

**Early Years Lead Practitioner Level 5  
ST0551 v1.1 Apprenticeship Standard**



**End-point Assessment Toolkit**

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## Introduction

VTCT Skills is an approved End-point Assessment Organisation (EPAO) for the Early Years Lead Practitioner Level 5 Apprenticeship Standard. We have produced this toolkit to help you understand our approach to this standard.

To ensure that our assessments are robust, credible and consistent, VTCT Skills will operate in accordance with the external quality assurance body appointed for this standard, Ofqual (Office of Qualifications and Examinations Regulation).

### Abbreviations

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
ESFA	Education and Skills Funding Agency
IEA	Independent End-point Assessor
IQA	Internal Quality Assurer
LIEA	Lead Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
Ofqual	Office of Qualifications and Examinations Regulation
PD	Professional Discussion
epaPRO	VTCT Skills End-point assessment system

## The Role of an Early Years Lead Practitioner

The Level 5 Early Years Lead Practitioner (EYLP) Apprenticeship is ideal for highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care. A Lead Practitioner can adapt to individual needs providing inclusive and holistic provision.

The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play based learning, supporting others to develop their own practice. In their daily work, an employee in this occupation interacts with children aged birth to eight years, families, practitioners, other professionals and appropriate agencies. They lead on the operational aspects of this provision and are typically responsible for leading other practitioners, an aspect or environment such as; Communication and Language, Planning and Assessment, Forest School, Physical Activity and Nutrition.

## End-point Assessment Process

1. Prime Provider signs VTCT Skills Letter of Intent and Agreement



2. Apprentice is registered online via epaPRO – preferably 3 months after the Apprentice has been on-programme



3. Provider to complete the Apprentice checklist on epaPRO and upload all relevant gateway evidence i.e. portfolio of evidence aligned with KSB's as outlined in the standard, evidence of English and Mathematics achievement in line with the apprenticeship funding rules, and signed Gateway Meeting Form (Appendix 1)

Within the portfolio, if observations are recorded in writing or as a sound file then these can be uploaded as part of the portfolio. Videoed observations must remain within the setting and not be uploaded as part of the portfolio.



4. Provider to book assessment date for observation & PD by indicating their preferred dates on epaPRO (a minimum of 20 working days prior to each assessment)



5. Each booked assessment method is undertaken by the IEA  
IEA calculates overall grade and uploads result for moderation and quality assurance



6. Overall grade and feedback sent to provider via epaPRO; if a re-sit is required, return to stage 4 and also complete a Retake Declaration Form. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

Certificate applied for by VTCT Skills

## The Gateway

To meet the minimum requirements set out in the apprenticeship standard an Apprentice needs to:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence to meet the KSBs covered by the professional discussion

Only Apprentices who complete gateway successfully can start the EPA.

The employer, in conjunction with the provider, will formally sign-off that the Apprentice has met the minimum requirements in regard to the knowledge, skills and behaviours outlined in the standard. The Apprentice must also confirm that they feel ready to move onto their EPA.

However, both the employer and training provider have a shared responsibility to decide whether the Apprentice has demonstrated the knowledge, skills and behaviours required to be competent in their job role.

It is important to refer back to the assessment plan when approaching gateway in order to check that the Apprentice is able to demonstrate all of the required knowledge, skills and behaviours and can do so in a live EPA.

A copy of the standard should be available during the gateway meeting to ensure all parties have a clear overview of what is required. This is located in the link below:

<https://skillsengland.education.gov.uk/apprenticeships/st0551-v1-1?view=standard>

## Access Arrangements/Reasonable Adjustments

It is important that Apprentices are able to access all types of assessment. Where Apprentices have disabilities, learning difficulties or temporary injuries that may disadvantage them, it is possible to apply to VTCT Skills for a Reasonable Adjustment.

It is the responsibility of the training provider to apply for these arrangements - on behalf of the Apprentice - prior to the EPA taking place. For more information on access arrangements, please refer to the VTCT Skills Reasonable Adjustments Policy for guidance or email [epa@vtctskills.org.uk](mailto:epa@vtctskills.org.uk) for further information.

## Registering an Apprentice for End-point Assessment

You can register your Apprentices for EPA via VTCT Skills online registration and booking platform, epaPRO. They can be registered at any time during their apprenticeship at no additional upfront cost. You will need to use the Apprentices ULN when registering them via epaPRO along with their name and date of birth.

Further information on registering your Apprentices will be supplied once we have received your signed EPAO agreement and Letter of Intent.

## Booking an Apprentice onto End-point Assessment

Providers must confirm that the Apprentice has completed all of the mandated components of the standard via the Apprentice checklist on epaPRO.

- EPA bookings must be made a minimum of 20 working days in advance of the desired assessment date(s) or within the standard requirement
- You will need to indicate preferred dates of assessment on epaPRO
- The VTCT Skills EPA team will seek to match an Independent End-point Assessor (IEA) to your request
- The EPA team will formally confirm the booking by email and via epaPRO

## Order of Assessment Methods

The Assessment Methods for the End-point Assessment can be completed in any order. The result of one assessment method does not need to be known before starting the next.

## Delivery and location of the End-point Assessment

The professional discussion can take place in a suitable venue selected by VTCT skills (for example, the Apprentice's training provider or employer's premises). The professional discussion can also be conducted by video conferencing.

The professional discussion can be conducted on the same day as the observation, at the workplace, in a quiet room, free from distractions and influence.

The professional discussion will allow KSBs which may not naturally occur in every workplace to be assessed. The Apprentice must have access to and can use the portfolio of evidence from the on-programme stage of the apprenticeship standard to support the professional discussion. They can refer to and illustrate their answers with evidence from their portfolio. The portfolio of evidence is not assessed or graded by the Independent Assessors; however, it is used to inform the professional discussion.

The End-point Assessment observation with questioning must take place in person, and not remotely, in the workplace. The location, number of children and age range varies from employer to employer. Depending on the nature of the setting some examples of an observation could be as follows:

- Session in a woodland area
- Session working within messy play
- Session working with pre-school children,

This is not an exhaustive list.

Questioning that occurs after the observation must take place in a quiet room, free from distractions and influence.

## Planning Assessment Dates

Prior to the assessment taking place you will receive automated emails with:

- Confirmed start time and expected duration of the assessments
- Access to all relevant systems and resources

## ID requirements

VTCT Skills will need to ensure that the person undertaking an assessment is the person they claim to be. All employers are therefore required to ensure that each Apprentice has their photographic identification with them on the day of assessment.

VTCT Skills will accept the following as proof of the Apprentices' identity:

- A valid passport
- A signed UK photo card driving licence
- Employee ID card

The IEA will certify they have seen ID before proceeding with an assessment and confirm correct spelling of name in readiness for certification.

## Cancellation

Under some circumstances, it may be necessary to cancel an EPA. Should this happen, you must contact the EPA team immediately. Please note, if a cancellation occurs within 10 working days of the assessment taking place, there will be a cancellation charge applied in line with our Cancellation Policy. If the customer cancels the EPA:

- Prior to the date of the End-Point Assessment, the customer must inform VTCT Skills by email (epa@vtctskills.org.uk)
- On the day of the End-point Assessment, the customer must inform VTCT Skills by telephone (0121 270 5100)

Cancellation of an EPA within 10 working days prior to the assessment taking place will incur **full cost** of the EPA. For further details, the cancellation policy is available on the booking platform or on VTCT Skills website.

Should the Apprentice wish to re-sit at a later date, a new booking form will be required. Further information on re-sits can be found in this toolkit.

## Roles and responsibilities

Role	Responsibility
<b>Apprentice</b>	<p>As a minimum, Apprentices must:</p> <ul style="list-style-type: none"> <li>• Participate in and complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• Complete the required amount of off-the-job training as specified in the funding rules and arranged by the employer and training provider</li> <li>• Understand the purpose and importance of EPA</li> <li>• Prepare for and undertake the EPA including meeting all gateway requirements</li> </ul>
<b>Employer</b>	<p>As a minimum, employers must:</p> <ul style="list-style-type: none"> <li>• Select the training provider</li> <li>• Work with the training provider to select the EPAO</li> <li>• Work with the training provider, where applicable, to support the Apprentice in the workplace and to provide opportunities for the Apprentice to develop the KSBs</li> <li>• Arrange and support off-the-job training to be undertaken by the Apprentice</li> <li>• Decide when the Apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• Ensure the Apprentice is prepared for the EPA</li> <li>• Ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• Confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> <li>• Provide the EPAO with access to any employer-specific documentation as required, for example, company policies</li> <li>• Ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the Apprentice to meet the KSBs</li> <li>• Ensure the Apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• Ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• Ensure the Apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace-based assessments</li> <li>• Remain independent from the delivery of the EPA</li> <li>• Pass the certificate to the Apprentice upon receipt</li> </ul>
<b>EPAO</b>	<p>As a minimum, EPAOs must:</p> <ul style="list-style-type: none"> <li>• Conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• Conform to the requirements of the External Quality Assurance Provider (EQAP)</li> <li>• Understand the apprenticeship including the occupational standard and EPA plan</li> <li>• Make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• Develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• Maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover Apprentices, employers, independent assessors</li> </ul>

	<p>and any other roles involved in delivery or grading of the EPA</p> <ul style="list-style-type: none"> <li>• Have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records for Internal Quality Assurance (IQA), activity and maintain records of IQA activity for External Quality Assurance (EQA) purposes</li> <li>• Appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• Appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• Deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• Conduct standardisation with their independent assessors before allowing them to deliver an EPA, when the EPA is updated and at least once a year</li> <li>• Conduct moderation across all of their IEA decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>• Monitor the performance of all their independent assessors and provide additional training where necessary</li> <li>• Develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• Use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• Arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>• Provide adequate information, advice and guidance documentation to enable Apprentices, employers and training providers to prepare for the EPA</li> <li>• Confirm the gateway requirements have been met before they start the EPA for an Apprentice</li> <li>• Arrange a suitable venue for the EPA</li> <li>• Where the EPA plan permits assessment away from the workplace, ensure that the Apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• Confirm the overall grade awarded</li> <li>• Maintain and apply a policy for conducting appeals</li> </ul>
<b>Independent End-point Assessors</b>	<p>As a minimum an IEA must:</p> <ul style="list-style-type: none"> <li>• Be independent, with no conflict of interest with the Apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• Have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• Have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• Understand the apprenticeship's occupational standard and EPA plan</li> <li>• Attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• Use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• Work with other personnel, where used, in the preparation and delivery of assessment methods</li> <li>• Conduct the EPA to assess the Apprentice against the KSBs and in line with the EPA plan</li> <li>• Make final grading decisions in line with this EPA plan</li> </ul>

	<ul style="list-style-type: none"> <li>Record and report assessment outcome decisions</li> <li>Comply with the IQA requirements of the EPAO</li> <li>Comply with external quality assurance (EQA) requirements</li> </ul>
<b>Training provider</b>	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>Conform to the requirements of the apprenticeship provider and assessment register</li> <li>Ensure procedures are in place to mitigate against any conflict of interest</li> <li>Work with the employer and support the Apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>Deliver training to the Apprentice as outlined in their apprenticeship agreement</li> <li>Monitor the Apprentice's progress during any training provider led on-programme learning</li> <li>Ensure the Apprentice is prepared for the EPA</li> <li>Work with the employer to select the EPAO</li> <li>Advise the employer, upon request, on the Apprentice's readiness for EPA</li> <li>Ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>Remain independent from the delivery of the EPA</li> </ul>

## The End-point Assessment

Assessment Method	Weighting	Duration	To achieve a Pass	To achieve a Distinction
Observation with questioning	50%	Observation time = 60 minutes Questioning time = 30 minutes Total time = 90 minutes (+ 10%)	To achieve a pass the Apprentice must be observed meeting <b>all</b> of the required KSBs linked to this assessment method AND answer a minimum of <b>seven</b> questions asked by the IEA	You must meet all of the pass criteria AND all of the distinction criteria
Professional discussion underpinned by a Portfolio of evidence	50%	90 minutes (+ 10%)	To achieve a pass the Apprentice must answer a minimum of <b>eight</b> questions asked by the IEA, meeting the requirements of the KSBs	You must meet all of the pass criteria AND all of the distinction criteria

## Assessment Methods

### Observation with Questioning

The observation with questioning must be structured to give the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An Independent Assessor must conduct and assess the observation with questioning.

The EPAO must give the Apprentice 2 weeks' notice of the observation with questioning. The observation may be split into discrete sections held on the same working day.

The Independent Assessor must only observe one apprentice at a time to ensure quality and rigour.

The IEA must manage invigilation of the Apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The IEA must explain to the Apprentice the format and timescales of the observation with questioning before it starts. This does not count towards the assessment time.

The observed session should be carefully planned by the Apprentice to ensure that they are able to meet the required KSBs. A session plan will be presented to the IEA prior to the observation starting (see appendix 4 and 5). The IEA should observe the following activities, which provide the Apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method, during the observation:

- The Apprentice interacting with a group of children through an opportunity or experience for learning, based on the session plan, which will be shared with the Independent Assessor on the day of the assessment, before the observation begins.
- The Apprentice leading or supervising colleagues during this session
- The Apprentice communicating with parents, carers or guardians of the children under their supervision

The IEA must ask a **minimum** of **seven** questions after the observation, which will include those generated by both the IEA and VTCT Skills, to facilitate the holistic assessment of the required KSBs. Follow-up questions are allowed where clarification is required. The IEA must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questioning and should be kept to a minimum.

The observation with questioning **must** take place in the Apprentice's normal place of work for example, their employer's premises or a customer's premises. The location, number of children and age range varies from employer to employer. Depending on the nature of the setting some examples of an observation could be as follows:

- Session in a woodland area
- Session working within messy play
- Session working with pre-school children

This is not an exhaustive list.

The observation with questioning must last for 90 minutes (60 minutes for the observation and 30 minutes for the questioning). The IEA can increase the time of the observation with questioning by up to 10%, to allow the Apprentice to complete a task or respond to a question if necessary. Equipment and resources needed for the observation must be confirmed to be available by the EPAO, who can liaise with the employer to provide these. They must be in good and safe working condition.

## Professional Discussion Underpinned by a Portfolio of Evidence

This assessment method has **one** component.

This assessment will take the form of a professional discussion. In the professional discussion, an Independent Assessor and Apprentice have a formal two-way conversation. The IEA conducts the discussion and provides the Apprentice the opportunity to demonstrate competency across the KSBs mapped to this assessment method. The IEA will ask a **minimum** of **eight** questions and will include those generated by both the IEA and VTCT Skills and will target specific elements of the Apprentice's portfolio.

The underpinning portfolio will have been submitted in line with VTCT Skills requirements at the gateway and must evidence all the KSBs mapped to this assessment method. Prior to the professional discussion, the IEA will have reviewed the Apprentice's portfolio in preparation for this assessment. The Independent Assessor must have at least 2 weeks to review the portfolio of evidence materials prior to the assessment taking place.

The professional discussion will be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded.

The professional discussion will need to take place in a suitable clean environment i.e. no posters or points of reference displayed, private and away from any noise or distractions and **must** last for 90 minutes. The IEA has the discretion to increase the time of the professional discussion by up to 10%, to allow the Apprentice to complete their last answer if necessary.

The professional discussion can take place in any of the following:

- Employer's premises
- A suitable venue (for example a training provider's premises).
- Remotely via video conferencing

## Portfolio of evidence

For the professional discussion underpinned by a portfolio, the Apprentice is required to submit a portfolio of evidence adhering 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
- Evidence may be used to demonstrate more than one KSB as a qualitative rather than quantitative approach
- Evidence must relate to 'real' work completed by the Apprentice; evidence from simulated activities is not allowed
- Evidence should not include reflective accounts or any methods of self-assessment except for evidence relating to S24 and B6
- A case study report must be submitted as part of the portfolio of evidence as per guidance below

### **It is expected that the portfolio of evidence will typically contain around 20 discrete pieces of evidence**

The guidance below should be followed when submitting the evidence:

1. The evidence provided must be valid and attributable to the Apprentice and the portfolio of evidence should contain a statement from the employer and Apprentice confirming this. (appendix 8)
2. The portfolio should cover the KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, supported by appropriate evidence, sources of which may include:
  - Workplace policies and procedures
  - Witness statements
  - Anonymised annotated photographs
  - Anonymised learning journals
  - Anonymised risk assessments
  - Anonymised case notes
  - Anonymised referral forms

This is not a definitive list and other evidence sources can be included.

3. Where used, written accounts should be purely factual accounts (i.e. no opinion or judgements) following direct observation of performance, for example, witness statements, rather than opinions, and must be written by someone appropriately qualified and in a position of responsibility (i.e. line manager, member of the senior management team, or the assessor for the qualification)
4. The Apprentice must submit their portfolio of evidence to the VTCT Skills, a minimum of two weeks prior to the EPA
5. A case study report must be submitted as part of the portfolio of evidence

## The Case Study Report

For the professional discussion underpinned by a portfolio of evidence, the Apprentice will be required to submit a case study report as part of the portfolio.

The case study report will be based on a case study that the Apprentice has completed with an individual child or group of children.

The case study report should include an analysis of observations the Apprentice has made.

The case study must be based on a real-life workplace situation, based on assessment, observation and planning documentation, which involves the Apprentice completing a relevant and defined piece of work. The work must have a real benefit to the child or children or setting the Apprentice is working in.

Sufficient time must be allowed to enable the Apprentice to observe the child or children over a period of typically 6 weeks and allow for situations where children may leave a setting for any reason.

Parental consent for children participating in the case study must be gained prior to starting the case study.

## Feedback

The IEA will provide a summary of the assessment that has taken place and allow the Apprentice the opportunity to ask questions, comment on the session or provide feedback should they wish to. If the Apprentice has any questions/comments or feedback, the IEA will record this on the Professional Discussion record.

However, the IEA will not provide the Apprentice (or their manager) with a preliminary grade, as it will be subject to the internal quality assurance processes. VTCT Skills will aim to confirm the Apprentice's final and overall grade approximately 10 working days following the last assessment.

## Re-sitting/Re-taking End-point Assessment

If an Apprentice fails one assessment method or more, they can re-sit or re-take at their employer's discretion.

The employer will need to agree that a re-sit or re-take is appropriate.

**Re-sit** – A re-sit does not require the Apprentice to undertake a period of further learning; the Apprentice should have a supportive action plan in place formed by the employer and the training provider. The employer and the EPAO should agree the timescale for the re-sit which is typically within 2 months of the EPA notification outcome.

**Re-take** – Where a re-take is required the Apprentice is required to undertake a period of further learning; the Apprentice should have a supportive action plan in place formed by the employer and the training provider. The employer and the EPAO should agree the timescale for the re-take which, depending on the level of additional training is required, is typically within 4 months of the EPA notification outcome.

Failed assessment methods must be taken within a 6-month period, otherwise the entire EPA must be taken again, unless in the opinion of VTCT Skills exceptional circumstances apply outside the control of the Apprentice or their employer.

Re-sits and re-takes are not offered to Apprentices wishing to move from pass to a higher grade. Where any assessment method must be re-sat or re-taken, the Apprentice will be awarded a maximum EPA grade of pass, unless VTCT Skills determines there are exceptional circumstances requiring a re-sit or re-take.

## Re-sit/Retake fees

The fees for re-sits/retakes will be agreed with the Head of Assessment Services at VTCT Skills and the employer/provider.

Employers and training providers should agree in advance who will pay for re-sits/retakes not included in their contract. Employers are expected to financially support Apprentices until completion of their apprenticeship, including paying the cost of re-sits/retakes, when necessary. Re-sits/retakes are ineligible costs and are not funded by the ESFA.

The training provider is not responsible for re-sit/retake costs but may agree to contribute and can include this in their agreement at the beginning of the apprenticeship.

A re-sit cannot be taken with the intention of increasing the original grade if an Apprentice has passed their EPA.

## Results

Following the completion of all assessments, the IEA will send all completed marking sheets and feedback reports to the EPA team, who will then provide final grades following moderation. These final grades will be submitted to the Education and Skills Funding Agency (ESFA) who will issue an apprenticeship completion certificate for the standard; a copy of the certificate number provided by ESFA will be input onto the Apprentice's record on epaPRO by VTCT Skills.

These certificates will confirm that the Apprentice has passed the EPA and has demonstrated full competency across the standard. They will be sent to the employer for distribution and celebration. Where employers' details have been changed, this must be updated in epaPRO. We would advise providers to check with employers that the certificate has been received and a copy has been taken for their records.

## Appeals

Should an Apprentice or employer wish to appeal the grade received, please refer to the VTCT Skills Appeals Policy, which is available via epaPRO or on the VTCT Skills website.

# Appendix 1

## Gateway Ready Meeting Form

Gateway Ready Meeting			
Apprentice Name			
ULN		Date of Birth	
Apprentice has achieved all criteria for the standard	Yes/No	Is the Apprentice ready for EPA	Yes/No
Prerequisite requirement on standard	Achieved	Date	Evidence uploaded
Achieved Maths Level 2 and evidence uploaded to epaPRO			
Achieved English Level 2 and evidence uploaded to epaPRO			
English and maths exemption evidence uploaded to epaPRO			
The portfolio of evidence, including the case study report, to underpin the professional discussion is ready to upload at gateway (with mapping doc)			
Signed Statement of Attribution			
Consent for Case Study report from Parent/Guardian			
Please confirm that the above-named Apprentice consents that VTCT Skills can apply for their Apprenticeship Certificate on their behalf.			
Standard Title	Early Years Lead Practitioner Level 5	Meeting Date	
Apprentice Signature			
Employer Signature			
Provider Signature			

## Appendix 2

### Mapping of knowledge, skills and behaviours (KSBs)

#### Observation with questioning

Knowledge
<b>K1</b> Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.
<b>K5</b> Current and contemporary theories and approaches to enable respectful and nurturing personal care
<b>K9</b> Potential effects of transitions and theories and approaches on how to successfully support children and their families.
<b>K18</b> Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice, supporting teams and guiding change.

Skills
<b>S1</b> Advocate for children through their child centred approach, listening to the voice of the child; ensuring children's rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.
<b>S3</b> Support and promote children's diverse speech, language and communication development and determining and adapting appropriate responses and interventions to support verbal, nonverbal interactions and engagement with written communication.
<b>S5</b> Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
<b>S8</b> Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.
<b>S9</b> Plan, carry out and guide appropriate personal care routines for individual children.
<b>S12</b> Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.
<b>S13</b> Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.
<b>S16</b> Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.
<b>S17</b> Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.
<b>S18</b> Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.
<b>S20</b> Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities including the safe use of digital technology to communicate effectively in both oral and written English.

**S21** Promote equality of opportunity and anti-discriminatory practice.

**S22** Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of educational settings, providing inspiration and motivation to engage others to develop their practice, supporting teams and guiding change.

**S23** Identify, action and competently challenge issues and undertake difficult conversations where appropriate.

**S26** Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.

### **Behaviours**

**B2** Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.

**B3** Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.

**B4** Be authentic, playful, animated, responsive, creative, imaginative and curious.

**B5** Positive and proactive member of the team, being assertive and exercising diplomacy.

## Professional discussion underpinned by a portfolio of evidence

Knowledge
<b>K2</b> How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.
<b>K3</b> Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years and how children and families can make healthy and effective life choices.
<b>K4</b> Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.
<b>K6</b> Local and national child protection and safeguarding statutory and non-statutory frameworks, policies and procedures in practice, how to identify when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of reviews of serious cases.
<b>K7</b> Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.
<b>K8</b> The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.
<b>K10</b> Strategies to effect collaborative approaches to working with parents, carers, colleagues, professional bodies and multi agencies.
<b>K11</b> The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.
<b>K12</b> How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.
<b>K13</b> A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.
<b>K14</b> The intent, implementation and impact of all provided experiences and opportunities for children informed by the setting's curriculum and pedagogy.
<b>K15</b> The importance and impact of design, resources and engagement within indoor and outdoor environments to enable learning and development.
<b>K16</b> How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.
<b>K17</b> How to promote inclusion, equality and diversity in the sector and why it is essential.
<b>K19</b> Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.
<b>K20</b> Ways to use, record and store data and information securely and in line with data protection legislation, confidentiality requirements and local and national policies, including the safe use of digital technology to communicate effectively in both oral and written English.
<b>K21</b> The current and relevant policy, statutory and non-statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts including SEND. The impact of these contexts on effective provision.
<b>K22</b> Principles of sustainability and efficient use of resources, in line with recycling, reuse, and safe disposal of waste.

<b>Skills</b>
<b>S2</b> Develop, model and implement strategies to support the emotional, social, psychological, physical and cultural needs of all children within the educational setting.
<b>S4</b> Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.
<b>S6</b> Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.
<b>S7</b> Analyse and articulate how all children’s individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.
<b>S10</b> Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.
<b>S11</b> Explore and understand, challenge and question; knowing when to act to safeguard and protect children.
<b>S14</b> Cultivate professional partnerships with parents, carers, colleagues and other professionals, presenting their understanding of the child’s journey within multidisciplinary teams to holistically support the child’s individual needs.
<b>S15</b> Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.
<b>S19</b> Make use of formative and summative assessment, tracking children’s progress to plan for future learning possibilities including early interventions based on individual developmental needs.
<b>S24</b> Use reflection to develop themselves both professionally and personally to enhance their practice.
<b>S25</b> Ensure the security and confidentiality of data, records and information in line with current legislation.
<b>S27</b> Apply the principles of sustainability and segregate used resources for reuse, recycling, and safe disposal.

<b>Behaviours</b>
<b>B1</b> Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.
<b>B6</b> Reflective practitioner, receptive and open to challenge and constructive criticism.

## Appendix 3

### Grading

#### Observation with questioning

Fail	Pass	Distinction
Does not meet the pass criteria.	The Apprentice must meet all of the Pass criteria	The Apprentice must meet all of the Distinction criteria

KSBs	Pass	Distinction
<b>The Unique Child</b>		
K1 K5 K9 S1 S8 S9 S21 S23 B3	<p>Advocates in the child's best interest to ensure the child's voice is always heard and respected, demonstrating an inclusive and ethical approach to practice which is responsive and respectful to the individual child and takes account of the social and cultural context. Continuously evaluates the quality of the childcare environment. (K1 S1 S21)</p> <p>Applies current and contemporary theories and approaches when planning and undertaking appropriate personal care routines for individual children to ensure respectful and nurturing care. (K5 S9 B3)</p> <p>Responds to a child's individual development needs and circumstances, through planning that reflects the child's need for consistent care, as well as adapting to the child's and families' needs during change, including transitions. (K9 S8)</p> <p>Identifies, actions, addresses challenging issues and undertakes difficult conversations. (S23)</p>	<p>Demonstrates how their practice challenges both explicit and implicit discrimination, and actively supports children to advocate for themselves, by developing a sense of agency, autonomy, and the skills to impact their world. (K1 S1 S21)</p>
<b>Learning and Development</b>		
S3 S5 S12 S16 S18 B4	<p>Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S5)</p> <p>Observes, assesses, plans, facilitates and participates in play opportunities with children that reflect current curriculum. (S18)</p> <p>Coordinates an exciting, dynamic, evolving and enabling environment, providing a range of fun, playful and engaging activities that reflect the interests,</p>	<p>Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S12 S16)</p>

	<p>motivations, and play of individual and groups of children. (S16)</p> <p>Supports and promotes children's speech, language and communication, adapting their practice to engage in authentic and quality interactions with the child or children to support verbal, nonverbal interactions and engagement with written communication. (S3 B4)</p> <p>Encourages all children's participation and ensures a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities. (S12)</p>	
<b>Leaderful Practice</b>		
<p>K18 S13 S17 S20 S22 S26 B2 B5</p>	<p>Demonstrates a leaderful approach within practice influenced by current theoretical perspectives and approaches. Inspires, motivates and coaches colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice. (K18 S22 B2)</p> <p>Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy. (S13 B5)</p> <p>Demonstrates current and contemporary influences on their pedagogical approach and practice. (S17)</p> <p>Implements health and safety practices and carries out risk assessments and risk management processes in accordance with policies and procedures. (S26)</p> <p>Supports the key person in articulating children's progress and planning future learning opportunities. (S20)</p>	<p>Confidently applies current and contemporary theoretical perspectives and approaches when taking responsibility for supporting the key person in applying future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (K18 S20 B5)</p>

### Professional discussion underpinned by a portfolio of evidence

Fail	Pass	Distinction
Does not meet the pass criteria.	The Apprentice must meet all of the pass criteria.	The Apprentice must meet all of the distinction criteria.

KSBs	Pass	Distinction
<b>Legislation and Guidance</b>		
K6 K10 K17 K20 K21 K22 S10 S11 S14 S25 S27 B1	<p>Explains the role of the designated lead for safeguarding and assimilating findings of reviews and assessments of significant incidents or cases. Explains current legislation and guidance and how this is implemented through policy and procedure. Outlines their own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children. (K6 K21 S10 S11)</p> <p>Evaluates the strategies they apply when collaborating and cultivating partnerships with parents or carers stakeholders and multi agencies. (K10 S14)</p> <p>Explains the importance and impact of inclusion, equality, and diversity and how to promote and embed consistent and impartial strategies that value equality in leaderful practice, within professional boundaries. (K17 B1)</p> <p>Explains the current administration and records systems they use and how they share oral and written information in line with the security and confidentiality policy, and current legislation. (K20 S25)</p> <p>Explains how they manage efficient and sustainable practice when using resources, applying reuse, recycling, and safe disposal principles. (K22 S27)</p>	<p>Justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K6 S10 S11)</p> <p>Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K17 B1)</p>
<b>Health &amp; Wellbeing</b>		
K4 K14 S2 S6	Analyses theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K4)	Compares and contrasts different pedagogies, justifying the choices made, by illustrating the impact of decisions made on emotional, psychological, physical and cultural

	<p>Explains the importance of considering pedagogy when evaluating the curriculum's intent, implementation and impact and how strategies are developed and modelled to ensure the emotional, psychological, physical and cultural needs of all children within the setting are met. (K14 S2)</p> <p>Analyses how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle. (S6)</p>	<p>development of children in the setting. (K14 S2)</p>
<b>Continual Professional Development</b>		
<p>K13 K19 S24 B6</p>	<p>Evaluates how reflection influences their early years practice and drives their commitment to continuing professional development and action research. (K19)</p> <p>Explains how they use opportunities to reflect on their development both professionally and personally and evaluates how they respond to challenge and constructive criticism. (S24 B6)</p> <p>Explains how they incorporate theories from physiological, neurological, developmental and education into their development and practice. (K13)</p>	<p>Analyses the impact reflective practice has on their effectiveness as a lead practitioner and evaluates how reflective experiences involving challenge and constructive criticism enhance their professional competence. (K19 S24 B6)</p>
<b>Child Development</b>		
<p>K2 K3 K7 K8 S7 S15</p>	<p>Analyses how children learn and develop from conception to 8 years within the social, and cultural context and how this impacts their future. (K2)</p> <p>Analyses factors that can impact upon health, well-being and early learning of children from conception to 8 and how children and families can make healthy and effective life choices. (K3 S7)</p> <p>Explains theories of attachment they use to promote effective relationships between staff and children. (K7)</p> <p>Explains how they develop effective and collaborative partnerships with parents and carers considering social and cultural context and influence, and the importance of home learning, and how that partnership enables a greater understanding of the child/children leading to enhanced opportunities. (K8 S15)</p>	<p>Evaluates approaches to children's development they use in their practice and articulates how they reach decisions in complex situations. (K2 K3 S7)</p>

<b>Observation and Assessment Planning</b>		
K11 K12 K15 K16 S4 S19	<p>Uses theoretical knowledge of the importance of play, demonstrating how they support children to engage in a range of learning contexts, supporting confidence within social experiences, including how they stimulate children’s creativity and curiosity and how this benefits learning. (K11 K12 S4)</p> <p>Evaluates how planning cycles and formative and summative assessments for child or children inform and improve practice in relation to needs-based assessment and early intervention. (K16 S19)</p> <p>Analyses the impact of design, resources and engagement within indoor and outdoor environments to enable learning and development. (K15)</p>	Critically analyses their choice of intervention strategies to create play, learning and development and social experiences for the child or children, including how these enable enquiry based active learning. (K11 K12 S4)

## Overall EPA grading

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit, or distinction.

IEAs will individually grade the observation with questioning and the professional discussion underpinned by a portfolio of evidence assessment methods, according to the requirements set out in this plan. VTCT Skills will combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment methods will be awarded an overall EPA fail.

To gain an overall EPA pass, Apprentices must achieve a pass in all the assessment methods. Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

<b>Observation with Questioning</b>	<b>Professional Discussion underpinned by a Portfolio of Evidence</b>	<b>Overall Grading</b>
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

## Appendix 4

### Observation KSB Mapping

Knowledge, Skills, and Behaviours	Direct Observation/ Plan/Risk Assessment
<b>Knowledge</b>	
K1 Ethical and rights-based approaches to support the child, listening to the child’s authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.	
K5 Current and contemporary theories and approaches to enable respectful and nurturing personal care.	
K9 Potential effects of transitions and theories and approaches on how to successfully support children and their families.	
K18 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice, supporting teams and guiding change.	
<b>Skills</b>	
S1 Advocate for children through their child centred approach, listening to the voice of the child; ensuring children’s rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.	
S3 Support and promote children’s diverse speech, language and communication development and determining and adapting appropriate responses and interventions to support verbal, nonverbal interactions and engagement with written communication.	
S5 Engage in effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.	
S8 Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.	
S9 Plan, carry out and guide appropriate personal care routines for individual children.	
S12 Encourage all children’s participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunity	
S13 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children	
S16 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.	
S17 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.	
S18 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.	

<b>S20</b> Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities including the safe use of digital technology to communicate effectively in both oral and written English.	
<b>S21</b> Promote equality of opportunity and anti-discriminatory practice.	
<b>S22</b> Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of educational settings, providing inspiration and motivation to engage others to develop their practice, supporting teams and guiding change.	
<b>S23</b> Identify, action and competently challenge issues and undertake difficult conversations where appropriate.	
<b>S26</b> Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.	
<b>Behaviours</b>	
<b>B2</b> Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.	
<b>B3</b> Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.	
<b>B4</b> Be authentic, playful, animated, responsive, creative, imaginative and curious.	
<b>B5</b> Positive and proactive member of the team, being assertive and exercising diplomacy	

## Appendix 5

### Session/Observation Plan Template

\*Can use own organisations session/observation templates if detailed enough to cover below:

<b>Candidate's name:</b>	<b>Date of observation:</b>
Number and ages of children present:	
Timeline of activities (60 minutes in total):	
Description of enabling environment planned:	
Personal care/Health & Safety/Infection control/Risk assessment considerations:	
Brief description of activity with children:	
Differentiation:	
Strategies to extend thinking and learning:	
Theoretical and pedagogical perspective used:	
Brief description of leadership activity:	
Leadership theoretical approaches:	
Signatures and dates from Parents who Children will be taking part, if you have your own organisation consent form please provide and upload:	

## Appendix 6

### Session/Observation Risk Assessment Template

\*Can use own organisations risk assessment if detailed enough to cover below:

Assessment carrier out by:	Date of assessment:
Hazards in the environment during the course of observation:	
Risks to children during the activity planned:	
Any person in particular risk during the activity:	
Individual support requirements:	
How have the risks and hazards been reduced:	
Risks to assessor during the observation:	

## Appendix 7

### Portfolio of evidence mapping document

Knowledge, Skills, and Behaviours	Evidence Reference Number
<b>Knowledge</b>	
<p><b>K2</b> How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.</p>	
<p><b>K3</b> Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years and how children and families can make healthy and effective life choices.</p>	
<p><b>K4</b> Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.</p>	
<p><b>K6</b> Local and national child protection and safeguarding statutory and non-statutory frameworks, policies and procedures in practice, how to identify when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of reviews of serious cases.</p>	
<p><b>K7</b> Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.</p>	
<p><b>K8</b> The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.</p>	
<p><b>K10</b> Strategies to effect collaborative approaches to working with parents, carers, colleagues, professional bodies and multi agencies.</p>	
<p><b>K11</b> The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.</p>	
<p><b>K12</b> How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.</p>	
<p><b>K13</b> A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.</p>	
<p><b>K14</b> The intent, implementation and impact of all provided experiences and opportunities for children informed by the setting's curriculum and pedagogy.</p>	
<p><b>K15</b> The importance and impact of design, resources and engagement within indoor and outdoor environments to enable learning and development.</p>	
<p><b>K16</b> How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.</p>	

<b>K17</b> How to promote inclusion, equality and diversity in the sector and why it is essential.	
<b>K19</b> Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.	
<b>K20</b> Ways to use, record and store data and information securely and in line with data protection legislation, confidentiality requirements and local and national policies, including the safe use of digital technology to communicate effectively in both oral and written English.	
<b>K21</b> The current and relevant policy, statutory and non-statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts including SEND. The impact of these contexts on effective provision.	
<b>K22</b> Principles of sustainability and efficient use of resources, in line with recycling, reuse, and safe disposal of waste.	
<b>Skills</b>	
<b>S2</b> Develop, model and implement strategies to support the emotional, social, psychological, physical and cultural needs of all children within the educational setting.	
<b>S4</b> Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.	
<b>S6</b> Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.	
<b>S7</b> Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.	
<b>S10</b> Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.	
<b>S11</b> Explore and understand, challenge and question; knowing when to act to safeguard and protect children.	
<b>S14</b> Cultivate professional partnerships with parents, carers, colleagues and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.	
<b>S15</b> Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.	
<b>S19</b> Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs.	
<b>S24</b> Use reflection to develop themselves both professionally and personally to enhance their practice.	
<b>S25</b> Ensure the security and confidentiality of data, records and information in line with current legislation.	

<b>S27</b> Apply the principles of sustainability and segregate used resources for reuse, recycling, and safe disposal.	
<b>Behaviours</b>	
<b>B1</b> Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.	
<b>B6</b> Reflective practitioner, receptive and open to challenge and constructive criticism.	

## Appendix 8

### Statement of Attribution by the Apprentice

This document has been formed as a template statement in line with the Early Years Lead Practitioner Level 5 Assessment Plan which states the employer must provide a written statement confirming the Apprentice has attributed to the evidence uploaded as part of their portfolio of evidence.

By signing this document, you are confirming that the Apprentice has attributed to the work within their portfolio. Ascribing all work documents, products, comments and explanations to the Apprentices own practice and/or performance.

I confirm that (*Insert Apprentice Name*) has attributed to the evidence that has been uploaded as part of their portfolio of evidence.

Apprentice		
Name	Signature	Date
Employer		
Name	Signature	Date

## Appendix 9

### Parental Consent for Case Study Template

Parental Consent for *(Title of Project)*

#### Project Title and Purpose:

Your child is invited to participate in a research study entitled (give title of project). This is a study to support the completion of my Early Years Lead Practitioner Level 5 Apprenticeship.

(Briefly explain the study purpose)

#### Why are you asking my child?

(The reason for selecting their child; inclusion/exclusion criteria)

#### What will you ask my child to do if I agree to let him or her be in the study?

(Explain how many children may be involved, what you are planning to do and how the child will be involved. Explain what happens if the child does not wish to participate in an activity).

#### Are there any risks to my child?

#### Are there any benefits to my child as a result of participation in this research study?

(Explain the benefits to the child.)

### How will my child's information be kept confidential?

(Describe how information will be kept confidential, what information will be submitted to Skills First and what format, where will the information be stored, who will have access to it and for what purpose.)

All data storage, processing and request are in line with The General Data Protection Act 2018.

### What if my child wants to leave the study or I want him/her to leave the study?

You have the right to refuse to allow your child to participate or to withdraw him or her at any time. If your child does withdraw, it will not affect you or your child in any way. If you or your child chooses to withdraw, any data which has been collected from your child will be destroyed.

### Voluntary Consent by Participant:

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. I am at least 18 years of age, and I agree for my child to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me.

If you have questions, want more information or have suggestions, please contact (name and contact information of your assessor) who may be reached at (XXX) XXX-XXXX. (You can also include your email address if you like).

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Student Name (print)

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Parent Name (print

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Parent Signature

---

Date

# Appendix 10

## Observation Checklist

Apprentice Name	
ULN	
IEA Name	
Early Years Lead Practitioner	Yes
<b>1</b>	Request observation date and time at least 20 days in advance. (You can make a note of the date here.)
<b>2</b>	Check that your setting's Parental Consent allow observations for study purpose and make sure children who do not will not be present.
<b>3</b>	<p>Prepare your session plan and have it ready to share with your IEA on the day of the assessment, prior to the observation beginning Your plan should map to the KSBs and should include:</p> <ul style="list-style-type: none"> <li>• Interaction with a group of children through an opportunity or experience for learning</li> <li>• Supervision of colleagues during the session</li> <li>• Communication with parents/guardians of the children under your supervision</li> </ul>
<b>4</b>	<p>On the day of the observation, ensure you:</p> <ul style="list-style-type: none"> <li>• have photo ID with you</li> <li>• have a copy of your plan with you</li> <li>• prepared the activity in advance</li> <li>• prepared a sufficient space for the Q&amp;A to take place afterwards. (30 minutes)</li> </ul> <p>You are allowed breaks during the observation, but we recommend keeping these to the minimum.</p> <p>You must still be under exam conditions and in full view of your IEA during breaks too.</p> <p>Please advise your IEA when you wish to stop the time and move to a different element of your observation.</p>