Training Qualifications UK

TQUK Level 2 End-Point Assessment for ST0888 **Early Years Practitioner** V1.0

Qualification Number: 603/6241/8

Standard Specification

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Key Information

Reference:	ST0888
Version:	V1.0
Level:	2
Minimum duration to gateway:	12 months
Typical EPA period:	3 months
Maximum funding:	£4000
Route:	Education and early years
Approved for delivery:	26 March 2020
Date updated:	15/02/2023
Lars code:	550
EQA provider:	Ofqual

Apprenticeship Summary

Overview of the Role

Work and interact directly with children on a day to day basis supporting the planning of and delivery of activities.

Occupation Summary

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 five 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 Early Years Practitioner (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 in 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 the 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

Assistant Childminder, Early Years Practitioner, Nanny and Early Years Worker, Nursery Assistant, Nursery Nurse, and Nursery Practitioner.

Assessment Methods

This end-point assessment (EPA) consists of two assessment methods:

Knowledge Test

Professional Discussion

Assessment Order

The assessments can be taken in either order.

EPA Window

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

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence
- Evidence of TQUK Level 2 Diploma for the Early Years Practitioner (RQF) or an equivalent qualification

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Knowledge Test

The knowledge test consists of **40 questions** with four possible answers for the apprentice to choose from, one of which is correct. One mark is awarded for each correct answer.

The questions will assess the knowledge criteria assigned to this assessment. There will be five questions related to K5 and five questions related to K8. The apprentice will need to correctly answer three in each to attain a pass.

The apprentice will have a maximum of **60 minutes** to complete the test.

Apprentices may take their test on paper or online. The apprentice must take the test in an invigilated and controlled environment. This is a closed-book test; the apprentice is not permitted to refer to notes.

Grading

This assessment is graded according to the table below.

In order to pass the test, as well as achieving the minimum number of marks below, the apprentice must correctly answer at least three questions related to K5 and at least three questions related to K8.

Marks	Percentage	Grade
0-25	0-63%	Fail
26-31	65-78%	Pass
32-40	80-100%	Distinction

Knowledge Assessed

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 the apprentices 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.

Portfolio of Evidence

To support the professional discussion the apprentice must produce a portfolio of evidence.

The apprentice's portfolio will include 10-12 pieces of evidence typically one for each of the occupational duties:

	Duty	KSBs
1	Work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child in line with company policies and procedures.	K19 K21 K23 K24 K28 K29 S13 S21 S22 S23 S24 S25 B2 B3 B4 B5 B6
2	Use play to support children to understand and encourage healthy life choices.	K14 S7 B3 B4 B5 B6
3	Identify issues of safeguarding and child protection, ensuring that the welfare and safety of children is promoted and safeguarded and to report any child protection concerns to the person in charge.	K5 K6 K7 K26 S2 B2 B3 B4 B5
4	Carry out self-reflection and use continuous professional development opportunities to improve practice.	K27 S21 B3 B7
5	Undertake specific tasks related to the safety and hygiene of the children and the cleanliness of the setting.	K8 K9 K10 K11 K12 K13 K22 S3 S4 S5 S6 S8 B3 B4
6	Use their knowledge of child development to work with parents and carers to improve children's outcomes and well-being, including those with disabilities and additional needs.	K1 K2 K3 K4 K13 S1 B3 B4 B5 B6
7	Contribute to the planning and organise activities and children's individual experiences which will support and extend the children's learning in line with the Early Years Foundation Stage.	K16 K17 K18 K22 K29 S13 S14 S15 S16 S17 S18 S19 S20 B1 B3 B4 B5 B6
8	Communicate and engage with children to support their learning and development.	K15 K25 S9 S10 S11 S12 B1 B3 B4 B5 B6
9	Support the collection of accurate and up-to-date records which identify children's individual needs, abilities and progress and use these as a basis for future planning.	K18 S15 S19 B1 B4 B5
10	Support the wellbeing of all children including those with additional needs and disabilities.	K5 K14 K20 K22 S7 B1 B3 B4 B5 B6

The apprentice **may** also group their evidence in the following **thematic order**.

Number	Theme	KSBs
1	Safeguarding	K6, K7, K26, S2
2	Health and Safety	K9, K24, S3, S4, S5, S6
3	Healthy Lifestyles	K10, K11, K14, S7, S8, B1, B5
4	Planning, Observations and Assessments	K16, K22, K23, S13, S14, S15, S19, S20, S22, B1, B2, B3, B4, B5
5	Literacy and Numeracy	S10, S11, S16, S17, S18, B1, B5, B6
6	Communication	K13, S9, S12, S23, S24, S25, B2, B3
7	Transitions	K4, S1, B1, B5
8	Continuous Professional Development	K27, S21, B7

Observations and Other Evidence

The apprentice's portfolio must include **two direct observations**, each lasting a minimum of **60 minutes**.

Observation must be carried out within the **last three months of the apprenticeship** and take place at the apprentice's usual place of work.

Where possible, these should be videoed. Any video recordings must **not** be submitted with their other evidence. If video evidence is used, the professional discussion must be held face-to-face to allow the End-Point Assessor to view the videos on site before the assessment begins.

If video recordings are not possible due to safeguarding concerns, written accounts are acceptable. Written accounts must be conducted by someone appropriately qualified and in a position of responsibility, such as a line manager, senior manager, or On-Programme Assessor. The written accounts must be objective, i.e. no opinions or judgements.

Other evidence may include, but is not limited to:

- planning documents
- health and safety documentation
- confidentiality and safeguarding policies and procedures
- progress review documentation
- witness testimonies, and
- feedback from colleagues, parents and guardians.

Professional Discussion

The professional discussion can take place face-to-face or remotely. The apprentice must take this assessment in a controlled environment.

The training provider will submit the apprentice's portfolio of evidence at gateway. The End-Point Assessor will then have **two weeks** to prepare questions for the professional discussion based on the contents of the apprentice's portfolio and relevant to the KSBs assigned to this assessment.

The professional discussion will last **90 minutes**. The End-Point Assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. No new questions will be asked after the time limit has been reached.

The End-Point Assessor will ask the apprentice **a minimum of 10 questions**.

During the discussion, they may refer to the apprentice's portfolio and to notes.

Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, the apprentice must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

KSBs and Grading Criteria

The table below lists the grading criteria and the KSBs associated with them, organised under headings that our End-Point Assessors will use when conducting the professional discussion.

1 - Safeguarding	
Pass Criteria	**Distinction Criteria**
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.
S2	Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse.
Pass Criteria	**Distinction Criteria**
Describes the setting's policies and procedures in relation to safeguarding and child protection	N/A
K6	Safeguarding policies and procedures, including child protection and online safety.
Pass Criteria	**Distinction Criteria**
Describe own role and responsibilities in relation to safeguarding and security, including child protection, reporting, and confidentiality of information	N/A
K7	Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
Pass Criteria	**Distinction Criteria**
Describes own responsibilities in terms of reporting, whistle blowing, protecting, and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology and their contribution in keeping children safe	N/A
K26	Own responsibilities when following procedures in the work setting for reporting, whistle blowing, protecting, and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.

2 - Health and Safety	
Pass Criteria	**Distinction Criteria**
Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits.	N/A
K9	Risks and hazards in the work setting and during off site visits.
S3	Identify risks and hazards in the work setting and during off site visits relating to both children and staff.
Pass Criteria	**Distinction Criteria**
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.
S4	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.
Pass Criteria	**Distinction Criteria**
Describes how they use equipment, furniture, and materials safely and follows manufacturer's instructions and settings requirements fully.	N/A
S5	Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
Pass Criteria	**Distinction Criteria**
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.	N/A
S6	Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
Pass Criteria	**Distinction Criteria**
Outlines how to access work place policies and procedures and their own responsibilities and accountabilities relating to these	N/A
K24	How to access workplace policies and procedures and their own responsibilities and accountabilities relating to these.

3 - Healthy Lifestyles	
Pass Criteria	**Distinction Criteria**
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.	N/A
K14	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.
S7	Promote health and well-being 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.
B1	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
B5	Commitment - to improving the outcomes for children through inspiration and child centred care and education.
Pass Criteria	**Distinction Criteria**
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	N/A
S8	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.
Pass Criteria	**Distinction Criteria**
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	N/A
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.

Pass Criteria		Distinction Criteria
Describes the work setting's procedures for receiving, storing, recording, administration, and the safe disposal of medicines		N/A
K11	The work setting's procedures for receiving, storing, recording, administration, and the safe disposal of medicines.	
4 - Planning, Observations and Assessments		
Pass Criteria		**Distinction Criteria**
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.		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.
Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely.		
K22	What specialist aids, resources and equipment are available for the children the apprentice works with and how to use these safely.	
K23	Own role and expected behaviours and the roles of colleagues and the team.	
S13	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.	
S22	Work co-operatively with colleagues, other professionals, and agencies to meet the needs of babies and young children and enable them to progress.	
B4	Being team-focused - work effectively with colleagues and other professionals.	

Pass Criteria	Distinction Criteria
Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately.	N/A
Describes how they share the children's outcomes and explains why that is appropriate to the setting.	
Describes how they act as a positive role model to children.	

S14	Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.
B1	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
B3	Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.
B5	Commitment - to improving the outcomes for children through inspiration and child centred care and education.

Pass Criteria	Distinction Criteria
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.

K16	The statutory framework, including the learning and development requirements for babies and young children that must be implemented by their setting.
S15	Observe children, assess, plan, and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.
S19	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.
S20	Work in ways that value and respect the developmental needs and stages of babies and children.
B2	Honesty, trust, and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
B3	Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.

5 - Literacy and Numeracy	
Pass Criteria	**Distinction Criteria**
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.
S10	Extend children's development and learning through verbal and non-verbal communication.
S11	Encourage babies and young children to use a range of communication methods.
S16	Use learning activities to support early language development.
Pass Criteria	**Distinction Criteria**
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	N/A
S17	Support children's early interest and development in mark making, writing, reading and being read to.
B1	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
B6	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.
Pass Criteria	**Distinction Criteria**
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	N/A
S18	Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting, and matching.

B1	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
B5	Commitment - to improving the outcomes for children through inspiration and child centred care and education.
B6	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.

6 - Communication	
Pass Criteria	**Distinction Criteria**
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.
S9	Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
S12	Use a range of communication methods to exchange information with children and adults.
Pass Criteria	**Distinction Criteria**
Describes how they engage with parents and carers to educate on matters regarding the baby's/child's health, well-being, learning and development and describe the techniques they use to encourage better care and education at home.	N/A
K13	The impact of health and well-being on children's development.
S23	Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.
S24	Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.
S25	Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.
B2	Honesty, trust, and integrity - develop trust by working in a confidential, ethical and empathetic manner with common sense and professional attitude.
B3	Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.

7 - Transitions	
Pass Criteria	**Distinction Criteria**
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.
K4	The significance of attachment, the key person's role and how transitions and other significant events impact children.
S1	Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling.
B1	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
B5	Commitment - to improving the outcomes for children through inspiration and child centred care and education.
8 - Continuous Professional Development	
Pass Criteria	**Distinction Criteria**
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.
K27	The importance of reflective practice and continued professional development to improve own skills and early years practice.
S21	Use feedback, mentoring and/or supervision to identify and support areas for development, goals, and career opportunities.
B7	Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy, and procedure with a positive disposition to work.

Overall Grading

This standard is graded distinction, pass or fail. Each assessment component is graded individually. Once the apprentice has completed all assessment components, the grades are combined as described in the table below to determine their overall grade.

Knowledge Test	Professional Discussion	Overall Grade
Pass	Pass	Pass
	Distinction	
Distinction	Pass	
	Distinction	Distinction
A fail in any assessment component will result in a fail overall.		

Resits and Retakes

If the apprentice fails any of the assessment components, they will be eligible for a resit or retake.

If the apprentice requires a resit or retake, their overall EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances the full range of grades will be available to them.

All resits and retakes must be undertaken within six months of the original fail outcome, otherwise the entire EPA must be resat or retaken.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.