

End-Point Assessment

SPECIFICATION AND GUIDANCE

NCFE Level 3

Early Years Educator End-Point Assessment

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Introduction to End-Point Assessment

What is End-Point Assessment?

End-point assessment (EPA) is a synoptic assessment at the end of the apprenticeship programme. EPA is carried out by an Independent End-Point Assessor (IEPA) who has not been part of the teaching and learning.

Detailed information about each of these assessment methods can be found on the following pages. The evidence summary table in Appendix I provides an overview of how each of the Knowledge, Skills and Behaviours (KSBs) are assessed.

End-Point Assessment for Early Years Educator

The assessment plan that accompanies the Early Years Educator standard contains a combination of assessment methods designed to test the apprentice's KSBs in line with the requirements for synoptic testing under the apprenticeship reforms. The assessment plan can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

NCFE's assessment of these standards has been developed to meet the requirements of this plan and we have produced a number of documents (including this one) that tell you everything you need to know about EPA with us.

Other guidance documents available on our online platform:

- Platform Guide.

NCFE's assessment approach is digital first and we have an online platform to manage every aspect of EPA – from access to advice and guidance, to booking and sitting assessments. Face-to-face delivery is available at an extra cost.

The EPA for the Early Years Educator consists of 2 assessments:

- Knowledge Test (Multiple Choice Questions)
- Professional Discussion underpinned by a Portfolio of Evidence.

Each EPA method covers distinct criteria from the standard.

The Learning and Assessment Journey

On-programme

NCFE recommends that in order to drive quality and consistency through on-programme learning, Independent Training Providers (ITPs) and employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- ITPs may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Employers and ITPs should carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors. They should agree how any issues or development requirements are to be resolved together.
- It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard. These examples can then be reviewed on-programme at intervals agreed by the employer and ITP; for example, at 3, 6, and 9 months. The apprentice may wish to consider submitting evidence from these reviews within their Portfolio of Evidence.

Roles and Responsibilities

The table below indicates the roles each individual is expected to undertake, in order to assist the apprentice through the on-programme training and prepare them for EPA.

<p>Apprentice</p>	<ul style="list-style-type: none"> • participates fully in development opportunities to improve their KSBs as outlined in the standard • meets all Gateway requirements when advised by the employer • understands the purpose and importance of EPA and undertake EPA • gathers 'real' work evidence from the on-programme training to support the Portfolio of Evidence and the Professional Discussion.
<p>Employer</p>	<ul style="list-style-type: none"> • supports the apprentice while on-programme to achieve the KSBs outlined in the standard to the best of their ability • determines when the apprentice is working at or working above the level outlined in the standard, and is ready for EPA • confirms all EPA Gateway requirements have been met • confirms arrangements with NCFE for the EPA (who, when, where) in a timely manner • supports the apprentice as they develop their Portfolio of Evidence • ensures all appropriate permissions are received from parents/carers where video recording is used and ensures observations are only viewed on site
<p>Independent End-Point Assessor</p>	<ul style="list-style-type: none"> • understands the standard and assessment plan • delivers the end-point assessment in line with the EPA plan • complies to the internal quality assurance (IQA) requirements of NCFE • is independent of the apprentice, their employer and the ITP, i.e. there must be no conflicts of interest • is satisfied with the criteria outlined in this EPA plan • holds, or is working towards, an independent assessor qualification (e.g. A1) and has had training from NCFE in terms of good assessment practice, operating the assessment tools and grading • has the capability to assess the apprentice at this level • attends the required number of NCFE's standardisation and training events per year (as defined in the IQA section of the assessment plan).
<p>Independent Training Provider</p>	<ul style="list-style-type: none"> • works with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advises the employer, upon request, on the apprentice's readiness for EPA prior to the Gateway • plays no part in the EPA itself.

- understands the occupational role
- appoints administrators/invigilators and markers to administer/invigilate and mark the EPA
- provides training and continuing professional development (CPD) to the independent assessors they employ to undertake the EPA
- provides adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA
- delivers the EPA outlined in this EPA plan in a timely manner
- prepares and provides all required material and resources required for delivery of the EPA in line with best practices
- uses appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice
- has no direct connection with the apprentice, their employer or Independent Training Provider, i.e. there must be no conflicts of interest
- maintains robust IQA procedures and processes, and conducts these on a regular basis
- conforms to the requirements of the nominated external quality assurance body
- organises and delivers standardisation events and activities in accordance with the assessment plan's IQA section
- organises and conducts moderation of IEPAs' marking in accordance with the assessment plan
- has, and operates, an appeals process
- arranges for certification with the relevant ITP(s).

Guide to Gateway

Judgement on whether the apprentice is ready for the EPA is taken by the employer, who should gather views from the ITP and the apprentice to inform this decision. Apprentices should not be put forward for the EPA before they are ready. At the point of Gateway, the employer must formally sign off that the apprentice has met the minimum requirements. This will happen during a meeting involving the apprentice and their line manager. The mandatory Gateway Declaration form can be found on the EPA Resource Library and **must** be submitted in full to NCFE before the apprentice can be put forward for Gateway.

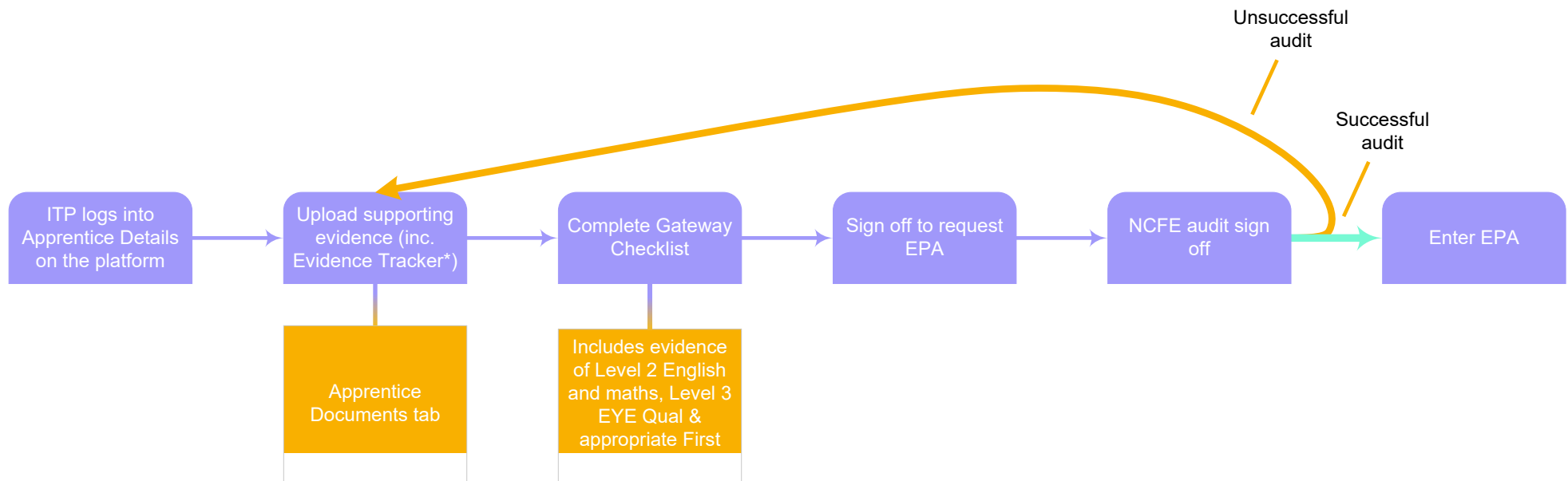
Minimum requirements:

- Level 2 English and maths; for those with an Education, Health and Care Plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3, and a British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language
- Level 3 Early Years Educator qualification, such as NCFE CACHE Level 3 Diploma in Early Years Education and Care, or any suitable alternative from the DfE list of approved EYE qualifications: <https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications>
- Level 3 Award in Paediatric First Aid (RQF), or Level 3 Award in Emergency Paediatric First Aid (RQF), or a first aid course delivered by one of the following types of organisations as per the Early Years Foundation Stage (EYFS) requirements: a voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive
- a completed Portfolio of Evidence to support the Professional Discussion
- the Gateway Declaration form must be fully completed by the ITP and submitted to NCFE before entering Gateway
- an Employer Declaration confirming the apprentice is ready for EPA.

Once the Gateway audit has been completed and the apprentice has been put forward for Gateway, the apprentice will be allocated an IEPA. The IEPA will then contact the assigned apprentice to introduce themselves and discuss the next steps.

The following diagram shows the steps required for entrance into Gateway.

Applying for EPA



**The mandatory Evidence Tracker can be found in the Templates section on the EPA Resource Library.*

Assessment Guidance

Overview

The EPA is a collection of assessments that offers confirmation of occupational competence within a specific industry. The trailblazer group for Early Years Educator have selected a Knowledge Test made up of multiple-choice questions (MCQs) and a Professional Discussion underpinned by a Portfolio of Evidence as the assessment methods to test the KSBs across the standard.

Knowledge Test with MCQs

Structure	35 closed-response (multiple-choice) questions.
What will be covered	<p>Knowledge</p> <ul style="list-style-type: none"> K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15. <p>Full details of the knowledge criteria can be found in both Appendix I and II.</p>
Duration	60 minutes maximum.
Mode of delivery	Online platform (a paper-based assessment is available at an additional charge).
Supporting documents	<ul style="list-style-type: none"> NCFE Sample Paper and mark schemes* Glossary of Terms Useful Reading and Links. <p>Appendix II</p> <ul style="list-style-type: none"> Grading Descriptors.

*Sample papers and supporting documents can be found on the EPA Resource Library.

Key Considerations and Information

The Knowledge Test must be sat in exam conditions under the invigilation process set out by NCFE. This is a closed-book assessment and additional resources or materials are not permitted to be taken into the Knowledge Test.

The questions will focus on the patterns of the development and the holistic development of the child. 5 questions per knowledge test will assess K15 (safeguarding), and each of these must be answered correctly in order to gain a Pass.

Each question will be worth one mark. Any incorrect or missing answers will be worth 0 marks.

Grading

The Knowledge Test is graded Pass or Fail based on the score achieved.

Grade	Minimum score	Maximum score
Pass*	23	35
Fail	0	22

The apprentice must answer a minimum of 23 questions correctly out of the 35 to achieve a Pass.

*In addition to achieving 23 questions correctly, all 5 questions relating to K15 (safeguarding) **must** also be correct in order to achieve a Pass.

Professional Discussion Underpinned by a Portfolio of Evidence

Structure	A structured discussion designed to provide opportunity to demonstrate KSBs.
What will be covered	<p>Knowledge K2, K4, K5, K8, K10, K12, K15, K16</p> <p>Skills S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27</p> <p>Behaviours B1, B2, B3, B4, B5, B6</p> <p>Full descriptions can be found in Appendix I.</p>
Duration	90 minutes (+10% at the IEPA's discretion).
Mode of delivery	Online conferencing platform (a face-to-face assessment is available at an additional charge).
Supporting documents	<p>Appendix II</p> <ul style="list-style-type: none"> • Grading Descriptors. <p>EPA Resource Library*</p> <ul style="list-style-type: none"> • Evidence Tracker • Employer Observation form • Employer Feedback/Review form • Employer Declaration template.

**Digital templates can be found on the EPA Resource Library. Templates provided are not mandatory for use but are provided as additional support, apart from the Evidence Tracker and the Employer Declaration template which must be used.*

Key Considerations and Information

The Professional Discussion will offer a full synoptic assessment of the apprentice, testing aspects of knowledge gained and its application through skills and behaviours. The Professional Discussion will allow the IEPA to thoroughly test understanding through open and follow-up (clarification) questions.

For the Professional Discussion, the IEPA must combine questions from a question bank produced by NCFE that will be used as assessor starter questions; however, these will be followed up with questions generated by the IEPA themselves that target specific elements of the Portfolio of Evidence. Both the IEPA and the apprentice will have access to the Portfolio of Evidence during the Professional Discussion.

The IEPA has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer.

Apprentices should prepare for the Professional Discussion by making sure that they are familiar with the evidence that they submitted. The Portfolio of Evidence, which is not graded in itself, must be submitted to NCFE at Gateway, allowing the IEPA to thoroughly prepare for the Professional Discussion.

The IEPA will review the submitted evidence against the criteria being assessed and will prepare questions to clarify the apprentice's knowledge and understanding during the Professional Discussion. For example they might ask:

In your Portfolio of Evidence, you have included evidence of CPD regarding the maintaining of food hygiene. How have you incorporated this into your practice?

Or

Is there anything you have learnt from your second Employer Observation that you have put into practice? Has it been successful?

NCFE believes in quality over quantity and the Portfolio of Evidence must not exceed 12 discrete pieces of evidence, with a minimum of 10. Any audio recordings that are submitted as part of the Portfolio of Evidence must have a maximum duration of one hour in total. All evidence must relate to 'real work' completed by the apprentice. Evidence from simulated activities is not allowed and the Portfolio of Evidence cannot include Reflective Accounts or Witness Testimonies.

Evidence **must** include:

- an Employer Feedback or Review form (a maximum of one)
- observation evidence (a minimum of 2 pieces of evidence together, totalling 20 minutes)
- CPD training records/evidence
- work products produced by the apprentice such as:
 - observations and assessments of children, and planning documents
 - risk assessments
 - communication documents
 - meeting records.

The apprentice's employer must provide a written statement confirming that the evidence within the Portfolio of Evidence is attributable to the apprentice.

Employer Observation Form

An Employer Observation Form is a testimony from someone able to comment on the performance of the apprentice when undertaking Early Years Educator related tasks in the workplace. It should be completed by someone in a position of authority and provide a record of what evidence was seen against the KSBs assessed by the Professional Discussion. The Portfolio of Evidence must contain a minimum of 2 Employer Observations to be used as evidence.

The Employer Observations may be submitted in the form of a written observation (see template in EPA Resource Library). Video evidence can also be submitted; however, the IEPA may only view this within the employer's premises. Video recordings shall not be used where there are safeguarding concerns and, in this instance, a written observation will be submitted instead.

Written Employer Observations in support of the Portfolio of Evidence should be purely factual (i.e. no opinion or judgements) and undertaken by someone appropriately qualified and in a position of responsibility such as a line manager, a member of the senior management team or the assessor for the qualification.

Employer Feedback/Review

This form can be used by employers to provide feedback about the KSBs that the apprentice has displayed towards meeting the standard. A template has been provided for this in the EPA Resource Library.

CPD Logs and Certificates

CPD logs should record any CPD activities undertaken and include analysis from the apprentice about what they have learnt and how they have applied, or would apply, this in practice. All information presented during the Professional Discussion will be held confidentially. The only exceptions to this will be where the child is deemed to be at risk; for example, if a safeguarding issue is described that has not been previously reported.

Grading

Fail	The apprentice fails to meet 100% of Pass criteria.
Pass	The apprentice must meet 100% of Pass criteria.
Distinction	The apprentice must meet all of the Pass criteria and a minimum of 10 of the Distinction criteria.

Awarding the Final Grade

Grade Aggregation

Knowledge Test	Professional Discussion	Overall Grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Fail	Distinction	Fail
Pass	Distinction	Distinction

All EPA methods must be passed for the EPA to be passed overall. To achieve a Pass, both methods must be passed. To achieve a Distinction, 10 of the Distinction criteria must be achieved in addition to the Pass criteria for the Professional Discussion. Grades from individual assessment methods should be combined as set out in the table above to determine the grade of the EPA as a whole.

Reasonable Adjustments

For instructions and support with reasonable adjustments, please refer to the *Reasonable Adjustments and Special Considerations Policy*, which can be downloaded from the EPA Resource Library.

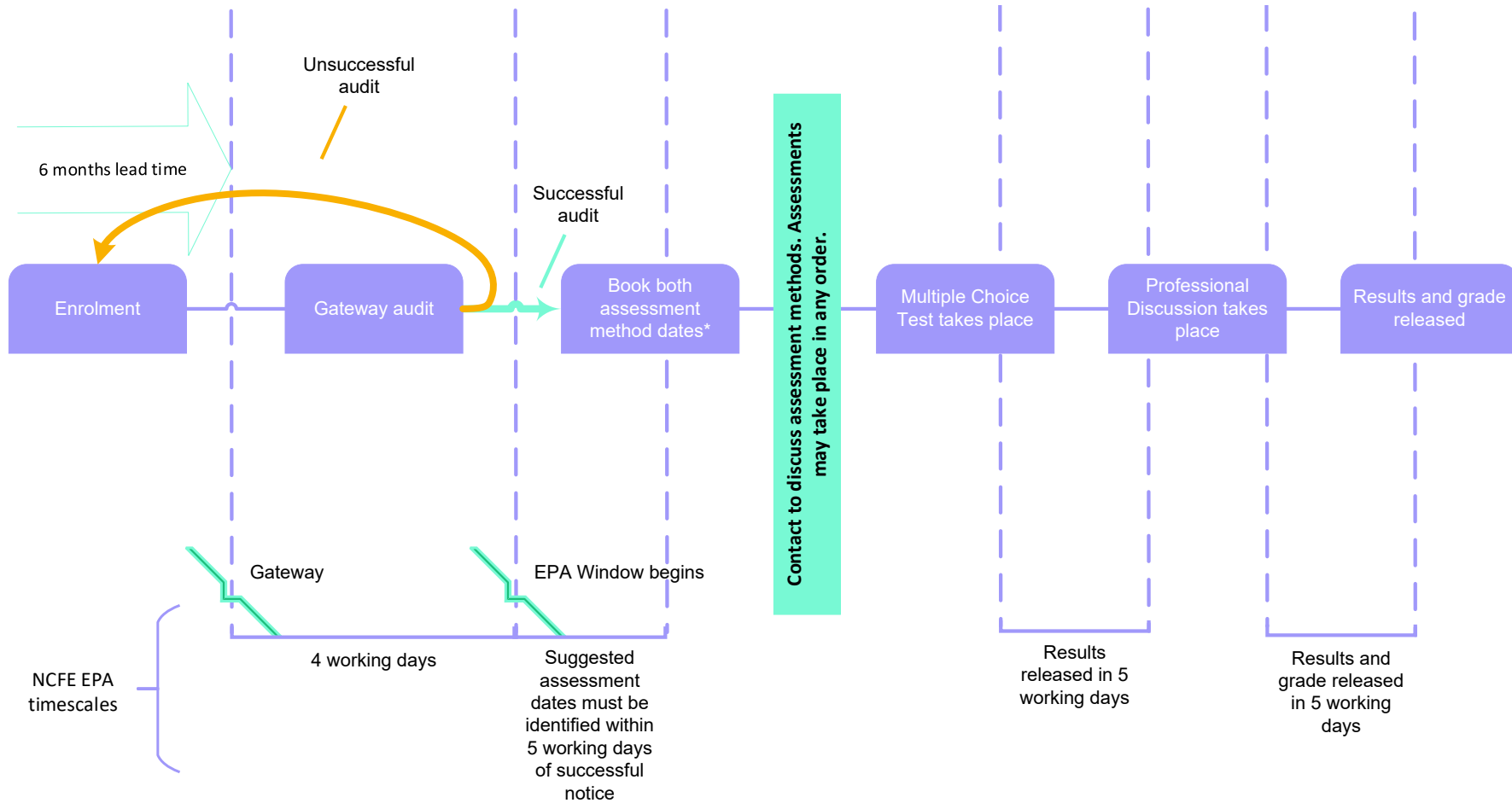
Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does. An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum 3 month EPA period, otherwise the entire EPA must be taken again, unless in the opinion of NCFE exceptional circumstances apply outside the control of the apprentice or their employer. Therefore, it is recommended that assessments are attempted as soon as possible within the EPA window in order to allow time for further learning and a re-take if needed.

Apprentices should have a supportive action plan to prepare for the re-sit or re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action. Re-sits and re-takes are not offered to apprentices wishing to move from Pass to Distinction. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass, unless NCFE determines there are exceptional circumstances requiring a re-sit or re-take.

Timelines



*NCFE must have at least 5 working days' notice of the first suggested assessment date. This is a recommended order of assessment; however, assessments can be taken in any order.

Additional Information

Result Enquiries

If a centre believes an apprentice's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with the *EPA Enquiries and Appeals Policy and Procedure*, which is available on the EPA Resource Library.

Appeals

Appeals can be submitted following the *EPA Enquiries and Appeals Policy and Procedure*. The policy and procedure can be found on the EPA Resource Library.

Complaints

Complaints can be submitted on the NCFE website by completing the Making a Complaint webform and following the *NCFE Complaints Procedure*.

Useful Links and Reading Materials

To fully prepare for the EPA, this list has been compiled to be used as additional study material.

Health and Wellbeing

Anna Freud Centre <https://www.annafreud.org/>

Childline www.childline.org.uk/

Diet and Exercise <https://www.nhs.uk/change4life>

FGM www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx

Illness <http://www.nhs.uk/Tools/Pages/Childhoodillness.aspx>

MIND <https://www.mind.org.uk/>

NSPCC <https://www.nspcc.org.uk>

Preventing Child Abuse www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/

Public Health England <https://www.gov.uk/government/organisations/public-health-england>

Play, Development and Learning for School Readiness

Bullying <http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying>

Phonics http://www.literacytrust.org.uk/resources/practical_resources_info/1035_phonics-methods_of_teaching

Play <http://www.playengland.org.uk/>

Legislation, Frameworks and Professional Practice

Child Poverty <http://www.education.gov.uk/childrenandyoungpeople/families/childpoverty>

Keeping Children Safe Online <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

Looked-after Children <https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

Safeguarding and child protection <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

SEND <http://www.education.gov.uk/childrenandyoungpeople/send>

The Equality Act <http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Glossary of Terms

Term	Meaning
Active Learning	The mindset where children concentrate and keep on trying if they encounter difficulties, and enjoy activities.
Attachment	A meaningful, emotional bond.
Continuing Professional Development	On-going learning to meet professional training needs, keeping up to date with developments in own areas of work.
Creating and Thinking Critically	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
Early Years Foundation Stage (EYFS)	Statutory Legislation in England for the Early Years workforce.
Key Person	A named practitioner who has responsibilities for a small group of children, they are there to help the child feel safe and secure. The key person develops and sustains a relationship with parents/carers. It is a requirement of the Early Years Foundation Stage.
Multi-Agency Work	Working with other professionals from outside of own setting or from a different discipline within own organisation.
Neuroscience	The study of the structure and function of the nervous system.
Pedagogy	An approach/method for teaching and learning.
Reflective Practice	Looking back and thinking about work, making recommendations for improvement based on evidence.
Sustained Shared Thinking	Sustained shared thinking focuses on thinking skills, making links between ideas and using strategies to solve problems. It suggests that children will be doing more than playing, exploring and concentrating; they will be taking their play onto the next level. Children will be more inquisitive and probing in their play.
Systematic Synthetic Phonics	A method of teaching English reading which first teaches the letter sounds and then builds up to blending these sounds together.
Transition	A period of change from one state to another. For example, starting school is a transition young children typically experience.

Command Words

Verb	Meaning
Assess	Evaluate or estimate the quality of a given topic
Analyse	Separate information into component parts. Make logical, evidence-based connections between the components.
Calculate	Work out the value of something, showing relevant working.
Choose	Select from a range of alternatives (MCQ).
Compare	Identify similarities and/or differences.
Complete	Finish a task by adding to given information.
Consider	Review and respond to given information.
Define	Give a definition or specify meaning of an idea or concept.
Describe	Give an account of or set out characteristics or features.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.
Evaluate	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Explain how	Give a detailed account of a process or way of doing something.
Give examples	Answers should include relevant examples in the context of the question.
Identify	Name or otherwise characterise.
Justify	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.
Label	Add names, indicating their correct position to an image or diagram
List	Give a selection of answers, as many as the question indicates.
Name	Identify using a recognised technical term.
Outline	Set out main the characteristics or features.

Verb	Meaning
Show	Provide structured evidence to reach a conclusion.
State	Express in clear, brief terms.
Summarise	Brief statement of the main points.
Suggest (what/why/how)	Present a possible cause or solution. Apply knowledge to a new situation to provide a reasoned explanation.
Work out	Perform one or a set of steps or calculation to arrive at an answer.

Appendix I – KSBs and Evidence Summary

Knowledge	EPA Method	Skills	EPA Method
K1 The expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5-7.	Knowledge Test	S1 Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.	Professional Discussion
K2 The significance of attachment and how to promote it effectively.	Knowledge Test Professional Discussion	S2 Promote equality of opportunity and anti-discriminatory practice.	Professional Discussion
K3 A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	Knowledge Test	S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.	Professional Discussion
K4 How children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family break down and adoption and care.	Knowledge Test Professional Discussion	S4 Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.	Professional Discussion
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	Knowledge Test Professional Discussion	S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	Professional Discussion
K6 The importance to children’s holistic development of: speech, language and communication; personal, social and emotional development and physical development.	Knowledge Test	S6 Encourage children’s participation, ensuring a balance between adult-led and child-initiated activities.	Professional Discussion

Knowledge	EPA Method	Skills	EPA Method
K7 Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	Knowledge Test	S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	Professional Discussion
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.	Knowledge Test Professional Discussion	S8 Support and promote children's speech, language and communication development.	Professional Discussion
K9 The current early education curriculum requirements such as the Early Years Foundation Stage.	Knowledge Test	S9 Support children's group learning and socialisation.	Professional Discussion
K10 When a child is in need of additional support, such as where a child's progress is less than expected. How to assess within the current Early Years' education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared with parents and/or carers.	Professional Discussion	S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.	Professional Discussion
K11 The importance of undertaking continued professional development to improve own skills and Early Years practice.	Knowledge Test	S11 Support children to manage their own behaviour in relation to others.	Professional Discussion

Knowledge	EPA Method	Skills	EPA Method
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Knowledge Test Professional Discussion	S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Professional Discussion
K13 Why health and wellbeing is important for babies and children.	Knowledge Test	S13 Carry out and record observational assessment accurately.	Professional Discussion
K14 How to respond to accidents, injuries and emergency situations.	Knowledge Test	S14 Identify the needs, interests and stages of development of individual children.	Professional Discussion
K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.	Knowledge Test Professional Discussion	S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	Professional Discussion
K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.	Professional Discussion	S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	Professional Discussion

Skills	Assessment Method
<p>S17 Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children’s observational assessments and communicating with parents and other professionals.</p>	Professional Discussion
<p>S18 Engage in continuing professional development and reflective practice to improve own skills, practice and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).</p>	Professional Discussion
<p>S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child.</p>	Professional Discussion
<p>S20 Promote healthy lifestyles, for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day.</p>	Professional Discussion
<p>S21 Undertake tasks to ensure the prevention and control of infection for example handwashing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.</p>	Professional Discussion
<p>S22 Carry out risk assessment and risk management in line with policies and procedures.</p>	Professional Discussion
<p>S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.</p>	Professional Discussion
<p>S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p>	Professional Discussion
<p>S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>	Professional Discussion

Skills	Assessment Method
<p>S26 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, learning and development.</p>	Professional Discussion
<p>S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.</p>	Professional Discussion
Behaviours	Assessment Method
<p>B1 Care and Compassion: provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p>	Professional Discussion
<p>B2 Being team-focused: work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.</p>	Professional Discussion
<p>B3 Honesty, trust and integrity: develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.</p>	Professional Discussion
<p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>	Professional Discussion
<p>B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.</p>	Professional Discussion
<p>B6 Working practice: take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p>	Professional Discussion

Appendix II – KSBs and Grading Descriptors

Knowledge Test

In all cases, a Fail means that the Pass criteria has not been met.

Knowledge	Pass Criteria
K1 The expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7.	The apprentice must answer a minimum of 23 questions correctly out of the 35 to achieve a Pass. Of the 23 questions answered correctly, these must include all 5 questions relating to K15 (safeguarding).
K2 The significance of attachment and how to promote it effectively.	
K3 A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	
K4 How children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.	
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	
K6 The importance to children’s holistic development of: speech, language and communication; personal, social and emotional development and physical development.	
K7 Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.	
K9 The current early education curriculum requirements such as the Early Years Foundation Stage.	
K11 The importance of undertaking continued professional development to improve own skills and Early Years practice.	
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	
K13 Why health and wellbeing is important for babies and children.	
K14 How to respond to accidents, injuries and emergency situations.	
K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.	

Professional Discussion Underpinned by a Portfolio of Evidence

In order to Pass, the apprentice must meet all of the Pass Criteria. To achieve a Distinction, the apprentice must meet a minimum of the Distinction criteria. In all cases, a Fail means that the Pass criteria has not been met.

KSBs	Pass Criteria	Distinction Criteria
S10, S11	P1. Provides evidence of how they have modelled and promoted positive behaviours (for example turn-taking) in their day-to-day practice and shows evidence of the positive effect on children's behaviour as a result.	D1. Provides evidence of having used more than 2 behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour.
S26, S27, K2, K4, K8, S16, B1, B2, B3, B4	P2. Communicates with and provides information to parents and/or carers to understand how their child is doing; works in partnership with parents and carers to identify where they can help the child's progress, and encourages them in the valuable contribution they make to the child's health, wellbeing, learning and development. Plans the next stages of development with the key person.	D2. Establishes and maintains effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing, learning and development.
S3, B4	P3. Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to move the children's learning to the next stage of development.	D3. Can evidence how curriculum-based planning and leading of activities has led to accelerated progression in the child's learning, e.g. using observations, planning and documents.
S4, K2, K4, K8, S14, B1, B4	P4. Able to explain the child's stage and how they use this knowledge to approach planning of activities in order to support children's wellbeing and independence, in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning.	D4. Demonstrates which activities have accelerated children's learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children's learning (e.g. using observations and planning documents).
S5, S14, K4, B1, B4	P5. Evidences using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities.	D5. Demonstrates having provided varied learning experiences, incorporating new ways of learning and experiences, informed by their knowledge of areas of learning, and evidence how these have successfully engaged, enthused and motivated children to learn.

KSBs	Pass Criteria	Distinction Criteria
S6, B1, B4	P6. Encourages children's participation through a balance of adult-led and child-initiated activities. Plans the type of activity children will engage in, providing opportunities for child participation through a range of experiences.	N/A
S9, K2, B1, B4, B6	P7. Uses their knowledge of the children in their care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child's confidence in social situations.	N/A
S7, B1, B4	P8. Uses effective strategies that deepens a child's understanding. Can explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented.	D6. Able to evidence more than 2 strategies used to promote sustained shared thinking for children with different needs/backgrounds e.g. EAL, SEND, disadvantaged or ethnic minority children.
S15, S13, S23, K10, B4	P9. Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning.	D7. Evidences that children have made progress as a result of accurate assessments being completed.
S1, K4, K8, K10, B1, B3, B4, B5, B6	P10. Uses strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling.	N/A
S23	P11. Maintains accurate and coherent records and reports.	N/A

KSBs	Pass Criteria	Distinction Criteria
S13	P12. Carries out and records appropriate observational assessment accurately across a range of contexts.	D8. Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependent on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.
S23, K15, B3	P13. Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information.	D9. Has suggestions to improve record keeping in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.
S25, B1, B2	P14. Works and contributes effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice.	N/A
S12, K8, K10, B5	P15. Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals.	D10 Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals.
S24, K15, B1, B2, B3	P16. Complies with all requirements and expectations for confidentiality of information. Understands the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis.	D11. Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.
S24, K12, B4	P17. Actively demonstrates the importance of Health and Safety systems in the workplace.	D12. Has suggestions to improve practice in relation to Health and Safety.

KSBs	Pass Criteria	Distinction Criteria
S2, K5, B5, B6	P18. Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children’s individual needs and celebrating diversity.	N/A
S8, B4	P19. Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.	N/A
S19, K16, B1	P20. Plans and carries out physical care routines to meet a child’s individual needs, including appropriate infection control measures.	N/A
S20, K16	P21. Promotes healthy lifestyles through their activities – e.g. by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day.	D13. Has an excellent understanding of the menus in the setting, is able to explain why children are offered different types of meals. Plans and carries out activities that promote Healthy Lifestyles and uses strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating.
K16, S21	P22. Completes personal protective equipment tasks to minimise the spread of infection. Understands the importance of following procedures and applying the appropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely.	D14. Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities.
S18	P23. Undertakes ongoing continuous professional development and reflective practice. Actively seeks new opportunities to develop that have a positive impact on the learning outcomes for the children.	N/A

KSBs	Pass Criteria	Distinction Criteria
S17	P24. Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the communication strategy is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs.	N/A
S22	P25. Undertakes risk assessments within the setting.	N/A



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Version 4 September 2023

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