Training Qualifications UK

TQUK Level 3 End-Point Assessment for ST0135 **Early Years Educator** V1.5

Qualification Number: 610/4264/X

Standard Specification

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Key Information

Reference:	ST0135
Version:	V1.5
Level:	3
Typical duration to gateway:	18 months
Typical EPA period:	3 months
Maximum funding:	£7,000
Route:	Education and early years
Approved for delivery:	03 April 2019
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Lars code:	430
EQA provider:	Ofqual
Review:	This apprenticeship standard will be reviewed in accordance with the change request policy
Qualification Number	610/4264/X

Apprenticeship Summary

Overview of the Role

Highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe.

Occupation Summary

This occupation is found in a range of maintained and private, voluntary, and independent settings, such as 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.

The broad purpose of the occupation is to provide high-quality early education and care to children. Through an evidence-based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow the government's Early Years Foundation Stage (EYFS) requirements for the learning, development, and care of children from birth to five in indoor and outdoor environments.

In their daily work, an employee in this occupation will interact with children, parents, carers, colleagues, and broader multi-agency professionals such as health visitors, early help services, social workers, and speech and language therapists.

An employee in this occupation will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children, and they demonstrate a clear understanding of equality, diversity, and inclusion. Early years educators teach and facilitate children's learning play. They apply the observation, assessment, and planning cycle to support progress and children's development. An early years educator will act as the key person for one or more children within their setting. They may play a leadership role within the setting or act under a manager's supervision.

Typical Job Titles

Childminder Assistant, Early Years Educator. Early Years Worker, Nursery Educator, Nursery Nurse, Nursery Worker.

Professional Recognition

This level 3 apprenticeship aligns with the Department for Education's approved "full and relevant" criteria.

To count within the ratios at level 3, staff holding an Early Years Educator qualification must also have achieved a suitable level 2 qualification in English. Setting managers must hold a suitable level 2 qualification in maths or must achieve one within two years of starting in the position. These are additional EYFS requirements that are independent of the apprenticeship requirements.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods:

Observation with questioning

Professional discussion underpinned by a portfolio of evidence

Assessment Order

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.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

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 passing of a Paediatric First Aid or Emergency Paediatric First Aid 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.

Observation with questioning

Overview

In the observation with questioning, the End-Point Assessor observes the apprentice in their workplace and asks questions to give the apprentice the opportunity to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The observed session should form part of the apprentice's normal working day and should reflect their typical working practices, working conditions, and day-to-day duties. Simulation is not allowed

The End-Point Assessor will conduct and assess the observation with questioning, which must last **1 hour and 20 minutes**. The total time for the observation element is **50 minutes**. The time allocated for questioning is **30 minutes**. The End-Point Assessor has the discretion to increase the time of the observation with questioning by up to 10% to allow the apprentice to complete a task or respond to a question if necessary.

Apprentices must be given **two weeks'** notice of the venue, date, and time of the observation with questioning. The observation with questioning **must take place in person**, in the apprentice's normal place of work (for example, their employer's or a customer's premises). This must be a controlled environment, free from any distractions. Remote delivery of the observation is not allowed.

Observation

The observation with questioning may be split on the same working day to allow for a break between the observation element and the questioning element, but it should typically be completed within a total time of **two hours**.

The End-Point Assessor must explain the format and timescales of the observation with questioning to the apprentice before it starts. This does not count towards the assessment time.

The End-Point Assessor must only observe one apprentice at a time, and must be as unobtrusive as possible.

Apprentices must provide the End-Point Assessor with a teaching information pack to provide context for the observation at least **five days** before the observation with questioning. Evidence should occur naturally and be produced as part of the apprentice's typical working practice. **All evidence should be anonymised prior to submission**, and the employer's policies regarding the sharing of information must be followed.

Evidence would typically include:

- evidence of observation and assessment of children, and subsequent planning
- risk assessments
- evidence of support for significant transitions for a child or children
- evidence of the intent, implementation, and impact of the curriculum.

The End-Point Assessor should observe the following during the observation:

- interacting with children and other adults
- supporting children's learning through facilitating learning opportunities.

Any equipment and resources needed for the observation must be provided by the employer and be in a good and safe working order.

Questioning

The End-Point Assessor must ask questions after the observation to provide additional detail and context. The questions are also used to explain how the teaching information pack relates to the observed activity, and to fully meet the requirements under S9: "Provide sensitive and respectful personal care for children from birth to 5 years".

The End-Point Assessor must ask at least **five questions**. They may ask follow-up questions where clarification is required.

In addition to the set number of questions for the observation with questioning, the End-Point Assessor must ask questions about KSBs that were not observed to gather assessment evidence, but these should be kept to a minimum.

Grading

The End-Point Assessor must make the grading decision.

This assessment is graded fail, pass, or distinction 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, they 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.

Observation with questioning - KSBs and Grading Criteria

Risk management	
Pass	Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk (S4)
	Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documenting correctly (K5, S3)
K5 The principles of risk assessment and management, and how to balance risks and benefits of activities for children	
S3 Apply the principles of risk assessment and risk management within documentation and practice	
S4 Teach children to develop skills to manage risk and maintain their own and others safety	
Key person and attachment	
Pass	Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour (K10, S7, S10, S13, B2, B4, B5)
	Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure (S9)
	Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure (K21, S17)
Dist.	Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child (S7, S13)
K10 The role and responsibilities of the key person	
K21 How children experience change, transition, and significant events	
S7 Undertake the role and responsibilities of key person	
S9 Provide sensitive and respectful personal care for children from birth to 5 years	
S10 Advocate for all children's needs, including children which require SEND or EAL support	
S13 Support children to understand and respond to their emotions and make considered choices about their behaviours	
S17 Apply strategies that support children's ability to manage change, transition, and significant events	
B2 Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child	
B4 Caring, compassionate and sensitive	
B5 Honest, open, respectful, and a role model	

Learning and development	
Pass	Facilitates and promotes children's interpersonal communication in social interaction and relationships (K15, S11)
	Plans and delivers creative curricula, using analysis to inform the planning (K22, K25, K26, S18)
	Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs (K24, S19, S20, B7)
Dist.	Responds to the needs of the child in the moment to adapt delivery, and justifies the approach they take to meet the child's needs (S18, S19, S20)
K15 The development of social skills and maintaining relationships	
K22 The theories of play and its fundamental role in learning and development	
K24 How, when, and why to conduct observation and assessment	
K25 How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests	
K26 How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy	
S11 Promote and facilitate children's interpersonal communication to develop their social interactions and relationships	
S18 Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests	
S19 Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy	
S20 Provide adult led opportunities and experience based on the setting's curriculum and pedagogy	
B7 Playful and creative	

Environments	
Pass	Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice (K17, K18, K20, S14, S15)
Pass	Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning (K19, K23, S16)
Dist.	Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements (K18, K20, S14)
K17 The elements and characteristics of a wide range of enabling environments.	
K18 How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development	
K19 How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able)	
K20 How the organisations approach and values underpin the environment.	
K23 How children develop characteristics for effective learning	
S14 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements	
S15 Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors	
S16 Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice	

Portfolio of Evidence

Apprentices must compile a portfolio containing evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain **12 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The Portfolio Mapping and Tracking Form allows the apprentice to identify which piece of evidence meets each KSB.

Evidence sources may include:

- workplace policies and procedures
- witness statements and observation records from training providers, managers, and peer observations
- case records, SEND records, and safeguarding records
- risk assessments
- records of continuous professional development.

This is not a definitive list; other evidence sources are possible.

All evidence must be anonymised before submission, and the employer's policies regarding the sharing of information must be followed.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

The evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion
(underpinned by a portfolio of evidence)

Overview

In the professional discussion, the End-Point Assessor and the apprentice have a formal two-way conversation to allow the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The End-Point Assessor will conduct and assess the professional discussion, which must 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 respond to a question if necessary.

The training provider must submit the apprentice's portfolio of evidence at gateway. The End-Point Assessor must have at least **one week** to review the portfolio of evidence prior to the professional discussion to prepare questions based on the KSBs identified for this method.

The End-Point Assessor must ask at least **10 questions**. Follow-up questions are allowed where clarification is required.

The apprentice must have access to their portfolio of evidence during the professional discussion so they can refer to and use evidence from it to illustrate their answers.

Apprentices must be given **one week's notice** of the venue, date, and time of the professional discussion. The professional discussion must take place in a suitable venue such as the employer's premises, in a controlled environment, free from any distractions.

This assessment method can take place face to face, on the same day as the observation, or remotely, conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass or distinction 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, they 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.

Professional Discussion - KSBs and Grading Criteria

Equality, diversity, and inclusion	
Pass	Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture (K1, S12)
	Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs (K7)
	Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND (K6)
K1 The importance of equality, diversity, and inclusion, and respecting children's social and cultural context	
K6 The statutory and non-statutory frameworks and guidance for provision in early years including SEND	
K7 The legal rights of each individual child according to their current and future needs	
S12 Support children to develop a positive sense of their own identity and culture	
Safeguarding	
Pass	Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures (K2, K3, S1, B3)
	Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting (K4, S2)
Dist.	Evaluates decisions taken when applying policies and procedures related to children's wellbeing (K2, K3)
K2 Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing	
K3 Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues	
K4 The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding	
S1 Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure	
S2 Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies)	
B3 Vigilant and act with professional curiosity	

Relationships	
Pass	Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met (K8, K9, K13, S5, B1)
	Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals (K12, K14, S6)
	Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children (K11, S8)
Dist.	Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development (K8, K12, K14)
K8 The role of colleagues and multi-agency working to support the child	
K9 The role and responsibilities of the early years educator, including providing supervision to staff	
K11 Theories and significance of attachment	
K12 The importance of professional relationships and collaboration with parents, families, or carers	
K13 The importance of professional relationships with colleagues, other organisations, and agencies	
K14 The influence of all key individuals in children's lives on children's learning and development	
S5 Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child	
S6 Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child	
S8 Recognise and apply theories of attachment to develop effective relationships with children	
B1 Confident to have difficult conversations	
Learning and child development	
Pass	Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice (K16)
K16 How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors	

Continuous professional development	
Pass	Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision (K27, S21, B6, B8)
Dist.	Evaluates how continuous professional development has impacted on provision and improved outcomes for children (K27, S21, B8)
K27 Methods of reflective practice, including supervision, and opportunities for continuous professional development	
S21 Use reflection to develop themselves both professionally and personally	
B6 Self-motivated, using initiative and proactive	
B8 Reflective and reflexive and committed to CPD	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, merit, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Observation with questioning	Professional discussion underpinned by a portfolio of evidence	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. An apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within three months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

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