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| Level 2 End-point Assessment for ST0888/AP01 Early Years Practitioner (9061-12) |

**March 2021 Version 1.0**

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1. Introduction

### What is in this document

Recording forms to be used by End-point Assessment customers/Employers/Training providers

* Declaration of authenticity - portfolio
* Portfolio evidence reference form
* Apprentice portfolio checklist

This document must be used alongside the **9061-12 Early Years Practitioner EPA Pack for Centres / End-Point Assessment Customers / Employers / Training Providers.**

### How to use the forms

Centres / End-point assessment customers / Employers / Training providers must use the forms provided by City & Guilds in the format laid out in this document.

**Declaration of authenticity for portfolio of evidence**

This form must be completed by the apprentice and the apprentice’s employer or tutor.

**Portfolio evidence reference form**

In the evidence type column, you should provide a clear reference to the piece of evidence that links to that area of the standard such as a file name. In the evidence reference column, you should record the outcome and element numbers covered.

If you are asked by the IEPA or City & Guilds to review the evidence that has been submitted, you should add to and amend the form you originally submitted.

If you are re-sitting or re-taking the assessment, you should only complete the sections for any new evidence submitted.

Note: The evidence reference form must be uploaded to the EPA Portal as a **word processing document**.

**Apprentice portfolio checklist**

City & Guilds have created a portfolio checklist to help apprentices and centres ensure that all relevant information is accounted for. The checklist is provided as support in preparation for assessment and does not need to be submitted to City & Guilds.

1. EPA forms for ST0888/AP01 Early Years Practitioner (9061-12)

• Declaration of authenticity - portfolio

• Portfolio evidence reference form

• Apprentice portfolio checklist



### 9061-700 – Declaration of authenticity – Portfolio

|  |  |  |  |
| --- | --- | --- | --- |
| Apprentice  name | Apprentice Name | Enrolment  number | 1234567 |
| **Apprenticeship** | **Level 2 End-point Assessment for ST0888/AP01 Early Years Practitioner** | | |

**Apprentice declaration:**

**I confirm that all work submitted is my own, and that I have acknowledged any sources I have used.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Apprentice** | Signature | **Date** | DD/MM/YY |

**Tutor/Employer declaration:**

**I confirm that all work was conducted under conditions designed to assure the authenticity of the apprentice’s work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the apprentice.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tutor/ Employer name** |  | | |
| **Tutor/ Employer signature** | Signature | **Date** | DD/MM/YY |

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Level 2 End-point Assessment for ST0888/AP01 Early Years Practitioner

### 9061-700: Portfolio evidence reference form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evidence reference form** | | | | | |
| **City &**  **Guilds Pass Ref** | **Pass criteria (for reference only)** | **Distinction criteria**  **(for reference only)** | **Evidence type(s)** | **Evidence reference** | **IEPA comments (in preparation for Professional Discussion)**  **IEPA only** |
|  | | | | | |
| **Knowledge, Skills and Behaviours**   * 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, e.g 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. | | | | | |
| **P1** | 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. | **D1** 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. |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P2** | 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. | **D2** Explains the benefits of recognising those key indicators early and the potential consequences of not  doing so. |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P3** | Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * S4: Demonstrate skills and understanding for the prevention and control of infection, including handwashing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment. | | | | | |
| **P4** | 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. | **D3** 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. |  |  |  |
| **Knowledge, Skills and Behaviours**   * S5: Use equipment, furniture and materials safely, following the manufacturers’ instructions and setting’s requirements. | | | | | |
| **P5** | Describes how they use equipment, furniture and materials safely and follows  manufacturer’s instructions and settings requirements fully. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * S6: Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene). | | | | | |
| **P6** | 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 |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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 wellbeing 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. | | | | | |
| **P7** | 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 |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P8** | 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 |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P9** | Explains how they communicate effectively through written and oral  means to exchange information with both  children, adults including colleagues and professionals in everyday situations. | **D4** Explains how they adapt their  communication methods or  approach, as appropriate to  the situation. |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P10** | 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. | **D5** Justifies their choice of  techniques or communication  methods comparing with other  techniques/ methods. |  |  |  |
| **Knowledge, Skills and Behaviours**   * K22: What specialist aids, resources and equipment are available for the children you work 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. | | | | | |
| **P11** | 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 which specialist aids, resources and equipment are available to aid the child’s development and how they are used safely. | **D6** 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. |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P12** | Describes how they implement and review children’s play, creativity, social development and learning with care and  compassion and clear away after activities appropriately.  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. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * K16: The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your 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. | | | | | |
| **P13** | 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. | **D7** Justifies their choice of  methods used to observe,  assess, plan and record. |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P14** | 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 |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P15** | 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 |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P16** | 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. | **D8** Describes when they have  supported other colleagues by  sharing best practices. |  |  |  |
| **Knowledge, Skills and Behaviours**   * K13: The impact of health and wellbeing 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 a common sense and professional attitude. * B3: Positive work ethic – maintains professional standards within the work environment providing a positive role model for children. | | | | | |
| **P17** | 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. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * K6: Safeguarding policies and procedures, including child protection and online safety. | | | | | |
| **P18** | Describes the setting’s policies and procedures in relation to safeguarding and  child protection. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * K7: Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. | | | | | |
| **P19** | Describes own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * 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. | | | | | |
| **P20** | 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 |  |  |  |
| **Knowledge, Skills and Behaviours**   * K11: The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. | | | | | |
| **P21** | Describes the work setting’s procedures for receiving, storing, recording, administration and the safe disposal of medicines. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * K24: How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these. | | | | | |
| **P22** | Outlines how to access workplace policies and procedures and their own responsibilities and accountabilities relating to these. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours**   * K26: Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology. | | | | | |
| **P23** | 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. | N/A |  |  |  |



Apprentice portfolio checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Apprentice  name | Apprentice Name | Enrolment  number | 1234567 |
| **Apprenticeship** | **Level 2 End-point Assessment for ST0888/AP01 Early Years Practitioner** | | |

|  |  |  |
| --- | --- | --- |
| Portfolio checklist | Tick | |
| 1. Is all evidence signed and dated by the apprentice?   The employer feedback/review must be signed by the employer.  Electronic signatures are acceptable |  | |
| 1. Is all evidence valid, authentic, current and sufficient (VACS)? |  | |
| 1. Does evidence clearly show it is the apprentice’s individual work (and if involved in team work is it clear the specific contribution the apprentice made)? |  | |
| 1. Does the evidence clearly demonstrate their relevant knowledge and skills? |  | |
| 1. Has the portfolio evidence reference form been completed? And has all evidence been referenced? |  | |
| 1. Does the portfolio showcase the apprentice’s best pieces of work? |  | |
| 1. Is the majority of the evidence holistic in its nature? |  | |
| 1. Does the portfolio include 10 to 12 pieces of evidence **in total**? |  | |
| 1. Does the portfolio include at least two direct observations, each with a minimum duration of 60 minutes ? |  | |
| 1. Are the observation written accounts signed by the observer? |  | |
| 1. Have checks been done to ensure that the portfolio does not contain duplicate or irrelevant pieces of evidence? |  | |
| 1. Is there sufficient evidence to cover the whole of the criteria and grading descriptors that have been referenced? |  | |
| 1. Is the employer review specific to the apprentice? |  | |
| 1. Has all child / parent / caregiver information been anonymised? |  | |
| 1. Are any external sources of information appropriately documented and referenced to the original source, showing clear understanding of how they relate to the criteria? |  | |
| 1. Has the appropriate stakeholder(s) (e.g. employer/training provider) checked whether the apprentice’s portfolio meets all the required criteria and grading descriptors? |  |

**Portfolio Checklist notes:**

The portfolio of evidence must adhere to the following requirements:

* Evidence must demonstrate the apprentice’s knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion.
* Evidence must be mapped against the KSBs being assessed by the professional discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs. There must be at least one piece of evidence relating to each knowledge, skill and behaviour. Apprentices are encouraged to provide evidence which is holistic and covers multiple knowledge, skills and behaviours.
* Evidence must also be mapped against the Pass and/or Distinction criteria indicated for the professional discussion.
* Evidence must relate to ‘real’ work completed by the apprentice; evidence from simulated activities is not allowed.
* The portfolio must contain 10-12 pieces of evidence in total. It is expected the amount of evidence will not exceed 12 pieces overall.
* The apprentice’s employer must provide a written statement confirming the evidence is attributable to the apprentice.
* Evidence must include
* at least **two** records of direct observations of practice; each observation must be a minimum of 60 minutes’ duration and should be presented in a written account. The observations should have been carried out at the apprentice’s usual place of work and within the last three months of their learning. Video recordings **cannot** be accepted by City & Guilds as part of the portfolio. Written accounts 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), following City & Guilds’ guidelines.
* work products produced by the apprentice, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records. Progress review documentation, witness testimonies and feedback from colleagues and parents should also be included. All work products submitted as evidence must in be in line with the company’s confidentiality and safeguarding policies and procedures.
* feedback/review from employer
* CPD training records/certificates
* **The completed portfolio must be uploaded to the EPA portal in word processing format.**

Every effort has been made to ensure that the information contained in this publication is true and correct at time of going to press. However, City & Guilds’ products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

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**1 Giltspur Street, London EC1A 9DD. T +44 (0)20 7294 2468 F +44 (0)20 7294 2400 www.cityandguilds.com**