

Level 2 End-point Assessment for Early Years Practitioner (9061-12)

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End-point Assessment Pack

**For Centres / End-Point Assessment Customers / Employers /
Training Providers**

Version and date	Change detail	Section
V1.0 March 2021	Initial input of data	Document
V1.1 April 2025	1. Title amended 2. QN added 3. Maths and English gateway requirements amended 4. Security, confidentiality and copyright wording replaced 5. Portfolio of evidence added to gateway requirements	Cover Page 5
V1.2 August 2025	Clarification of overall grading added	Page 12 and 13

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1 Introduction

About this apprenticeship occupation

Early Years Practitioners work and interact directly with children on a day-to-day basis, supporting the planning and delivery of activities, purposeful play opportunities and educational programmes. They work 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. An Early Years Practitioner works as part of a professional team ensuring the welfare and care for children aged 0-5 years under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional in the Early Years Workforce.

An Early Years Practitioner:

- works 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
- uses play to support children to understand and encourage healthy life choices
- identifies issues of safeguarding and child protection, ensuring that the welfare and safety of children is promoted and safeguarded and reports any child protection concerns to the person in charge
- carries out self-reflection and uses continuous professional development opportunities to improve practice
- undertakes specific tasks related to the safety and hygiene of the children and the cleanliness of the setting
- uses their knowledge of child development to work with parents and carers to improve children's outcomes and wellbeing, including those with disabilities and additional needs
- contributes to the planning and organises activities and children's individual experiences which will support and extend the children's learning in line with the Early Years Foundation Stage
- communicates and engages with children to support their learning and development
- supports the collection of accurate and up-to-date records which identify children's individual needs, abilities and progress and uses these as a basis for future planning
- supports the wellbeing of all children including those with additional needs and disabilities.

What is in this document

- The occupational standard for Early Years Practitioners
- Resource requirements for End-point Assessment (EPA)
- Timeline for EPA
- End-point Assessment components and task instructions for centres / employers
- Guidance for centres / employers and apprentices.

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

End-point Assessments

The focus of the EPA is for the apprentice to fully demonstrate the knowledge, skills and behaviours set out in the apprenticeship standard and to be able to demonstrate this level of occupational competence in authentic workplace contexts.

EPAs are formal summative assessments that conclude the apprenticeship programme. This apprenticeship is assessed in a number of ways to provide a clear indication of the apprentice's knowledge, skills and behaviours. For this apprenticeship, the following assessment methods need to be achieved:

- 201: Knowledge test
- 700: Professional discussion.

Grading

This apprenticeship is graded Pass and Distinction. EPAs will be assessed and graded by City & Guilds Independent End-point Assessors (IEPAs). More information about how each assessment is graded and how the overall apprenticeship grade is determined can be found in later sections of this document.

Entry requirements for End-point Assessment

To be eligible for EPA the apprentice must have:

- spent at least 12 months on the programme
- achieved a DfE approved Level 2 Early Years Practitioner qualification
- achieved English and mathematics qualifications in line with apprenticeship funding rules
- completed a portfolio of evidence

Gateway – prior to End-point Assessment

The Gateway process is designed to provide an opportunity for the employer/tutor to review progress of the apprentice and confirm that they are eligible for carrying out EPA. The employer/tutor will review the apprentice's achievements to date, ensuring that all entry requirements have been met and that the apprentice is proficient in all areas of the standard.

On completion of the Gateway process, the apprentice will be required to sign an **Apprentice Gateway Declaration Form**. This form should be submitted as part of the Gateway process in EPA Pro. A copy of this form can be found in the Support Resources section on EPA Pro. The provider will be required to make a declaration and electronic signature on behalf of the employer and provider/tutor in EPA Pro.

Remote assessment

Remote assessment is live assessment that is supported by technology where the IEPA and the apprentice are not in the same physical location when the assessment takes place.

For this apprenticeship, only the professional discussion can be conducted remotely.

For more detailed information around the conditions and requirements that must be met for remote assessment, please refer to the EPA Manual.

Security, confidentiality & copyright of End-point Assessment materials

The following Terms of Use apply to the use of any City & Guilds EPA Assessment Materials ("EPA Assessment Materials"), included with the EPA Pack or otherwise provided by City & Guilds to the

Customer from time to time under City & Guilds' EPA Service, by Customers. They form part of the Agreement between City & Guilds and the Customer for provision of City & Guilds' EPA Service in accordance with the Manual for the End-point Assessment Service (hereafter the Manual).

EPA Assessment Materials include, but are not restricted to, venue and resources list, the handbook, EPA Pack, EPA Recording Forms, sample papers, assessment tasks, questions or marked scripts.

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- the terms of the licence for use of City & Guilds Materials set out under the Manual;
- (where any EPA Assessment Materials are dated examinations), the City & Guilds invigilation instructions; and
- any conditions contained in a document itself.

Defined terms in these Terms of Use shall have the meaning given to them in the Manual.

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- **only** use any EPA Assessment Materials for the purpose of formal, summative EPA assessment in connection with the Agreement and not for any other purpose (including, but not restricted to, teaching, revision, as practice assessments or for commercial purposes);
- **not** make copies of any EPA Assessment Materials, whether in whole or in part, at any time;
- handle and store any EPA Assessment Materials securely at all times;
- ensure that:
 - any EPA Assessment Materials are made accessible to Apprentices only during formal EPA assessment as governed by the assessment conditions specified for the individual Apprenticeship Standard;
 - whilst the portfolio of an Apprentice may contain EPA assessment results referenced to the EPA assessment taken from time to time, they do not at any time contain the EPA Assessment Materials, unless otherwise stated in the individual Apprenticeship Standard; and the content of any EPA Assessment Materials is not made public in any format, whether in part or in full, at any time;
- **under no circumstances** share any EPA Assessment Materials with any third-party organisation or individual;
- seek written permission from City & Guilds if they wish to convert any EPA Assessment Materials for storage, retrieval and delivery in electronic form (ie, using some form of e-assessment or e-learning system) from time to time; and
- provide access, on request, to City & Guilds to any system(s) on which any EPA Assessment Materials appear, are stored or delivered from time to time.

2 Apprenticeship Occupational standard

The Requirements – Knowledge, Skills and Behaviours

Knowledge and understanding

- | | |
|-----|---|
| 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. |
| K4 | The significance of attachment, the key person's role and how transitions and other significant events impact children. |
| K5 | The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children. |
| K6 | Safeguarding policies and procedures, including child protection and online safety. |
| K7 | Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. |
| K8 | The legal requirements and guidance for, Health and safety and Security. |
| K9 | Risks and hazards in the work setting and during off site visits. |
| 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. |
| K11 | The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. |
| 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. |
| K13 | The impact of health and wellbeing on children's development. |
| 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. |
| K15 | Ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech. |
| K16 | The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting. |

- 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.
-
- 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.
-
- K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.
-
- K25 How behaviour can impact on babies and children and influence them.
-
- 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.
-
- K27 The importance of reflective practice and continued professional development to improve own skills and early years practice.
-
- K28 The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.
-
- K29 The importance of the voice of the child, parental/carers engagement, the home learning environment and their roles in early learning.
-

Skills

- S1 Support babies and young children through a range of transitions, e.g moving onto school, moving house or the birth of a sibling.
-
- 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.
-
- S3 Identify risks and hazards in the work setting and during off site visits. relating to both children and staff.
-
- 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.
-
- S5 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
-

Skills

- S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
-
- 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.
-
- 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.
-
- S9 Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
-
- 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.
-
- S12 Use a range of communication methods to exchange information with children and adults.
-
- 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.
-
- S14 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.
-
- S15 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.
-
- S16 Use learning activities to support early language development.
-
- S17 Support children's early interest and development in mark making, writing, reading and being read to.
-
- S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.
-
- 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.
-
- S21 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.
-
- S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.
-
- S23 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.
-

Skills

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.

Behaviours

B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.

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.

B4 Being team-focused - work effectively with colleagues and other professionals.

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.

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.

3 End-point assessment guidance for centres/end-point assessment customers

Introducing the End-point Assessment to the apprentice

Prior to the gateway process, employers / training providers should make the apprentice aware of the different assessment methods that make up the EPA of the apprenticeship.

The Independent End-point Assessor (IEPA) will assess the assessments. However, it is the responsibility of the employer / training provider to introduce the assessment methods to the apprentice ahead of the EPA event.

Further information regarding what can be shared and the associated timelines can be found in the **Task Instructions for Centres / Employers** sections within this document. When introducing any assessments, a realistic timeframe should be set for completion of each task, in line with the timeline agreed with City & Guilds when booking the EPA. If tasks are not completed within the agreed timeframe without the apprentice having a good reason, the timeline for any EPA event may be reviewed.

For any assessments that occur over a longer duration, employers/training providers should work with apprentices to develop a submission schedule that aligns with the overall timeline for assessments and with the timelines agreed with City & Guilds when booking the EPA.

Health and safety / Codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry **must** always be adhered to.

The requirement to follow safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the employer/tutor to ensure that all relevant health and safety requirements are in place when working on any projects or any practical assessment.

Should an apprentice fail to follow correct health and safety practices and procedures during assessment, the assessment **will be stopped** by the IEPA and the apprentice advised of the reasons why. The apprentice should be informed that they have not reached the standard of assessment required. It is at the discretion of the IEPA to confirm whether the end assessment can restart.

Should an IEPA identify something when assessing evidence submitted for the apprenticeship or pick up on something during an oral assessment that indicates that health and safety practices and procedures may not have been adhered to, they will feed this back to City & Guilds EPA team.

Authenticating the apprentice's work

When making judgements on evidence of unobserved tasks, the IEPA will ensure all decisions satisfy VACS (valid, authentic, current, sufficient) criteria. For evidence produced outside controlled conditions, the apprentice will be required to:

- sign a declaration that the work is their own
- reference all sources.

The centre/employer can also aid authentication by:

- supplementary (oral) questioning to gauge familiarity with the topic
- looking out for any changes to the apprentices usual writing style, unusual sources/examples or the use of e.g. US spellings or phrases that might indicate cutting and pasting from the internet
- requiring access to evidence of steps in the process, e.g. drafts, notes, planning.

For further information on authenticating work, see: www.ofqual.gov.uk/plagiarism-teachers

City & Guilds have produced evidence reference forms that include a declaration of authenticity form which must be completed when submitting evidence. The authentication form should be completed and signed by the apprentice and the employer/tutor). The form can be found in the **9061-12 Early Years Practitioner EPA Recording Forms document for Centres / End-Point Assessment Customers / Employers / Training Providers**.

Recording forms

City & Guilds have designed specific recording forms for apprentices and centres / EPA customers / employers / training providers to use for this apprenticeship. These forms are in the **9061-12 Early Years Practitioner EPA Recording Forms** document labelled as such. Centres must use the forms provided by City & Guilds in the format laid out in this document.

Notes on the grading criteria

Each assessment will be individually assessed and graded by a City & Guilds IEPA. The grade will be determined using the grading criteria detailed in the tasks.

Determining the overall apprenticeship grade

The IEPA will be responsible for completing grading for all tasks, and for communicating these outcomes to City & Guilds for overall grading of the apprenticeship.

The final grade of fail, pass or distinction will be determined by collective performance in the assessments in the EPA. Both assessments must be achieved for the apprenticeship to be achieved. The **maximum** overall EPA grade an apprentice can achieve when **re-sitting or retaking** any EPA component is a **pass**.

The table below summarises how the overall grade is determined.

201 Knowledge Test	700 Professional Discussion	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Distinction	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Fail	Distinction	Fail
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Feedback

The IEPA will not provide any feedback to the apprentice during or immediately following the end of the assessment process. Feedback (if given) will only be provided to an apprentice who has not achieved the End-point Assessment, following submission of evidence to City & Guilds and after any grade determination has been carried out. This will give the apprentice an overview of their overall performance.

Results submission and certification

The City & Guilds IEPA will submit the apprentice results to City & Guilds. City & Guilds will issue the record of achievement confirming the grade achieved and will notify the appropriate body who will issue the apprenticeship certificate.

Opportunities to re-sit/re-take

An apprentice who has passed the EPA is not permitted to re-take/re-sit in order to achieve a higher grade.

All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be re-sat/re-taken.

An apprentice who fails one or more assessment method will be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, however a re-take does.

An apprentice is only required to re-take/re-sit the element of the end point assessment they have failed. A re-sit can be booked at the earliest opportunity. A re-take can be booked once the apprentice has completed a period of further learning or training and the employer/training provider is confident the apprentice is competent and ready for the re-take.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum overall EPA grade of pass, unless the End-point Assessment Organisation identifies exceptional circumstances accounting for the original fail. If an apprentice fails any part of the EPA for reasons out of their control, a re-sit can be booked at the earliest opportunity.

Any assessment method re-sit or re-take must be taken within 3 months of the fail notification, otherwise the entire EPA must be taken again, unless City & Guilds determine that exceptional circumstances apply outside the control of the apprentice or their employer. There is no limit to the number of re-sits/re-takes. A separate EPA re-sit/re-take booking will need to be made with City & Guilds for the relevant assessment.

4 End-point Assessment resources list

Resource required	
Knowledge Test	Suitable IT systems for evolve as outlined in the manual for End-point Assessment services.
	An invigilator.
	A quiet room with adequate lighting, space and privacy. It must be away from the pressures of work activities, in a controlled environment. This may be on or off the employer's premises.
Professional Discussion underpinned by portfolio	A suitable, quiet room for the remote professional discussion to take place (under exam conditions). The room should have lighting, space and privacy and be free from interruptions. It must be away from the pressures of work activities, in a controlled environment. This may be on or off the employers' premises.
	Access to water and cups.
	The Apprentice and the IEPA must each have a copy of the apprentice's portfolio of evidence to refer to.
	Internet access and suitable equipment for remote assessment, such as a computer with audio and video capacity, as outlined in the manual for end-point assessment services.

5 End-point Assessment timeline

Timeline	Activity
On-going prior to completion (a minimum of 12-month period on-programme)	Employer/training provider: - reviews progress and ensures apprentice's performance is on track as part of the regular performance management system - identifies gaps and creates a plan for the EPA with the apprentice Apprentice: - completes all on-programme learning and assessment for the Early Years Practitioner qualification (level 2) - completes the English and Mathematics components of the Apprenticeship
Gateway process	The Apprentice and line manager/tutor review progress. The employer must be satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. The employer confirms that the apprentice is ready for end-point assessment. - All supporting evidence is uploaded into the EPA Pro platform through the Gateway process. - The employer/provider uploads the apprentice's portfolio of evidence which will be used in the professional discussion (note: video-recorded evidence must not be sent to City & Guilds as part of the portfolio). - The apprentice signs the completed Apprentice Gateway Declaration Form and this is uploaded by the provider in the EPA Pro Gateway process. - The provider completes a declaration and e-signature on behalf of the provider and employer in the EPA Pro platform.
Booking of End-point Assessment in line with City& Guilds booking timelines*	The employer/training provider makes End-point Assessment booking in line with City & Guilds booking timelines *.
Completion of assessment activities	The assessments can be taken in any order. The centre/EPA customer must make the online test booking - Apprentice sits the online Knowledge test. - IEPA carries out professional discussion with the apprentice.

Timeline	Activity
	The professional discussion lasts 90 minutes (+10% at the discretion of the IEPA) and is conducted remotely.

* further information about the City & Guilds booking process and timelines can be found in the Manual for the End-point Assessment Service.

Assessment specification

Assessment type: Multiple choice test, delivered online *

Assessment conditions: Closed book, invigilated examination conditions **.

Duration: 60 minutes

Questions: 40

Grading: Pass 26 / 40 (65%), to include 3 of 5 questions answered correctly in relation to K5 (the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children) and 3 of 5 questions answered correctly in relation to K8 (the legal requirements and guidance for, Health and safety and Security).

To obtain a distinction grade, a score of at least is 32/40 (80%) is required, to include 3 of 5 questions answered correctly in relation to K5 (the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children) and 3 of 5 questions answered correctly in relation to K8 (the legal requirements and guidance for, Health and safety and Security).

Learning Outcomes	Marks	%
01 Child learning and development	12	30%
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. K19 How to refer concerns about a baby's or child's development. K25 How behaviour can impact on babies and children and influence them.		
02 Signs and symptoms of injuries and illnesses	2	5%

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.

Learning Outcomes	Marks	%
03 Partnership Working	4	10%
K28 The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory. K29 The importance of the voice of the child, parental/carers engagement, the home learning environment and their roles in early learning.		
04 Equality, diversity & inclusion	6	15%
K15 Ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech. 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.		
05 Early Years Foundation Stage	6	15%
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.		
06 Safeguarding and Child Welfare	5	12.5%
K5 The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.		
07 Health and Safety	5	12.5%
K8 The legal requirements and guidance for, Health and safety and Security.		
Total	40	100%

* Entry for exams can be made through the City & Guilds Walled Garden.

** These exams are sat under invigilated examination conditions, as defined by the JCQ:

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Task instructions for centres / EPA customers / employers / training providers

The assessment is an on-demand multiple choice test comprising 40 questions. The duration of the test is 60 minutes.

Apprentices should have access to a quiet room with adequate lighting, space and privacy to sit the tests. The external tests require IT systems that are set up to receive evolve tests.

The test requires apprentices to relate the knowledge elements of the apprenticeship occupational standard across different contexts relevant to Early Years Practitioners, as detailed in the assessment specification.

Employers / training providers should prepare their apprentices for the knowledge tests by carrying out formative tests throughout the on-programme training to test their knowledge and understanding of the standard. This could include:

- sharing the 9061 assessment specification (above) as well as the occupational standard found in this document
- encouraging apprentices to sit the City & Guilds sample knowledge test under invigilated exam conditions. This is available on the website page for 9061.

Assessment specification

Grading: P / D / X

Knowledge

- | | |
|-----|---|
| K4 | The significance of attachment, the key person's role and how transitions and other significant events impact children. |
| K6 | Safeguarding policies and procedures, including child protection and online safety. |
| K7 | Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. |
| K9 | Risks and hazards in the work setting and during off site visits. |
| 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. |
| K11 | The work setting's procedures for receiving, storing, recording, administration and the safe disposal of medicines. |
| K13 | The impact of health and wellbeing on children's development. |
| 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. |
| K16 | The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting. |
| 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. |
| K24 | How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these. |
| 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. |
| K27 | The importance of reflective practice and continued professional development to improve own skills and early years practice. |

Skills

- S1 Support babies and young children through a range of transitions, e.g. moving onto school, moving house or the birth of a sibling.
-
- 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.
-
- S3 Identify risks and hazards in the work setting and during off site visits. relating to both children and staff.
-
- 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.
-
- S5 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
-
- S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
-
- 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.
-
- 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.
-
- S9 Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
-
- 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.
-
- S12 Use a range of communication methods to exchange information with children and adults.
-
- 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.
-
- S14 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.
-
- S15 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.
-
- S16 Use learning activities to support early language development.
-
- S17 Support children's early interest and development in mark making, writing, reading and being read to.
-

-
- S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.
-
- 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.
-
- S21 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.
-
- S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.
-
- 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.
-

Behaviours

-
- B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
-
- 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.
-
- B4 Being team-focused - work effectively with colleagues and other professionals.
-
- 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.
-
- 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.
-

Task instructions for centres / EPA customers

Task description

The apprentice will have a 90-minute structured discussion with the City & Guilds Independent End-point Assessor. The IEPA has the discretion to increase the discussion time by 10%. The professional discussion will be conducted online, with the use of audio and video facilities. The Independent End-point Assessor will ask a set of questions, which will give the apprentice the best possible opportunity to evidence their competence, including beyond the level outlined in the standard (distinction). The IEPA will ask a minimum of 10 questions.

Prior to the assessment, the apprentice must submit a portfolio of evidence at Gateway. The IEPA uses it to familiarise themselves with the apprentice's work in preparation for the interview, and the apprentice will use the portfolio as a reference to evidence their answers to the interview questions. Both the IEPA and the apprentice must have access to the portfolio during the discussion.

The date and time of the professional discussion should be planned in advance to ensure that the apprentice has sufficient time to prepare. The apprentice should be given at least one week's notice of the professional discussion date.

Portfolio requirements

The apprentice must submit a portfolio of evidence that meets 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, as indicated in the Assessment Specification earlier in this document. All the knowledge, skills and behaviours assessed by the professional discussion must be referenced and supported by evidence within the portfolio. 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 detailed later in this document
- evidence must relate to real work completed by the apprentice; evidence from simulated activities is not allowed
- it must contain typically 10 -12 pieces of evidence in total. It is expected the amount of evidence will not exceed 12 pieces overall.
- 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 be in line with the company's confidentiality and safeguarding policies and procedures.
- feedback/review from employer.
- CPD training records/certificates.

Types of evidence

The portfolio is a collection of evidence that shows the best aspects of the apprentice's performance and evidence against the requirements of the Apprenticeship Standard as detailed in the assessment specification for this component. It should contain the best examples of practical capabilities against the skills requirements, the application of knowledge and behaviours and how the apprentice has worked within the employer organisation.

The portfolio should contain a selection of different types of evidence, demonstrating work carried out towards the end of the apprenticeship. This evidence must be:

- Valid/Relevant – relating to the areas of the Occupational Standard
- Authentic – signed declaration of authenticity
- Current – preferably information gathered in the last six months
- Sufficient – covering all specified areas of the Occupational Standard

The centre / employer / training provider is responsible for providing guidance on compiling the portfolio on-programme, which is to be reviewed by the employer and training provider prior to triggering EPA. The employer should provide suitable work for the apprentice to apply themselves to and discuss at the review.

Selecting evidence

The portfolio should be a concise collection of the apprentice's best evidence, selected from the breadth of available evidence. It should efficiently demonstrate the apprentice's performance in relation to the specified criteria and showcase their highest quality work.

The portfolio should ensure that all grading criteria for the professional discussion are covered and referenced clearly. This can be done by evidence which holistically covers multiple criteria. The apprentice must select appropriate evidence for their portfolio to demonstrate the requirements of the standard.

All evidence must be of the apprentice's own work. For any teamwork included in the portfolio, the evidence must clarify and focus only on the apprentice's contribution.

Where applicable, confidentiality and data protection requirements must be adhered to, e.g. permission for use of video/images containing identifiable third parties (e.g. children, parents/carers) and anonymising of documentation.

To assemble the portfolio, the apprentice should consider all the evidence they have available that shows they have met the requirements being assessed. Evidence collected towards the end of their apprenticeship programme, as they become independent in their work, is likely to provide the most holistic evidence – i.e. covering a number of criteria at once. From this, they should select evidence that

most efficiently meets all the relevant criteria and that demonstrated their **best performance**. Whereas there may be some overlap between the evidence collected, multiple pieces of evidence showing coverage of the same criteria should not normally be submitted.

There are two questions that an apprentice should consider when selecting work to form their portfolio:

1. Which pieces holistically (most efficiently) give evidence that covers all the relevant criteria?
2. Is this the **best** evidence I have, showing that I have met all the requirements for the higher grade?

Confirming the evidence selection

When the apprentice has selected the evidence to form their portfolio, this must be reviewed by the employer / training provider to ensure:

- all assessment requirements have been met
- it is in line with the requirements relating to the type and amount of evidence required and when the evidence should have originated
- there is no unnecessary duplication of evidence against the same criteria
- the work selected represents the best evidence available in relation to grading requirements
- the clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- authenticity of evidence has been established.

Preparing evidence for submission

The evidence should be produced in electronic format or scanned/ photographed to give a clear electronic representation, as it must be submitted electronically for end-point assessment.

Evidence being uploaded for end-point assessment must be presented as follows:

- evidence must have a header on each page containing the name and e-signature of the apprentice, together with the date the evidence was produced
- the City & Guilds portfolio evidence reference form (found in the **9061-12 Early Years Practitioner EPA Recording Forms document for Centres / End-Point Assessment Customers / Employers / Training Providers**) must be completed by the apprentice/employer/provider to
 - cross-reference each criterion to the relevant piece of evidence
 - formally declare the authenticity of all evidence
- each piece of evidence must be referenced to the criteria it is being submitted against, either on the portfolio evidence reference form or within the header.

The work evidenced in the portfolio must have been carried out by the apprentice and a signed declaration of portfolio authenticity must be submitted along with the portfolio.

Task instructions for apprentices

Task description

You will have a 90-minute structured discussion with the City & Guilds Independent End-point Assessor (IEPA). The IEPA has the discretion to increase the discussion time by up to 10%. The professional discussion will be conducted online, with the use of audio and video facilities. The Independent End-point Assessor will ask you a set of questions, which will allow you to demonstrate that you have developed the Knowledge, Skills and Behaviours required in the grading criteria. A minimum of 10 questions will be asked. You will have access to your portfolio during the discussion as a reference to evidence your answers to the interview questions.

Portfolio requirements

You will have completed a portfolio of evidence prior to the professional discussion that must meet the following requirements:

- evidence must demonstrate your 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, as indicated in the Assessment Specification earlier in this document.
- evidence must also be mapped against the Pass and/or Distinction criteria detailed later in this document
- evidence must relate to real work completed by you; evidence from simulated activities is not allowed
- it must contain typically 10 -12 pieces of evidence in total. It is expected the amount of evidence will not exceed 12 pieces overall.
- evidence must include:
 - at least two records of direct observations of your 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 your usual place of work and within the last three months of your learning. Video recordings **cannot** be accepted by City & Guilds as part of the portfolio. The 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 your line manager or member of the senior management team, or the assessor for the qualification), following City & Guilds' guidelines.
 - work products produced by you, for example: observation, assessment and planning documents, risk assessments, communication documents, meeting records, progress review documentation, witness testimonies and feedback from colleagues and parents should also be included.
 - employer feedback/review
 - CPD training records/certificates.
- You, along with your employer / training provider, must submit your portfolio of evidence to City & Guilds at Gateway stage.

Types of evidence

The portfolio is a collection of evidence that shows the best aspects of your performance and evidence against the requirements of the Apprenticeship Standard as detailed in the assessment specification for this component. It should contain your best examples of practical capabilities against the skills requirements, the application of knowledge and behaviours and how you have worked within the employer organisation.

The portfolio should contain a selection of different types of evidence, demonstrating work carried out towards the end of the apprenticeship. This evidence must be:

- Valid/Relevant – relating to the areas of the Occupational Standard
- Authentic – signed declaration of authenticity
- Current – ideally information gathered in the last six months
- Sufficient – covering all specified areas of the Occupational Standard

The centre / employer / training provider will provide you with guidance on compiling the portfolio on-programme and they will review it prior to triggering EPA.

Selecting evidence

The portfolio should be a concise collection of your best evidence, selected from the breadth of available evidence. It should efficiently demonstrate your performance in relation to the specified criteria and showcase your highest quality work.

The IEPA uses it to familiarise themselves with your work in preparation for the discussion, and you can use it to provide tangible evidence, backing-up your accounts of your work during the discussion.

The portfolio should ensure that all grading criteria for the professional discussion are covered and referenced clearly. This can be done by evidence which holistically covers multiple criteria. You must select appropriate evidence for your portfolio to demonstrate the requirements of the standard.

All evidence must be of work that is your own. For any teamwork included in the portfolio, the evidence must clarify and focus only on your contribution.

Where applicable, confidentiality and data protection requirements must be adhered to, e.g. permission for use of video/images containing identifiable third parties (e.g. children, parents/carers) and anonymising of documentation.

To assemble the portfolio, you should consider all the evidence you have available that shows you have met the requirements being assessed. Evidence collected towards the end of your apprenticeship programme, as you become independent in your work, is likely to provide the most holistic evidence – i.e. covering a number of criteria at once.

From this, you should select evidence that **most efficiently** meets all the relevant criteria and that demonstrated your **best performance**. Whereas there may be some overlap between the evidence collected, multiple pieces of evidence showing coverage of the same criteria should not normally be submitted.

There are two questions that you should consider when selecting work to form your portfolio:

1. Which pieces holistically (most efficiently) give evidence that covers all the relevant criteria?
2. Is this the **best** evidence I have, showing that I have met all the requirements for the higher grade?

Preparing evidence for submission

When you have selected the evidence to form your portfolio, this will be reviewed by your employer / training provider to ensure that it is suitable. The evidence should be produced in electronic format or scanned/ photographed to give a clear electronic representation, as it must be submitted electronically for end-point assessment.

The evidence being uploaded must meet the following requirements:

- each piece of evidence must have a header on each page containing your name and e-signature, together with the date the evidence was produced
- you and your/employer/provider must complete The City & Guilds portfolio evidence reference form in order to
 - reference your evidence to the criteria in the end point assessment
 - formally declare the authenticity of all evidence
- each piece of evidence must be referenced to the criteria it is being submitted against, either on the portfolio evidence reference form or within the header.

The work evidenced in the portfolio must have been carried out by you and a signed declaration of portfolio authenticity must be submitted along with the portfolio.

Grading criteria

To achieve a **Pass**, the apprentice must meet all the pass criteria.

To achieve a **Distinction**, the apprentice must meet all the pass and all the distinction criteria.

Pass criteria	Distinction criteria
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. (K4, S1, B1, B5)	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.
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. (S2)	D2. Explains the benefits of recognising those key indicators early and the potential consequences of not doing so.
P3. Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits. (K9, S3)	N/A
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. (S4)	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.
P5. Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully. (S5)	N/A
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. (S6)	N/A

Pass criteria	Distinction criteria
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. (K14, S7, B1, B5)	N/A
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. (S8)	N/A
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. (S9, S12)	D4. Explains how they adapt their communication methods or approach, as appropriate to the situation.
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. (S10, S11, S16)	D5. Justifies their choice of techniques or communication methods comparing with other techniques/ methods.
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. (K22, K23, S13, S22, B4)	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.

Pass criteria	Distinction criteria
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. (S14, B1, B3, B5)	N/A
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. (K16, S15, S19, S20, B2, B3)	D7. Justifies their choice of methods used to observe, assess, plan and record.
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. (S17, B1, B6)	N/A
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. (S18, B1, B5, B6)	N/A
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. (K27, S21, B7)	D8. Describes when they have supported other colleagues by sharing best practices.

Pass criteria	Distinction criteria
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. (K13, S23, S24, S25, B3, B2)	N/A
P18. Describes the setting's policies and procedures in relation to safeguarding and child protection. (K6)	N/A
P19. Describes own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. (K7)	N/A
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. (K10)	N/A
P21. Describes the work setting's procedures for receiving, storing, recording, administration and the safe disposal of medicines. (K11)	N/A
P22. Outlines how to access workplace policies and procedures and their own responsibilities and accountabilities relating to these. (K24)	N/A
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. (K26)	N/A

Recording forms

All recording forms can be found in the **9061 Early Years Practitioner EPA Recording forms** document which is available in a Word format. Please see below summary of the recording forms that are available for this assessment.

Recording form	Purpose	Who should complete	Where it can be found
Declaration of authenticity for portfolio of evidence	Confirms the authenticity of the evidence submitted.	Apprentice/ line manager/ Training Provider (if appropriate)	9061-12 Early Years Practitioner EPA Recording forms
Portfolio evidence Reference form	To be used to record evidence that will support the professional discussion	Apprentice / Employer/ Training Provider	9061-12 Early Years Practitioner EPA Recording forms
Apprentice portfolio checklist	A checklist to help apprentices and centres ensure that all relevant information is accounted for	Apprentice	9061-12 Early Years Practitioner EPA Recording forms

Contact us

EPA Gateway Team: Initial Reservation and Gateway	epa.gateway@cityandguilds.com
EPA Events Team: Bookings and Cancellations (Post Gateway)	EPA@cityandguilds.com
Technical Advisors: Sector Specific Guidance	Technical Advisors contact details
City & Guilds Sales Team	directsales@cityandguilds.com
ILM Sales Team	01543 266 867 customer@i-l-m.com
City & Guilds Customer Services Team	01924 930800 (option 5 EPA) centresupport@cityandguilds.com
ILM Customer Services Team	01543 266 867 customer@i-l-m.com
Digital Sales: on-programme delivery resources	Digitalsales@cityandguilds.com
Digital Credentials	digitalsupport@cityandguilds.com
Digital Credentials: bulk email uploads	DCServiceTeam@cityandguilds.com

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City & Guilds
5-6 Giltspur Street
London EC1A 9DE

www.cityandguilds.com