Apprenticeship Assessment

VQA Level 3 End-Point Assessment for ST0135 Early Years Educator

Standard Specification

Qualification Number: 603/5833/6

Version Number: 1.2

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Key Information

Reference:	ST0135
Version:	1.2
Level:	3
Typical duration to gateway	18 months
Typical EPA period	3 months
Maximum funding	£6,000
Route:	Education and early years
Approved for delivery:	3 April 2019
LARS code:	430
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EQA provider:	Ofqual
Review:	3 years
Qualification number:	603/5833/6

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

Early Years Educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings including full day care, children's centres, pre schools, reception classes and as childminders. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to 5 years old.

Typical Job Titles

Early Years Educator, Nursery Nurse and Childminder.

Assessment Methods

- Knowledge Test
- Professional Discussion underpinned by the Portfolio of Evidence

Assessment Order

The assessment methods can be delivered in either order.

EPA Window

The EPA must be completed within an EPA period lasting a maximum of 3 months, beginning when the apprentice has passed the EPA gateway.

Gateway Considerations

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

- Photo ID
- TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF) or an equivalent qualification
- Level 3 Award in Paediatric First Aid (RQF)

or

- Level 3 Award in Emergency Paediatric First Aid (RQF)

or

- Completed first aid course delivered by one of the following types of organisations as per the EYFS requirements:

    1. Voluntary aid society
    2. Member of a trade body with an approval monitoring system.

For further guidance on Paediatric First Aid Requirements, please refer to the Statutory framework for the early years foundation stage.

- Portfolio of Evidence

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 **35 multiple-choice 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 component.

The apprentice must correctly answer a minimum of 23 questions to achieve a pass. The test will include five questions for K15 (Safeguarding). In the minimum 23 correct answers, all five Safeguarding questions must be answered correctly.

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

This is a formal assessment which must take place in a controlled environment.

Grading

This assessment is graded according to the table below.

Marks	Grade
0-22	Fail
23-35	Pass

Knowledge Assessed

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.
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 well-being 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.

Portfolio of Evidence

To support the professional discussion the apprentice must produce a portfolio of evidence. The Portfolio will include **10-12 pieces of evidence** which **must** include:

Observation in Practice

- The apprentice is **required to submit evidence of two observations each lasting 10 minutes**.
- Video recorded where possible except where there are safeguarding concerns, in which case a written account is acceptable.

Video recordings must not leave the employer's premises and can only be viewed on site. Therefore, video-recorded observations **must not** be sent to VQA as part of the Portfolio. If the apprentice wishes to include video evidence, the professional discussion must be conducted face-to-face, allowing the End-Point Assessor to review the video evidence on site before the assessment.

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 or member of the senior management team, or the assessor for the qualification). Guidance documents are available on EPAPro for those undertaking this observation along with an observation template which can be used

Work Products

Work products may include, but are not limited to:

- Observations
- Assessment and planning documents
- Risk Assessments
- Communication documents
- Meeting records

Employer Feedback/Review

A maximum of one piece of employer feedback/review material is permitted as part of the portfolio of evidence. This may include progress review documentation or direct feedback from the employer.

CPD Training Records/Certificates

An up-to-date CPD log providing details of activities undertaken, dates/duration as a minimum. Certificates gained/achieved. This could be both from any formal qualifications and or training courses/sessions attended.

Any other associated evidence that supports the completion of training or CPD activities.

The portfolio, which will be available to the apprentice and the End-Point Assessor during the professional discussion **cannot include reflective accounts or witness testimonies.**

Evidence

During the 90 minute professional discussion the End-Point Assessor will ask questions based on the 10-12 pieces of evidence that meet 25 pass and 14 distinction descriptors and are relevant to:

- 8 knowledge criteria
- 27 skills criteria
- 6 behaviour criteria

To ensure that the professional discussion flows smoothly, each piece of evidence is mapped correctly, and the apprentice is provided with the best possible opportunity to meet the above criteria, we have sorted the criteria into groups in the order set out below:

Professional Discussion Thematic Order		Pass Criteria	Distinction Criteria
1	Health and Safety	11, 17, 20, 22, 25	17, 22
2	Safeguarding	13, 14, 16	13,16
3	Impact on Development	10	
4	Health and Wellbeing	21	21
5	Environment, Planning and Activities	3, 4, 5	3, 4, 5
6	Adult Role and SST	6, 8	8
7	Observations and Assessments	9, 12	9, 12
8	Additional needs and Inclusions	15,18	15
9	Socialisation and Communication Skills	7, 19	

10	Modelling and Promotion of Positive Behaviours	1	1
11	Partnership Working and Communication Methods	2, 24	2
12	Continuous Professional Development	23	

Further detail is provided in the grading criteria tables.

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 portfolio of evidence at gateway. The End-Point Assessor will then have time 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 must last **90 minutes**. A 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to finish their final answer or point. No new questions will be asked after the time limit has been reached.

During the discussion, the apprentice may refer to their Portfolio and to notes.

Grading

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

To achieve a pass, the apprentice must meet all of the pass criteria. To be awarded a distinction, the apprentice must meet all the pass criteria and at least ten of the distinction criteria.

If the apprentice does not demonstrate all required pass criteria, then this assessment will be graded as a fail. In these instances, they are eligible to resit/retake following a supportive action plan to aid a more positive outcome.

KSBs and Grading Criteria

1 - Health and Safety			
Pass	11. Maintains accurate and coherent records and reports.	**Distinction**	N/A
KSBs	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.		
Pass	17. Actively demonstrates the importance of Health and	**Distinction**	17. Has suggestions to improve practice in relation to Health and Safety.

	Safety systems in the workplace		
KSBs	S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.		
	K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
Pass	20. Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.	**Distinction**	N/A
KSBs	S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child.		
	K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		
Pass	22. 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.	**Distinction**	22. Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities.

<table>
<tr><td rowspan="2">KSBs</td><td colspan="3">K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.</td></tr>
<tr><td colspan="3">S21 Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.</td></tr>
<tr><td>Pass</td><td>25. Undertakes risk assessments within the setting.</td><td>Distinction</td><td>N/A</td></tr>
<tr><td>KSBs</td><td colspan="3">S22 Carry out risk assessment and risk management in line with policies and procedures.</td></tr>
</table>

2 - Safeguarding			
Pass	13. Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information.	**Distinction**	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.
KSBs	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.		
	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.		
	B3 Honesty, trust, and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.		
Pass	14. 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.	**Distinction**	N/A
KSBs	S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		

<table>
<tr><td></td><td colspan="3">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.</td></tr>
<tr><td>Pass</td><td>16. 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.</td><td>Distinction</td><td>16. 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.</td></tr>
<tr><td rowspan="5">KSBs</td><td colspan="3">S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="3">B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</td></tr>
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<tr><td colspan="3">B3 Honesty, trust, and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.</td></tr>
</table>

3 Impact on Development			
Pass	10. 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.	**Distinction**	N/A
KSBs	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.		
	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.		
	K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.		
	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 by parents and/ or carers.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		
	B3 Honesty, trust, and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		

	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.		
	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.		
4 Health and Wellbeing			
Pass	21. 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.	**Distinction**	21. 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.
KSBs	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 through the day.		
	K16 How to prevent and control infection through ways such as hand washing, food hygiene practices and dealing with spillages safely.		

5 Environment, Planning and Activities			
Pass	3. Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the	**Distinction**	3. Can evidence how curriculum based planning and leading of activities has led to

	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.		accelerated progression in the child's learning, e.g. using observations, planning and documents.
KSBs	S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
Pass	4. 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.	**Distinction**	4. 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).
KSBs	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.		
	S14 Identify the needs, interests, and stages of development of individual children.		
	K2 The significance of attachment and how to promote it effectively.		

	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.
	K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.

Pass	5. 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.	**Distinction**	5. 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	S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.		
	S14 Identify the needs, interests, and stages of development of individual children.		
	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.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		

	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
6 Adult Role and SST			
Pass	6. 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.	**Distinction**	N/A
KSBs	S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
Pass	8. 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.	**Distinction**	8. Able to evidence more than two strategies used to promote sustained shared thinking for children with different needs/ backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children.
KSBs	S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		

	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.

7 Observations and Assessments			
Pass	9. Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning.	**Distinction**	9. Evidences that children have made progress as a result of accurate assessments being completed.
KSBs	S13 Carry out and record observational assessment accurately.		
	S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.		
	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.		
	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 by parents and/ or carers.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
Pass	12. Carries out and records appropriate observational assessment accurately across a range of contexts.	**Distinction**	12. Demonstrates an awareness of the different types of observational assessment components, chooses the most relevant method dependant on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.

KSBs	S13 Carry out and record observational assessment accurately.

8 Additional Needs and Inclusions			
Pass	15. Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals.	**Distinction**	15. Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals.
KSBs	S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.		
	K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.		
	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 by parents and/or carers.		
	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.		
Pass	18. Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity.	**Distinction**	N/A
	S2 Promote equality of opportunity and anti-discriminatory practice.		

KSBs	K5 the importance of promoting diversity, equality, and inclusion, fully reflecting cultural differences and family circumstances.
	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.
	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.

9 Socialisation and Communication Skills			
Pass	7. 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.	**Distinction**	N/A
KSBs	S9 Support children's group learning and socialisation.		
	K2 The significance of attachment and how to promote it effectively.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
	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.		

Pass	19. Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.	**Distinction**	N/A
KSBs	S8 Support and promote children's speech, language, and communication development.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
10 Modelling and Promotion of Positive Behaviours			
Pass	1. 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.	**Distinction**	1. Provides evidence of having used more than two 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.
KSBs	S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.		
	S11 Support children to manage their own behaviour in relation to others.		

11 Partnership Working and Communication Methods			
Pass	2. 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, well-being, learning and development. Plans the next stages of development with the key person.	**Distinction**	2. 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.
KSBs	S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.		
	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, well-being, learning and development.		
	S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.		
	K2 The significance of attachment and how to promote it effectively.		
	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.		
	K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.		
	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.		

	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.		
	B3 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.		
	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.		
Pass	24. 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.	**Distinction**	N/A
KSBs	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.		

12 Continuous Professional Development			
Pass	23. 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.	**Distinction**	N/A
KSBs	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).		

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 the overall grade.

Knowledge Test	Professional Discussion	Overall Grade
Pass	Pass	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, the overall EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Any assessment component re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the Training Qualifications UK exceptional circumstances apply outside the apprentice's control or the employer's control.

Appeals

VQA's Appeals Policy, including time frames, can be found here.

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