

Early Years Practitioner Level 2 End-Point Assessment

ST0888/01 Version 1.0 Specification

Contents

Introduction.....	3
Occupational Profile	3
Qualification objective and KSBs.....	4
Gateway requirements	4
End-Point Assessment	5
Professional discussion underpinned by a portfolio	5
Knowledge Test.....	6
Portfolio of evidence requirements	7
Order of assessment methods.....	8
How apprentices are supported for end-point assessment.....	9
Completion and certification.....	9
Why choose BPN EPAO.....	9
Appendix A – Grading of knowledge, skills and behaviours.....	10

Introduction

Title: Early Years Practitioner
Standard: ST0888/AP01 v1.0
Level: 2

Welcome to the Best Practice Network (BPN EPAO) specification document for the Early Years Practitioner Level 2 Apprenticeship Standard, the purpose of which is to provide information to users about the End Point Assessment (EPA).

BPN is a leading national provider of CPD and assessment, specialising in the education sector. Our programmes include National Professional Qualifications in school leadership and subject specialisms, Initial Teacher Training, Early Years Initial Teacher Training, Higher Level Teaching Assistant status and the Diploma for School Business Managers. We provide end-point assessment for the Early Years Practitioner Level 2 and other Apprenticeship Standards.

Our core values define what we stand for and how we do things, helping us to work together in the most fulfilling way to provide the best service to our clients.



Inspire learning

We aim to change lives for the better by inspiring and developing colleagues working in education. As a team and a network, we inspire each other to grow personally and professionally.



Work together

Across the network, personal relationships and collaboration are at the heart of what we do. We show care and support for our candidates, partners and colleagues, and we go the extra mile to get things done.



Act with integrity

We can be trusted and we do what we say we will. We are open and straightforward, tackling challenges head-on rather than avoiding them. We treat each other with respect and dignity.



Strive for excellence

We have high expectations of ourselves and others. We invest and innovate to deliver the best learning, systems and outcomes. We keep things simple, use evidence and embrace change to achieve our best.

Occupational Profile

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 government for the learning, development and care of children from birth to 5 in both indoor and outdoor environments.

The broad purpose of the occupation is to work and interact 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 EYP works as part of a professional team ensuring the welfare and care for children under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional the Early Years Workforce.

In their daily work, an employee in this occupation interacts with parents, children, colleagues and wider multi agency professionals and partners such as health visitors, social workers and speech and language therapists. Individuals will undergo all checks as per the EYFS requirements to ensure suitability to work with children. Due to the nature and level of responsibility it is not anticipated that the role would have any budgetary or leadership responsibilities.

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. An EYP will also support the observation and assessment of each child and contribute to their learning experiences and assist with the care needs of the individual child such as teeth, skin, hair, feeding, changing nappies and toileting under direction of a more senior member of the team. They will also work in partnerships with other colleagues, parents and/or carers or other professionals, with support from a more senior member of the team, to meet the individual needs of each child. They will also have a responsibility for ensuring that they recognise when a child is in danger and/or at risk of serious harm or abuse and contributing to the health and safety of the children, staff and others on the premises.

Typical job titles include:

Assistant childminder, Early years practitioner, Nanny and early years worker, Nursery assistant, Nursery nurse, Nursery practitioner.

Qualification objective and KSBs

The objective of the qualification is to equip early years practitioners with the knowledge, skills and behaviours required to be occupationally competent in their role. This will enable them to be competent to carry out the duties set out in the **Early Years Practitioner L2 Assessment Plan Version 1.0**

The knowledge, skills and behaviours required for occupational competence, and the relevant assessment method are summarised in Appendix A below.

Gateway requirements

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

Apprentices must have achieved the following approved qualifications as mandated in the occupational standard:

- Early Years Practitioner Qualification (level 2) *
- English & Mathematics at Level 1, and Level 2 attempted

* Please note, BPN EPAO does not offer these qualifications. Approval with a recognised Awarding Organisation will be required. Please refer to the DfE list of approved Early Years Practitioner qualifications.

As the EPAO, BPN EPAO will be responsible for confirming gateway eligibility, through confirming that all required gateway evidence has been provided and accepted as meeting the gateway requirements. Once this has been confirmed, the EPA period starts.

The EPA must then be completed within an EPA period lasting typically 3 months, after the EPA gateway.

End-Point Assessment

Apprentices will be assessed according to the requirements of the **Early Years Practitioner L2 Assessment Plan Version 1.0**

As an EPAO, BPN EPAO tests the apprentice against the entire standard through 2 assessment methods:

- **Professional discussion underpinned by a portfolio of evidence**
- **Knowledge Test**

The knowledge, skills and behaviours (KSBs) to be tested by each assessment method are set out within the Assessment Plan. Apprentices registered with BPN EPAO will have access to a range of resources to support preparation for, and understanding of, the EPA.

BPN EPAO independent assessors are selected for their sector expertise and their assessment experience. Our team will assess and grade each assessment activity separately and combine the results to determine the EPA and apprenticeship grade. Each assessment method will be graded fail, pass or distinction.

Professional discussion underpinned by a portfolio

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

Delivery

The independent assessor will conduct and assess the professional discussion that must last for 90 minutes with a minimum of 10 questions asked. Follow up questions may be asked to assess the apprentice's depth of understanding, skills and behaviours and authenticate their portfolio of evidence. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor will combine questions from BPN EPAO's question bank and those generated by themselves. Independent assessors will use the question bank as a

source for questioning and will use their professional judgment to tailor those questions appropriately.

The professional discussion will be conducted as set out here:

The independent assessor will conduct and assess the professional discussion. Prior to the professional discussion, the independent assessor must have reviewed the apprentice's portfolio in preparation for this assessment. The portfolio must be available to BPN EPAO 2 weeks before the Professional Discussion. The videoed evidence cannot be taken off the employer's premises and may be viewed immediately before the professional discussion if this takes place face-to-face.

At the start of the discussion, the independent assessor must reassure the apprentice that all information presented during the 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. Further time may be granted for apprentices with appropriate needs, in line with BPN EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the BPN EPAO's question bank and those generated by themselves. Questions from the question bank will be used as assessor starter questions but will be followed up with those generated by the assessor allowing the apprentice the opportunity to demonstrate competence at the highest grade possible.

The discussion will be a 1:1 conversation, underpinned by the portfolio. Both the assessor and the apprentice must have access to the portfolio during the discussion. Video conferencing can be used to conduct the professional discussion, BPN EPAO has processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way. Video conferencing is only practical if the assessor has visited the employer's site to view the videoed evidence prior to the professional discussion, or if there is no video evidence.

The independent assessor will use the assessment tools and procedures that are set by BPN EPAO to record the professional discussion and will make all grading decisions.

Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence. The professional discussion can take place in any of the following:

- employer's premises ·
- a suitable venue selected by BPN EPAO (for example a training provider's premises)

Knowledge Test

Overview

A knowledge test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response. It is an accurate and reliable way of assessing those knowledge elements which have a clear correct/incorrect response.

Test Format

The test can be:

- computer based
- paper based It will consist of 40 questions.

These questions will consist of:

- Closed response questions (i.e. multiple-choice questions)

Test administration

The multiple-choice questions will have four options of which one will be correct. Apprentices will have 60 minutes to complete the test. The test consists of 40 questions. A minimum of 26 questions needs to be answered correctly for a pass. Of the 26 questions answered correctly, these must include a 3 of 5 questions relating to K5, and 3 of 5 questions relating to K8.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by BPN EPAO or specialised (proctor) software, if the test can be taken on-line. BPN EPAO has an invigilation policy that sets out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test. BPN EPAO, as the EPAO, is responsible for ensuring the security of testing we administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

BPN EPAO will verify the suitability of the venue for taking the test and the identity of the person taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this. Any incorrect or missing answers must be assigned zero marks. A correct response will be assigned one mark.

Assessment location

The observation with questioning must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Portfolio of evidence requirements

For the Professional discussion underpinned by portfolio, the apprentice will be required to submit:

A portfolio consisting of:

- At least one piece of evidence relating to each knowledge, skill and behaviour. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be around 10 pieces of evidence and a maximum of 12 pieces (1 per duty) of evidence
- 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-recorded observations must not be sent to the EPAO as part of the portfolio. 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. 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 KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, 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 in line with the company confidentiality and safeguarding 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 of evidence is not directly assessed. It underpins the professional discussion and therefore, will not be marked by BPN EPAO. BPN EPAO will review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

How apprentices are supported for end-point assessment

We believe the key to maximising the potential for an apprentice to perform to the best of their ability on the day of assessment, is to help them to be fully prepared in terms of what to expect.

BPN EPAO will provide registered apprentices/training providers with the following resources before they approach gateway assessment:

- A training/provider/employer handbook
- An apprentice handbook
- A briefing document for apprentices and their employers on how the knowledge test and professional discussion will be carried out.
- Word document templates for all documentation required by BPN EPAO at Gateway
- A Portfolio of Learning guidance document.
- A sample test and mark scheme
- A Portfolio of evidence confirmation and tracking form document that apprentices use to confirm requirements of the portfolio and track coverage of the KSBs against the documents selected.

Completion and certification

BPN EPAO activate certification following successful completion of all EPA and IEPA activity. Outcomes are shared with the certificate issuing authority to ensure the apprentice receives their certificate.

Why choose BPN EPAO

We are an approved End-Point Assessment Organisation specialising in EPA delivery across education and early years standards and sectors. Our understanding of these sectors is underpinned by our experience as a leading national provider of school and early years leadership and professional development programmes. We provide clear and detailed guidance documentation, along with proactive service and support, to help maximise the potential for all apprentices to fulfil their potential.

Appendix A – Grading of knowledge, skills and behaviours

Assessment method 1: Professional discussion underpinned by portfolio

Fail – does not meet pass criteria

KSBs	Pass - Must meet all of the pass criteria	Distinction - Must meet all of the pass and all of the distinction criteria
K4, S1, B1, B5	Explains how they support babies and young children through a range of common transitions, e.g. moving home and going to school. Explains how they inspire young children and adapts their approach to meet the needs of the individual child.	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.
S2	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.	Explains the benefits of recognising those key indicators early and the potential consequences of not doing so.
K9, S3	Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits.	
S4	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.	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.
S5	Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully.	
S6	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.	
K14, S7, B12, B5	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.	

S8	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	
S9, S12	Explains how they communicate effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations	Explains how they adapt their communication methods or approach, as appropriate to the situation.
S10, S11, S16	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	Justifies their choice of techniques or communication methods comparing with other techniques/methods.
K22, K23, S13, S22, B4	<p>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.</p> <p>Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely.</p>	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.
S14, B1, B3, B5	<p>Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately.</p> <p>Describes how they share the children's outcomes and explains why that is appropriate to the setting.</p> <p>Describes how they act as a positive role model to children.</p>	
K16, S15, S19, S20, B2, B3	Describes different ways in which they observe, assess, plan and record the required observational assessment in line 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.	Justifies their choice of methods used to observe, assess, plan and record.
S17, B1, B6	Describes how they use age related expectations and knowledge of stage of development to support mark making, reading, writing and being read to improve the	

	outcomes for the children. Explain how they do this in a non-discriminatory way	
S18, B1, B5, B6	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	
K27, S21, B7	Explains how they use feedback, mentoring and/ or supervisions to support their professional development activities and identify goals and career opportunities. Explains how their reflective practice has improved the outcomes for children and helped them be a more successful practitioner.	Describes when they have supported other colleagues by sharing best practices.
K13, S23, S24, S25, B3, B2	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.	
K6	Describes the settings policies and procedures in relation to safeguarding and child protection	
K7	Describe own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information	
K10	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	
K11	Describes the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines	
K24	Outlines how to access workplace policies and procedures and their own responsibilities and accountabilities relating to these	
K26	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	

Assessment method 2: Knowledge Test

KSBs	Fail	Pass	Distinction
K1, K2, K3, K5, K8, K12, K15, K17, K18, K19, K20, K21, K25, K28, K29	Does not meet the pass criteria. The apprentice correctly answers less than 26 questions.	Meets the pass criteria. The apprentice must answer correctly a minimum of 26 questions out of 40 to achieve a pass. Of the 26 questions answered correctly, these must include 3 questions relating to K5, and 3 questions relating to K8	Meets the distinction criteria. The apprentice must answer correctly a minimum of 32 questions out of 40 to achieve a distinction. Of the 32 questions answered correctly, these must include 3 questions relating to K5, and 3 questions relating to K8

Overall EPA grading

Both EPA methods must be passed for the EPA to be passed overall. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

Apprentices must gain a pass in both methods to be awarded a pass. Apprentices must gain a distinction in both the professional discussion and the test to be awarded a distinction.

BPN EPAO will combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA as a whole:

Professional Discussion underpinned by a portfolio of evidence	Knowledge test	Overall Grading
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