W1.</b> Describes own responsibilities in terms of reporting, <b>whistleblowing</b> , protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology and their contribution in keeping children safe. (K26)
<b>Amplification and guidance</b>
<b>Whistleblowing</b> – reporting concerns relating to safeguarding or malpractice you may have in the setting – each setting should have a whistleblowing policy.

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# Assessment summary

The end-point assessment for the Early Years Practitioner apprenticeship standard is made up of 2 components.

1. A knowledge test consisting of 40 multiple-choice questions of 1-hour duration
2. A professional discussion underpinned by portfolio of evidence, of approximately 90-minute duration

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a mark allocated. The grade will be determined using the combined mark.

## Knowledge test

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The total marks available for the knowledge test are 40.

- To achieve a **pass**, apprentices will score at least 26 out of 40
- To achieve a **distinction**, apprentices will score at least 32 out of 40
- **Unsuccessful** apprentices will have scored 25 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

Of the required pass and distinction marks, 3 out of 5 questions relating to both K5 and K8 need to be answered correctly.

## Professional discussion underpinned by portfolio

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The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

To achieve a distinction, all of the distinction criteria must be achieved, in addition to the pass criteria for the professional discussion.

## Grading

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All assessment methods must be passed for the EPA to be passed overall. To achieve an overall distinction, a pass must be achieved in the test and an overall distinction achieved in the professional discussion.

The grade will be determined as per the table below.

Knowledge test	Professional discussion	Overall grade
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Fail	Fail
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Retake and re-sit information

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If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

Should an apprentice fail 2 or more activities, a period of further training and development lasting between 1 and 3 months must take place before a retake is scheduled. The decision on how much time is required is based on a discussion between the apprentice, their employer and the end-point assessor.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade. Where any assessment method must be resat or retaken, the apprentice will be awarded the maximum grade of a pass, unless there are exceptional circumstances requiring a resit or retake, as determined by Highfield.

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## Assessing the knowledge test

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The following knowledge areas of the Early Years Practitioner apprenticeship standard will be assessed by a 1-hour knowledge test consisting of 40 multiple-choice questions with a pass mark of 65% (26 out of 40).

Of the 26 correctly answered questions, these **must** include 3 out of the 5 questions relating to K5 and 3 out of 5 relating to K8 to pass.

In each paper, questions will cover each of those areas, however, not every aspect of every area will be covered in every test.

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

## Knowledge test criteria

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The following pages include the criteria covered by the knowledge test.

### Knowledge test

**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

**K5** The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.

**K8** The legal requirements and guidance for, Health and safety and Security.

**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.

**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.

**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.

**K25** How behaviour can impact on babies and children and influence them.

**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.

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## Assessing the professional discussion

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The professional discussion will cover the assessment criteria assigned to this assessment method. It will be led by the end-point assessor and should be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The apprentice will have the opportunity to evidence both the knowledge gained and its application through skills and behaviours applicable to this method. Questioning will focus on the apprentice's depth and breadth of understanding, skills and behaviours with the apprentice using their portfolio of evidence, including 2 videoed observations, to support their responses as necessary.

The professional discussion will need to take place in a suitable environment and should last for approximately 90 minutes.

The professional discussion is weighted at 50% of the end-point assessment.

Employers and training providers will be allowed to be present during the assessment. However, in the interests of standardisation, they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by allowing support in contextualising or using terminology that the apprentice better understands.

### **Before the assessment:**

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Professional discussion mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location
- a 90-minute time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - what did you want to improve?
  - in what ways did you think improving this would help your performance in your role?
  - what did you do to improve your knowledge/skill in this area?
  - were you successful in improving your performance long term? Why?

## Professional discussion criteria

Throughout the 90-minute professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Transitions	
To pass, the following must be evidenced	To gain a distinction
<b>T1.</b> Explains how they support babies and young children through a range of common transitions, e.g. moving home and going to school. (K4, S1, B1, B5)	<b>T3.</b> 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. (K4, S1, B1, B5)
<b>T2.</b> Explains how they inspire young children and adapts their approach to meet the needs of the individual child. (K4, S1, B1, B5)	

Procedures	
To pass, the following must be evidenced	To gain a distinction
<b>P1.</b> 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. (S2)	<b>P2.</b> Explains the benefits of recognising those key indicators early and the potential consequences of not doing so. (S2)

Responsibility	
To pass, the following must be evidenced	
<b>R1.</b> Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits. (K9, S3)	

Hygiene	
To pass, the following must be evidenced	To gain a distinction
<b>H1.</b> 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. (S4)	<b>H2.</b> 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. (S4)

### Follow instruction

#### To pass, the following must be evidenced

**FI1.** Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully. (S5)

### Safety

#### To pass, the following must be evidenced

**SA1.** 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. (S6)

### Healthy lifestyles

#### To pass, the following must be evidenced

**HL1.** 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. (K14, S7, B1, B5)

### Physical care

#### To pass, the following must be evidenced

**PC1.** 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. (S8)

### Written and oral communication

#### To pass, the following must be evidenced

**WOC1.** Explains how they communicate effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations (S9, S12)

#### To gain a distinction

**WOC2.** Explains how they adapt their communication methods or approach, as appropriate to the situation. (S9, S12)



### Communication methods

To pass, the following must be evidenced	To gain a distinction
<b>CM1.</b> 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 (S10, S11, S16)	<b>CM2.</b> Justifies their choice of techniques or communication methods comparing with other techniques/methods. (S10, S11, S16)

### Environment

To pass, the following must be evidenced	To gain a distinction
<b>E1.</b> 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. (K22, K23, S13, S22, B4)	<b>E3.</b> 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. (K22, K23, S13, S22, B4)
<b>E2.</b> Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely. (K22, K23, S13, S22, B4)	

### Implement and review

To pass, the following must be evidenced
<b>IR1.</b> Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately. (S14, B1, B3, B5)
<b>IR2.</b> Describes how they share the children's outcomes and explains why that is appropriate to the setting. (S14, B1, B3, B5)
<b>IR3.</b> Describes how they act as a positive role model to children. (S14, B1, B3, B5)

### Observation

To pass, the following must be evidenced	To gain a distinction
<b>O1.</b> Describes different ways in which they observe, assess, plan and record the required observational assessment in line	<b>O2.</b> Justifies their choice of methods used to observe, assess, plan and record. (K16, S15, S19, S20, B2, B3)

with current curriculum guidelines and as appropriate to the setting. Uses this to help inform each child's individual education plan demonstrating respect, honesty, trust and integrity. (K16, S15, S19, S20, B2, B3)

### Reading and writing

#### To pass, the following must be evidenced

**RW1.** 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. (S17, B1, B6)

### Numbers

#### To pass, the following must be evidenced

**N1.** 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. (S18, B1, B5, B6)

### Development and practice

#### To pass, the following must be evidenced

**DP1.** Explains how they use feedback, mentoring and/ or supervisions to support their professional development activities and identify goals and career opportunities. (K27, S21, B7)

**DP2.** Explains how their reflective practice has improved the outcomes for children and helped them be a more successful practitioner. (K27, S21, B7)

#### To gain a distinction

**DP3.** Describes when they have supported other colleagues by sharing best practices. (K27, S21, B7)

### Engagement and techniques

#### To pass, the following must be evidenced

**ET1.** 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. (K13, S23, S24, S25, B2, B3)

### Policies and procedures

To pass, the following must be evidenced

**PP1.** Describes the settings policies and procedures in relation to safeguarding and child protection. (K6)

### Role and responsibilities

To pass, the following must be evidenced

**RR1.** Describe own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. (K7)

### Emergency and hazards

To pass, the following must be evidenced

**EH1.** 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. (K10)

### Storing and disposing

To pass, the following must be evidenced

**SD1.** Describes the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. (K11)

### Accountability

To pass, the following must be evidenced

**A1.** Outlines how to access workplace policies and procedures and their own responsibilities and accountabilities relating to these. (K24)

### Whistleblowing

To pass, the following must be evidenced

**W1.** 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. (K26)

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