



## Early Years Lead Practitioner Level 5 ST0551 Apprenticeship Standard



## End-point Assessment Toolkit

[enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk)

0121 270 5100

[www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

<b>Contents</b>	<b>Page</b>
Introduction	3
Abbreviations	3
The Early Years Lead Practitioner Level 5 role	3
End-point Assessment Process	4
Timeline of Activities	5
The Gateway	6
Access arrangements / Reasonable Adjustments	6
Registering an Apprentice for End-point Assessment	6
Booking an Apprentice onto End-point Assessment	7
Remote assessments	7
Face-to-face assessments	7
Planning assessment dates	7
ID requirements	7
Cancellation	8
Roles and responsibilities	8
The End-point Assessment	10
Order of end-point assessment methods	10
Assessment method 1 - Observation with questions	11
Assessment method 2 - Professional discussion and portfolio of evidence	14
Assessment method 3 - Case study with report and presentation and questioning	15
Feedback	18
Re-sitting / Retaking End-point Assessment	19
Re-sit / Retake fees	19
Results	19
Appeals	20
Appendix 1 – Gateway meeting form	21
Appendix 2 – Mapping of knowledge, skills and behaviours (KSBs)	22
Appendix 3 – Grading	25
Appendix 4 – Observation KSBs	30
Appendix 5 – Observation Plan Template	32
Appendix 6 – Observation Risk Assessment Template	33
Appendix 7 – Portfolio Evidence Reference Record	34
Appendix 8 – Statement of Attribution	36
Appendix 9 – Case Study Support	37
Appendix 10 – Case Study Scope	40
Appendix 11 – Case Study Cover Sheet	41
Appendix 12 – Parental Consent for Case Study Template	42
Appendix 13 – Case Study Mapping	44
Appendix 14 – Case Study Checklist	45
Appendix 15 – Observation Checklist	47
Appendix 16 – Observation Special Consideration	48

## Introduction

VTCT Skillsfirst 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 Skillsfirst will operate in accordance with the external quality assurance body appointed for this standard, Ofqual (Office of Qualifications and Examinations Regulation).

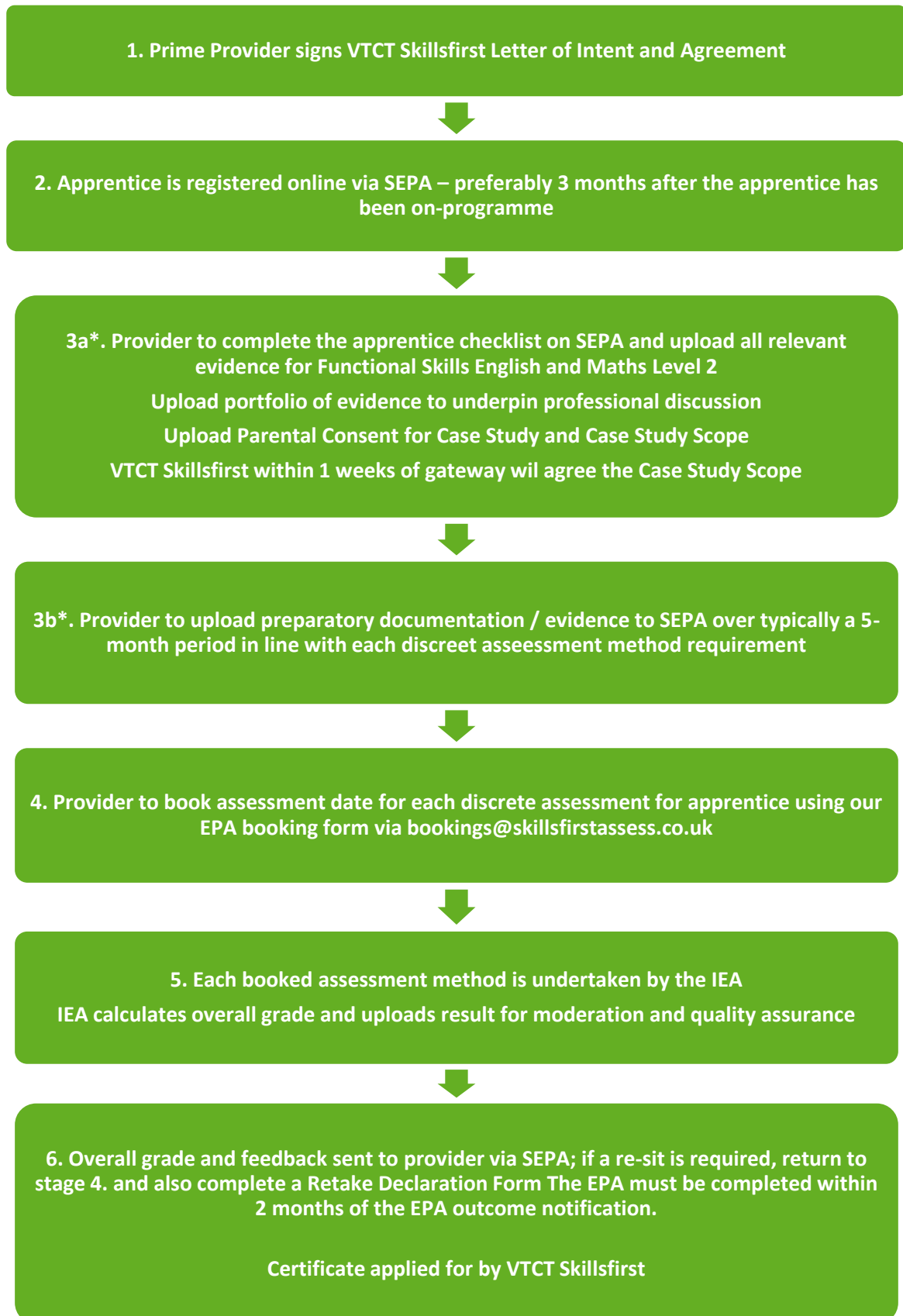
## Abbreviations

<b>EPA</b>	End-point Assessment
<b>EPAO</b>	End-point Assessment Organisation
<b>ESFA</b>	Education and Skills Funding Agency
<b>The Institute</b>	Institute for Apprenticeships and Technical Education
<b>IEA</b>	Independent End-point Assessor
<b>IQA</b>	Internal Quality Assurer
<b>LIEA</b>	Lead Independent End-point Assessor
<b>KSB</b>	Knowledge Skills & Behaviour
<b>Ofqual</b>	Office of Qualifications and Examinations Regulation
<b>PD</b>	Professional Discussion
<b>SEPA</b>	Skillsfirst End-point assessment system
<b>Skillsfirst</b>	VTCT Skillsfirst

## Early Years Lead Practitioner Level 5

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.

## End-point Assessment Process



## Timeline of Activities



All elements must be completed within 5 months of Gateway date.

If resit is required, it must be completed within 6 months.

## The Gateway

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

- ✓ display occupational competency
- ✓ have achieved or be exempt from Functional Skills English and Maths Level 2
- ✓ submit the evidence required for each discrete assessment (assessments can be undertaken in any order)
- ✓ complete the EPA within a period lasting, maximum 5 months post-gateway
- ✓ meet the minimum duration for their apprenticeship training – typically 24 months but a minimum 12 months

Only apprentices who complete gateway successfully can start the EPA.

The employer, in conjunction with the training provider, will formally sign-off that the apprentice has met the minimum requirements in regards to the knowledge, skills and behaviours outlined in the standard. The apprentice must also confirm that they feel ready to move onto their EPA. 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://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-lead-practitioner>

### 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 Skillsfirst 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 Skillsfirst Reasonable Adjustments Policy for guidance or email [enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk) for further information.

### Registering an Apprentice for End-point Assessment

You can register your apprentices for EPA via Skillsfirst's Assess online registration and booking platform, SEPA. 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 SEPA 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 SEPA.

- ✓ EPA bookings must be made a minimum of 20 working days in advance of the desired assessment date(s) or within the standard requirement
- ✓ The case study booking can be made 15 weeks after gateway, this allows 1 week for the scope to be agreed by EPAO and the mandatory 12 weeks to complete the case study and the 2 weeks required for the case study to be marked prior to the presentation
- ✓ You will need to indicate preferred dates of assessment on the EPA booking form and send this to [bookings@skillsfirstassess.co.uk](mailto:bookings@skillsfirstassess.co.uk)
- ✓ The VTCT Skillsfirst 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 SEPA

## Remote Assessments

Remote assessments will ordinarily be conducted via Smart Room, a video conferencing platform provided through SEPA. The apprentice will receive an automated email containing a link to their Smart Room within 72 hours of the assessment being booked. The apprentice will need this link to enter Smart Room and complete their assessment.

For further information on Smart Room, our Smart Room Guidance for Apprentices document is available via SEPA.

## Face-to-face Assessments

Face-to-face assessments will take place within the apprentice's normal workplace setting on the date and time agreed during the booking process.

## 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 Skillsfirst 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 Skillsfirst will accept the following as proof of the Apprentices' identity:

- ✓ a valid passport
- ✓ a signed UK photo card driving licence
- ✓ employee ID card or travel 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 EPA, the customer must inform VTCT Skillsfirst by email; [enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk)
- ✓ on the day of the EPA, then the customer must inform VTCT Skillsfirst 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 you can locate our Cancellation Policy via SEPA or on our Website.

Should the apprentice wish to re-sit at a later date, a new booking form will be required.

## Roles and responsibilities

Role	Responsibility
<b>Apprentice</b>	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• at least 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
<b>Employer</b>	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the level of the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing 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 allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> <li>• provide the EPAO with any workplace specific policies, requirements and or instructions as requested at least two weeks in advance of the apprentice being assessed</li> </ul>
<b>EPAO</b>	<p>As a minimum, EPAOs should:</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> </ul>



	<ul style="list-style-type: none"> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</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>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate 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>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• deliver induction training for independent assessors, and for invigilators and markers (where used)</li> <li>• verify the identity of the apprentice being assessed</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
<b>Independent End-point Assessors</b>	<p>As a minimum an IEA should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions record and report all assessment outcome decisions, for each</li> </ul>

	<p>apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</p> <ul style="list-style-type: none"> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
<b>Training provider</b>	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan)</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>

## The End-point Assessment

Assessment Method	Duration	To achieve a Pass	To achieve a Distinction
<b>Observation with questions</b>	<p>Maximum 60 minutes for observation, and 30 minutes for questioning (The discretionary additional 10% time can be allocated in any proportion across the observation and questioning) This assessment will ordinarily be completed face to face unless the employer/provider requests the use of video conferencing via a special circumstances agreement (Appendix 16)</p>	All of the Pass criteria must be met 100%	All of the Distinction criteria must be met 100%
<b>Professional discussion underpinned by a portfolio of evidence</b>	<p>The IEA will review the portfolio and can use the contents of the portfolio to identify discussion topics for the professional discussion. The professional discussion must last 60 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.</p>	All of the Pass criteria must be met 100%	All of the Distinction criteria must be met 100%
<b>Case study report and presentation and questioning (2 Components)</b>	<p><b>Component 1: Case study report</b> The case study report must be submitted 12 weeks after the gateway and once the scope has been agreed. Skillsfirst will inform you of the date of submission of your case study. The IEA will review and assess the case study report holistically together with the other components of this assessment method.</p> <p><b>Component 2: Presentation and questioning</b> The presentation content will be completed and submitted 12 weeks after the gateway at the same time as the case study report and will be presented to an IEA, There will be a 40-minute presentation and questioning, split into typically 20 minutes for the presentation and typically 20 minutes questioning. The IEA has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point. 2 weeks must be allowed after the submission of the case study and presentation for the IEA to review prior to the assessment. The assessment can be completed either face-to-face or via online video conferencing</p>	All of the Pass criteria must be met 100%	All of the Distinction criteria must be met 100%

### Order of End-point Assessment Methods

- The assessment methods can be delivered in any order
- The result of one assessment method does not need to be known before starting the next
- The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan

## Assessment Methods

### Assessment Method 1 - Observation with Questions

The total time for the assessment on the day is 90 minutes. This will include:

- Observation of the opportunities and experiences outlined in the session plan. (60 minutes)
- Questioning, to allow the independent assessor to understand the reasons behind the apprentice's actions and to provide opportunity to draw out further detail regarding the KSBs mapped to the assessment method. (30 minutes)
- The IEA has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete their last task or respond to a question. The discretionary additional 10% time can be allocated in any proportion across the observation and questioning.
- If unforeseen circumstances beyond the apprentice's control prevent the apprentice from carrying out the task as planned, for example a safeguarding incident arises and takes priority, then Skillsfirst's Assess policy around exceptional circumstances applies.
- Where breaks occur, they will not count towards the total assessment time. VTCT Skillsfirst will manage the invigilation of **apprentices** during breaks in order to maintain our security of the assessment in line with their malpractice policy.
- Apprentices will be provided with information on the format of the observation, including the timescales they will be working to before the start of the observation. The time taken to give this information is exclusive of the assessment time.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- tasks completed during the observation should contribute to workplace productivity and must be valid
- it is a holistic assessment method

The apprentice must prepare a session plan, including relevant risk assessments prior to the observation outlining the following:

- "what" opportunities and experiences will be supported (outline of learning focus)
- "who" is involved (i.e., number of children/children's profiles / parents / guardians / colleagues)
- "why" these areas of focus for learning have been selected (i.e., how it provides the apprentice the opportunity to provide coverage of the KSBs)
- "when" it will occur (i.e., scheduled date/time)
- "how" the session will be supported (i.e., the probable skills and approaches that the apprentice will use to support and extend the children's learning)
- "where" it will begin (i.e., indoors / outdoors)

**The session plan must be no more than two sides of A4 in size 12 font. The apprentice must ensure the IEA receives a copy of the session plan at least 2 weeks before the observation begins. The session plan can be amended up until 72 hours before the assessment and any amendments made available to the IEA.** The session plan itself is not marked but may be used as a basis for questions at the end of the observation.

- The location of the observation must take place within the normal work environment to ensure all safety, security and confidentiality permissions are managed appropriately.
- The timing of the observation must allow the apprentice opportunity to demonstrate all of the KSBs mapped to this assessment method, such as engaging with colleagues and with parents and guardians.
- The apprentice must have sought the permission of parents / guardians of all children that are likely to be present during the observation. This must be submitted two weeks prior to the observation.
- The apprentice should provide clear information to the children, parents or guardians on the purposes of the observation and where any notes related to the observation will be stored.
- The apprentice should explain to all parents or guardians that there will be no recorded information that would enable identification of any participants with the exception of the apprentice.
- Children must be given the opportunity to withdraw from a session of assessed practice without prejudice. In this occupation it would be considered poor practice to force a child to participate in an opportunity of experience against their will. If all children withdraw from the observation, the apprentice would be expected to encourage the children to engage in an alternative opportunity or experience. If this requires the session to be rearranged this opportunity will not be viewed as a re-sit / re-take.

**Evidence of the above should be presented to the VTCT Skillsfirst two weeks before the date of the observation.**

The following activities must be observed during the observation:

- The **apprentice** interacting with a group of children through an opportunity or experience for learning based on the session plan
- The **apprentice** leading/supervising colleagues during this session
- The **apprentice** communicating with parents/carers/guardians of the children under their supervision

Depending on the nature of the setting, the location, number of children and age range varies from employer to employer, but some examples of this 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.**

Please note group work is defined as working with a minimum of three children. The observation must meet the following requirements:

- In an Early Years setting working with children.
- The IEA will be unobtrusive whilst conducting the observation.

The independent assessor will ask a minimum of 7 questions at the end of the observation. The questions will confirm the apprentice understanding of the observation and how it demonstrates the relevant KSBs.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The performance observed and responses to questions will be assessed holistically. KSBs observed, and answers to questions, will be recorded by the IEA.

## **Assessment location**

The observation with questions should take place in any of the following:

- employer's premises
- workplace other than that of employer
- detached and outreach locations

VTCT Skillsfirst will ensure the appropriate identification checks have been carried out, to verify the identity of the apprentice and ensure the apprentice is not being aided.

The children who take part in the assessment will attend the early years setting, so will recognise and have a working relationship with the apprentice.

There may be circumstances where direct observation is not possible due to restrictions imposed by the venue (e.g. within the secure estate, specific health settings). In these circumstances, agreement for a video recording of the post gateway observation session may be approved, subject to confidentiality and GDPR legal requirements. This video submission will be viewed by the IEA alongside the apprentice at the apprentice's workplace, to replicate the observation process. The video must not leave the apprentice's workplace. Questions can then be defined for clarification in the same way as they would be after a normal, in person observation.

Special consideration - This assessment will ordinarily be completed face to face unless the employer/provider requests the use of video conferencing via a special circumstances agreement (Appendix 16)

## **Assessment method 2 - Professional Discussion Underpinned by a Portfolio of Evidence**

This assessment method has 1 component.

This assessment will take the form of a professional discussion which will be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. The professional discussion is a two-way discussion which involves both the IEA and the apprentice actively listening and participating in a formal conversation. The apprentice leads the discussion. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- The professional discussion was selected as a valid way to draw out KSBs, in particular behaviours. It allows for a range of examples to be brought forward during the two-way conversation.
- It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.
- It enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge.
- It allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking

The IEA will conduct and assess the professional discussion. The professional discussion will last 60 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. Further time may be granted for apprentices with appropriate needs, in-line with the VTCT Skillsfirst Reasonable Adjustments policy.

The underpinning portfolio will have been submitted in line with VTCT Skillsfirst requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The IEA will review the portfolio and will use the contents of the portfolio to identify discussion topics for the professional discussion.

The professional discussion will be conducted as set out here:

- The professional discussion is a structured two-way conversation between the apprentice and an IEA.
- The professional discussion will be appropriately structured to draw out the best of the apprentice's competence and excellence.

The IEA will ask a minimum of 6 questions and may ask follow up questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method. The apprentice and the IEA will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

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 take place in a quiet room, free from distractions and influence. We recommend that the professional discussion takes place on the same day as the case study presentation.

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

- employer's premises
- a suitable venue (for example a training provider's premises).

The professional discussion will be completed remotely video conferencing via Smart room unless requested face to face.

### **Assessment method 3 - Case Study with Report and Presentation and Questioning**

This assessment method has 2 components.

The assessment method is the completion of a case study and the outcome will be a case study report and presentation. The case study report will be based on a case study that the apprentice has done with an individual child or group of children. The case study report should include an analysis of observations the apprentice has made. The presentation will complement the report by allowing the apprentice the opportunity to provide more information about the report and to answer questions on it.

The in-depth analysis of the observations and resulting case study report and presentation must be undertaken after the apprentice has gone through the gateway.

The observations, analysis and preparation of the case study report and presentation will typically take 12 weeks. **The case study report and presentation must be submitted 12 weeks after the gateway.**

**Sufficient time should have been allowed to enable the apprentice to observe 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 assessment method and uploaded at gateway with the scope.

The rationale for this assessment method is:

- The case study is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Observing children over a period of time and producing case studies reflects normal practice in an Early Years workplace, so this assessment method is appropriate.
- It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.
- The case study should have a real business benefit and is a cost-effective assessment method.

The case study may be based on the following:

- The learning needs of an individual child or group of children over approximately six weeks and how the practitioner has supported, extended and enhanced their opportunities and experiences in response to these needs.

This should include:

- An element of practice that has been observed and is seen to be affecting children's learning and development.
- Evidence of how they have used reflective practice to create change and improve practice.
- A detailed analysis of the children's learning and development over the period including observations, assessment, and further planning to evidence effective use of a planning cycle.
- A reflection of implications for future practice both for the child / children, the practitioner, and the setting.

The list above is not exhaustive and VTCT Skillsfirst will sign off the case study subject, working title and scope to confirm its suitability at the gateway (**this scoping document should be no more than 500 words**).

The evidence from the case study report, presentation and questioning will be assessed holistically.

### **Assessment Component 1 - Case study report**

Apprentices will conduct a case study and produce a case study report either paper based or electronically.

The case study starts after the apprentice has gone through the gateway and scope had been approved. The typical duration of the case study should be 12 weeks. The apprentice will conduct a series of observations of a child or group of children over a period of typically six weeks and produce a case study report.

**Before the apprentice begins writing up their case study, VTCT Skillsfirst must sign-off the case study title and scope to ensure its suitability and sufficient coverage of the assigned KSBs.**

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the case study.

Whilst completing the case study, the apprentice should be subject to the workplace's normal supervision arrangements.



**The case study will be 4,000 words (+ / - 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The apprentice will have 12 weeks to write and submit the case study report and the presentation following VTCT Skillsfirst approval of the case study's scope and title.**

All references to children must be anonymised and children referred to as child A etc. In order to ensure the case study is robust and sufficiently covers the KSBs, it should include:

- An executive summary
- An introduction
- The scope of the case study (including key performance indicators)
- Objectives
- A case study plan
- How the case study outcomes would be achieved
- Comment on the validity of the methods of analysis, data interpretation and data presentation used
- Resources required
- Proposed implementation plan including communications and stakeholder plans
- Advise whether an alternative approach might be considered
- Advise upon whether it could be completed in a more cost or time efficient manner
- Recommendations and conclusions

The case study must include, in addition to the word count, an annex showing how the case study maps to all of the KSBs that are being assessed by this method. The apprentice should complete their case study unaided. When the case study report is submitted, the apprentice and their employer must verify that the submitted case study report and the case study is the apprentice's own work.

The IEA will review and assess the case study report holistically together with the other components of this assessment method.

## **Component 2 - Presentation and Questioning**

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment alongside the case study report.

The rationale for this assessment method is:

- This component complements the case study report component as it allows the apprentice to provide more clarity around the report and the IEA the opportunity to probe and clarify issues through questioning. It is typical for Early Years Practitioners to present the outcomes of their projects to stakeholders and be challenged on their decisions, so this component gives the apprentice the opportunity to demonstrate evidence in this way. It is typical for Early Years Practitioners to present their analysis of case studies to others and be questioned on their findings.

The presentation will be based on the case study carried out in component 1 and will summarise and make reference to the case study report.

The presentation content will be completed and submitted 12 weeks after the gateway at the same time as the case study report and will be presented to an IEA, either face-to-face or via online video conferencing. The presentation will a minimum of 2 weeks after it has been submitted allowing 2 weeks for the case study and presentation to be reviewed and questions to be prepared by the IEA.

**There will be a 40-minute presentation and questioning, split into typically 20 minutes for the presentation and typically 20 minutes questioning.** This presentation requires the apprentice to illustrate the Knowledge, Skills and Behaviours that are mapped to this assessment method. The IEA has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The IEA will ask a minimum of 4 questions at the end of the presentation.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

The questions will only be used for clarification purposes on evidence presented within the Case study report or Presentation, and not for ascertaining new evidence.

**To deliver the presentation and the apprentice will have access to:**

- their case study report and case study
- a copy of their presentation (hard copy or electronic)
- notes

**The presentation will be conducted as follows:**

The presentation will take place on a one-to-one basis between the IEA and the apprentice. We recommend that the presentation takes place on the same day as the professional discussion.

The presentation submission must be a hard copy and/or electronic slide deck. When submitted, this must outline details of any visual aids to be used and specify any equipment required.

The presentation must be formal in tone and be well-balanced in its use of visuals, text, and other supporting elements e.g., audio, documents, small scale demonstrations etc. KSBs met and answers to questions, must be recorded by the IEA. The IEA will make all grading decisions.

The presentation and questioning elements will be conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by VTCT Skillsfirst (for example a training provider's premises)

The venue will be a quiet room, free from distraction and external influence.

Video conferencing will be used to conduct the presentation.

Only the IEA will observe the presentation. A representative from VTCT Skillsfirst may be present when necessary for moderation purposes.

## **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 PD 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. Skillsfirst will **aim** to confirm the apprentice's final and overall grade approximately 10 working days following the last assessment.

### **Re-sitting / Retaking End-point Assessment**

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the discretion of the employer. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

If the Case Study assessment method is failed, the apprentice is not required to undertake a new project. Instead, they should submit an amended project report or presentation. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescales for a re-sit/re-take is agreed between the employer and VTCT Skillsfirst. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

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

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum grade of pass unless Skillsfirst determines there are exceptional circumstances.

### **Re-sit / Retake fees**

The fees for re-sits / retakes will be agreed with the Head of Assessment Services at VTCT Skillsfirst 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. The overall grade is capped at a Pass for Resit and Retakes.

### **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 SEPA by VTCT Skillsfirst.

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 SEPA. 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 Skillsfirst Appeals Policy, which is available via SEPA or on the Skillsfirst 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			
Achieved English Level 2			
Exemption evidence uploaded to SEPA			
The portfolio of evidence to underpin the professional discussion is ready to upload at gateway (with mapping doc)			
Signed Statement of Attribution			
Case Study Scope			
Consent for Case Study and Observation from Parent/Guardian			
Observation Consent, Risk Assessment and Session Plan (if preferred, must be uploaded two weeks before Observation)			
Please confirm that the above-named Apprentice consents that VTCT Skillsfirst 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)**
**Assessment method 1: Observation with questions**

Knowledge
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.
K4 Current and contemporary schools of thought to enable respectful and nurturing personal care.
K14 Potential effects of transitions and schools of thought on how to successfully support children and their families.
K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.
Skills
S2 Promote equality of opportunity and anti-discriminatory practice.
S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.
S4 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.
S5 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.
S6 Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.
S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
S8 Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.
S10 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.
S14 Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.
S15 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.
S17 Plan, carry out and guide appropriate physical care routines for individual children.
S20 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.
S22 Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.
S23 Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.
S24 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.
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 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.
B5 Positive and proactive member of the team, being assertive and exercising diplomacy.
B7 Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.
B8 Flexible and adaptable; responding to children’s spontaneous activities.

### Assessment method 2: Professional discussion underpinned by a portfolio

Knowledge
K5 Local and national child protection and safeguarding policies and procedures in practice, identifying 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 serious case reviews.
K6 Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.
K12 Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.
K16 How to promote inclusion, equality and diversity in the sector and why it is essential.
K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.
K19 How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.
K20 The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.
K21 Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.
Skills
S11 Advocate for the child, cultivating professional partnerships with parents/carers and other professionals, presenting their understanding of the child’s journey within multidisciplinary teams to holistically support the child’s individual needs.
S16 Use reflection to develop themselves both professionally and personally to enhance their practice.
S18 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.
S19 Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting
S21 Ensure the security and confidentiality of data, records and information in line with current legislation.
S25 Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.
S26 Explore and understand, challenge and question; knowing when to act to safeguard and protect children.
Behaviours
B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.
B6 Reflective practitioner
B9 Receptive and open to challenge and constructive criticism.

**Assessment method 3: Case Study with report and presentation with questioning**

Knowledge
K2 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.
K3 Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.
K7 Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.
K8 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.
K9 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.
K10 How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.
K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.
K13 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.
K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.
Skills
S1 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.
S9 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.
S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.
S13 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.



**Appendix 3**
**Grading**
**Assessment method 1: Observation with questions**

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>		
<b>K1</b> <b>K4</b> <b>K14</b> <b>S2</b> <b>S4</b> <b>S17</b> <b>S23</b> <b>S24</b> <b>B3</b>	<p>Advocates to ensure the child’s voice is always heard, respected and acted upon in their best interest, demonstrating a clear understanding of 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. Demonstrates how they continuously evaluate the quality of the childcare environment. (K1, S2, S24)</p> <p>Demonstrates respectful and nurturing care through current and contemporary schools of thought when planning and undertaking theoretically sound physical routines for individual children. Acts in a way that is person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities (K4, S17, B3)</p> <p>Responds to a child’s individual needs and circumstances, through planning that reflects the child’s need for consistent care as well as being able to adapt to the child’ and families’ needs during change, including transitions. Responds to a child’s needs by being consistent in the planning and provision needed for their individual care and development (K14, S4)</p> <p>Demonstrates communication skills to identify, action and address challenging issues and undertake 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, S2, S24)</p> <p>Critically evaluate all systems including transitions and develop processes, accounting for all children’s and families’ needs. (K14, S4)</p> <p>Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome (S23)</p>
<b>Learning and Development</b>		
<b>S3</b> <b>S5</b> <b>S6</b> <b>S7</b> <b>S8</b> <b>B4</b> <b>B7</b> <b>B8</b>	<p>Applies a responsive approach that is influenced by a range of strategies, to develop and extend children’s learning and thinking. (S7)</p> <p>Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum (S3)</p> <p>Co-ordinates an exciting, and enabling environment providing a wide range of fun, playful and engaging experiences, whilst promoting creativity, imagination, inquisitiveness and curiosity to enable problem solving, with individual and groups of children (S5, B7)</p> <p>Demonstrates animated and expressive play through practice that is flexible, responsive, sensitive, and respectful, altering their practice to engage in authentic and quality interactions with the child or children (S6, B4, B8)</p>	<p>Applies and justifies their approach to using frameworks, theory and strategies to both ongoing assessment systems and within daily playful interactions with individual children (S7, S3)</p> <p>Leads and models practice within the environment to continually provoke, excite and extend children’s current interests and motivations. (S5, S6)</p> <p>Critically appraises how the support of children’s speech, language and communication development is promoting a language and interactive rich environment for all (S8)</p>

	Demonstrates how to support and promote all children’s speech, language and communication development, including determining and adapting appropriate responses and interventions. (S8)	
<b>Leaderful Practice</b>		
<b>K17</b> <b>S10</b> <b>S14</b> <b>S15</b> <b>S20</b> <b>S22</b> <b>B2</b> <b>B5</b>	<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 (K17, S22, B2)</p> <p>Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children throughout. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy. (B5, S10)</p> <p>Co-ordinates an effective and robust key person system to support children’s development (S14)</p> <p>Demonstrates current and contemporary influences on their pedagogical approach and practice (S15)</p> <p>Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures including leading, modelling, and evaluating within practice. (S20)</p>	<p>Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others (K17, S22)</p> <p>Justifies the reasons for all decision making and its impact on practice and provision when deploying practitioners and resources to enhance the learning environment. Takes responsibility for supporting the key person in planning future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (S10, S14, B2)</p> <p>Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding. (S15)</p> <p>Demonstrates a comprehensive and robust understanding of legislation and guidance regarding health and safety and how this is implemented both within the setting and their own practice, including contributing to the development and dissemination of procedures. (S20)</p>

## Assessment method 2: 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>Effective Implementation of Legislation and Guidance</b>		
<b>K5</b> <b>K16</b> <b>K20</b> <b>K21</b> <b>S11</b> <b>S25</b> <b>S26</b> <b>B1</b>	<p>Explains the role of the designated lead for safeguarding and assimilating findings of serious case reviews. 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 (K5, S25, S26)</p> <p>Explain and justify the strategies they have used when collaborating with parents and stakeholders. (K21)</p> <p>Understand their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role particularly when</p>	<p>Evaluates and justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K5, S25, S26)</p> <p>Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)</p> <p>Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child’s needs. (S11)</p> <p>Critically reflect on opportunities to recognise and challenge discriminatory processes,</p>

	<p>challenging others to work in the best interests of the child. (S11)</p> <p>Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and impartial strategies that value equality in leaderful practice, within professional boundaries. (K16, B1)</p> <p>Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>	<p>behaviours and attitudes and how these impact the child and family (K16, B1)</p> <p>Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector (K20)</p>
<b>Effective Promotion of Development, Health &amp; Wellbeing</b>		
<p><b>K6</b></p> <p><b>K12</b></p> <p><b>S18</b></p> <p><b>S19</b></p>	<p>Explains theories of self-regulation, resilience and wellbeing and the importance for children’s holistic development and life experiences. (K6)</p> <p>Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)</p> <p>Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children (S18)</p> <p>Explains how they develop, model, and implement the range strategies they utilise to understand the holistic needs of children within the setting (S19)</p>	<p>Analyses the impact of strategies on children’s current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy and engagement with learning (K6)</p> <p>Evaluates current and contemporary approaches to emergent literacy and numeracy (K12)</p> <p>Analyses the impact this has on children as they grow and develop, and considers the implications for early and later adult life (S18)</p> <p>Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children (S19)</p>
<b>Continual Professional Development</b>		
<p><b>K18</b></p> <p><b>S16</b></p> <p><b>B6</b></p> <p><b>B9</b></p>	<p>Recognises and analyses the impact of reflection and becoming a reflective practitioner on their continuing professional development and enhancing practice including evidence of reflection on change, research, and theoretical approaches (K18)</p> <p>Describes opportunities they have taken to reflect on their development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism (S16, B6, B9)</p>	<p>Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner, and explains a range of reflective experiences using challenge and constructive criticism to enhance their professional competence (K18, S16, B6, B9)</p>
<b>Administrative</b>		
<p><b>K19</b></p> <p><b>S21</b></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 (K19, S21)</p>	<p>N/A</p>

### Assessment method 3: Case study with report and presentation and 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>Child Development</b>		
<b>K2</b> <b>K3</b> <b>K7</b> <b>K8</b>	Analyses and applies to practice, theoretical stances with regards to all areas of development, factors that impact upon health, wellbeing and early learning, and how individual learning can be affected by these factors for children from conception to the age of 8 (K2, K3, S1)	Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice (K2, K3, S1)
<b>S1</b> <b>S12</b>	Demonstrates how they consider social cultural context, and the influence of parents, families, carers and the family situation on the learning and development of the child (K8)  Demonstrates how they have developed an effective and collaborative partnership with parents and carers of the child / children and how that partnership has enabled a greater understanding of the child/children leading to enhanced opportunities. (S12)  Explains theories of attachment that promote effective relationships between staff and children (K7)	Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice (S12)
<b>Observation and Assessment Planning</b>		
<b>K9</b> <b>K10</b> <b>K13</b> <b>S9</b> <b>S13</b>	Uses theoretical knowledge of the importance of play, demonstrating the support strategies for children to engage in through a variety of learning contexts and supporting confidence with social experiences (K9, S9)  Explains how children's creativity and curiosity is encouraged and how this benefits learning (K10)  Evaluates and shows how planning cycles and formative and summative assessments for child/children have informed and improved practice in relation to needs-based assessment and early intervention (K13, S13)	Justifies, through critical analysis of theoretical perspectives, their choice of intervention strategies to create play, learning and development and social experiences for child / children (K9, S9)  Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge (K10)
<b>Reflective Practice</b>		
<b>K11</b> <b>K15</b>	Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)  Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)	Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)  Facilitates an enabling environment through application of theoretical knowledge. (K15)

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

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

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

Apprentices who fail one or more assessment method 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:

Assessment 1: Observation with Questions	Assessment 2: Professional Discussion Underpinned by Portfolio of Evidence	Assessment 3: Case Study with Report and Presentation with Questioning	Overall Grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Distinction	Distinction	Pass	Merit
Distinction	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.	
K4 Current and contemporary schools of thought to enable respectful and nurturing personal care.	
K14 Potential effects of transitions and schools of thought on how to successfully support children and their families.	
K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.	
<b>Skills</b>	
S2 Promote equality of opportunity and anti-discriminatory practice.	
S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.	
S4 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.	
S5 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.	
S6 Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.	
S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	
S8 Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.	
S10 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.	
S14 Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.	
S15 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.	
S17 Plan, carry out and guide appropriate physical care routines for individual children.	
S20 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.	
S22 Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.	
S23 Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.	

S24 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>Behaviours</b>	
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 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.	
B5 Positive and proactive member of the team, being assertive and exercising diplomacy	
B7 Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.	
B8 Flexible and adaptable; responding to children’s spontaneous activities.	

**Appendix 5**
**Session/Observation Plan Template**

**\*\*can use own organisations session/observation templates if detail enough to cover below**

Candidate's name:	Date of observation:
Number and ages of children present:	
Timeline of activities (1 hour 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 perceptives 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**

**Observation Risk Assessment Template**

**\*\*can use own organisations risk assessment if detail 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 Evidence Reference Record

For professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A completed portfolio of evidence. The portfolio of evidence requirements are as follows:
  - apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
  - it must contain evidence related to the KSBs that will be assessed by the professional discussion
  - the portfolio of evidence will typically contain **20 discrete pieces of evidence**
  - evidence should be mapped by the apprentice against the KSBs assessed by the professional discussion using the reference record below
  - evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include:
    - workplace documentation / records, for example workplace policies / procedures, records
    - witness statements
    - annotated photographs
    - video clips (**maximum total duration 20 minutes**); the apprentice must be in view and identifiable. At least two observations of practice, **maximum 20-minutes in total duration**, which should be video recorded where possible except where there are safeguarding concerns, in which case a written account is acceptable. Video-recorded observations **must not** be sent to VTCT Skillsfirst as part of the portfolio. Video recordings **must not** leave the employer's premises and can only be viewed on site.
    - This is not a definitive list; other evidence sources are possible.

**The portfolio should not include reflective accounts or any methods of self-assessment except for evidence for S16 and B6.**

Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions.

The apprentice's employer must provide a written statement confirming the evidence is attributable to the apprentice (see Appendix 5).

**Please note:** The portfolio is not directly assessed. It underpins the professional discussion and therefore will not be marked by VTCT Skillsfirst. VTCT Skillsfirst will review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

Knowledge, Skills, and Behaviours	Evidence Reference Number
<b>Knowledge</b>	
K5 Local and national child protection and safeguarding policies and procedures in practice, identifying 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 serious case reviews.	
K6 Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.	
K12 Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.	

K16 How to promote inclusion, equality and diversity in the sector and why it is essential.	
K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.	
K19 How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.	
K20 The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.	
K21 Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.	
<b>Skills</b>	
S11 Advocate for the child, cultivating professional partnerships with parents / carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.	
S16 Use reflection to develop themselves both professionally and personally to enhance their practice.	
S18 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.	
S19 Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.	
S21 Ensure the security and confidentiality of data, records and information in line with current legislation.	
S25 Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.	
S26 Explore and understand, challenge and question; knowing when to act to safeguard and protect children.	
<b>Behaviours</b>	
B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.	
B6 Reflective practitioner	
B9 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

### Case Study Support

The case study should aim to establish evidence for employers and practitioners as they design and deliver early education interventions and provide qualitative data and evidence that supports settings or supports as a source of reflection and dialogue about their practice, within the framework and Standards of practice.

All evidence should be carried out over the specified period, to ensure an accurate picture, and demonstrate and deepen the subject knowledge. This will then support teaching and learning across the EYFS.

The case study should allow the transfer of theoretical thinking its complexities and ambiguities of professional practice. It should also stimulate that professional inquiry and reflective practitioner.

Apprentice's whilst engaging in the case study, will undertake reflection and discussion which others which will support and construct new understanding and, it should also allow them to gain insights into not only their own practice but also of their profession and colleagues.

It should encourage the Apprentice to identify common themes in the specific case study scope and provide challenges of working within the early years education sector.

Case study should have a real business benefit and is a cost-effective assessment method.

#### Enhancing professional practice

- The case study should provide a shared learning experience that move participants towards an enhanced understanding of their own practice and their professional community.
- Give meaning and context to the framework and standards of practice.
- Promoting individuals' growth of leadership skills and the ability to function as a reflective professional.
- Reflect the ethical and or professional practise through the case study.

#### Project

The titles and scope of the case study will be agreed between the Apprentice the employer and the End Point Assessment Organization.

The Apprentice will scope out and provide a summary of what the project will cover and will submit this to the EPAO at the gateway. This will set out the project plan research requirements and provide an overview of timeframes considering the deadline stipulated with the endpoint assessment plan.

The case study report and presentation should be devised to allow the relevant KBS's to be assessed for the endpoint assessment.

#### The case study is based on the following.

The learning needs of an individual child or group of children over approximately 6 weeks until the practitioner has supported extended enhance their opportunities in responses to their needs.

#### This should include:

- An element of practice that has been observed and is seen to be affecting children's learning and development.

- Evidence of how they've used reflective practice to create change and improve practice a detailed analysis of the children's learning and development over the period including observations. assessment for further planning to evidence effective use of the planning cycle
- Reflection implications for future practice for the child/children the practitioner and setting.
- The project should have a clear focus of driving quality, improving, and creating new opportunities for children.

### **The case study may be based on the following:**

The learning needs of an individual child or group of children over approximately six weeks and how the practitioner has supported, extended, and enhanced their opportunities and experiences in response to these needs.

This should include:

- An element of practice that has been observed and is seen to be affecting children's learning and development.
- Evidence of how they have used reflective practice to create change and improve practice.
- A detailed analysis of the children's learning and development over the period including observations, assessment, and further planning to evidence effective use of a planning cycle.
- A reflection of implications for future practice both for the child/children, the practitioner, and the setting

### **Case study topics, and issues with the Early Years Sector**

Some suggestions of case studies headings, although not exhaustive is provided to support training providers, employers, and apprentices, in working together, and consideration of issues that might be impacting their setting and require further interventions and to support practice, at setting.

- **Issue:** *Identified low attainment in mathematics, within group of under threes.*  
*Case study title: Mathematic development and the under threes*  
*Scope: to improve outcome for children within the under threes, explore and increase activity which increases mathematical learning and development, through a range of opportunities, and builds upon skills.*
- **Issue:** *Identified boys are not playing in home corner or creative area, within preschool room*  
*Case study title: Developing an inclusive learning environment,*  
*Scope: Explore opportunities for boys play within the home corner and creative and revisit planning to revisit gender equality within the early year's settings, investigate are boys encouraged to demonstrate and describe emotions. Is the environment supportive of hearing the voice of boys.*
- **Issue:** *Identified issues with children taking longer in settling in to setting both within the welcoming period and transitions to new base rooms.*  
*Case Study title: Settling for new children.*  
*Scope: Collaborative approach in support for transitions and improving strategies to support children so they feel safe and secure, as they become accustomed to new environments*
- **Issue:** *Fewer opportunities for physical exercise has resulted in less risk taking*  
*Case Study Title: Risk based play,*  
*Scope: Provide opportunities and encourage children to assess and manage own risks, whilst adults give children opportunities to think critically and problem solve, whilst letting them try it for themselves,*
- **Issue:** *Identified delays in babies and children's physical development*  
*Case study title: What are the benefits of outdoor learning, for improving children gross and fine motor skills?*

*Scope: Explore opportunities to provide a wider range of indoor and outdoor activities and provide extra opportunities to practise skills, and ascertain if this improves health benefits as well as physical developments.*

- **Issue:** *Identified low attainment in speech and understanding within a group of under threes.*  
*Case Study Title: Communication and speech development*  
*Scope: To improve outcome for children within the under threes, explore and increase activity which increases communication and speech development, through a range of opportunities, and builds upon skills.*
- **Issue:** *Hearing children voice*  
*Case study title: Listening ears.*  
*Scope: Consider what methods and techniques and resources are used to ensure that children voices are heard, and needs met. How does your setting demonstrate it is a listening organisation?*
- **Issue:** *Identified low attainment with in PSED, within current preschool children*  
*Case study title: Transition and school readiness*  
*Scope: How is PSED used to underpin all other areas and aspect of a child's development, and support them in school readiness?*
- **Issue:**  
*Case Study title: Sustained shared thinking, and the early years professional.*  
*Scope: Explore what opportunities your offer children to support sustained shared thinking, and how to you use the results of SST in your planning for individual children's needs.*
- **Issue:** *Identified low attainment in speech and understanding within a group of under threes.*  
*Case study title: Digital media*  
*Scope: Reflect and evaluate how digital media is used, within the context of everyday practice, and learning and development of children. Can technology play a role in supporting early communication, language and literacy?*

All case studies should be submitted with front cover, and annexe of findings.

The case study will be 4,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes.

### **What is an annex?**

The annex provides the template for the case studies, annotated with guidance about the information required in each of its sections. This should be read alongside the definitions and eligibility criteria for impact case study, could include observations, of children, interviews with colleagues and parents, and show be clearly analysed this information can form part of the graphs that may be used in the report.

The case study report must be submitted 12 weeks after the gateway.

The apprentice should complete their case study unaided. When the case study report is submitted, the apprentice and their employer must verify that the submitted case study report and the case study is the apprentice's own work.

The independent assessor will review and assess the case study report holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

**Appendix 10**
**Case Study Scope**

Case Study Scope			
Apprentice Name			
ULN		Date of Birth	
Your scope should be:			
<p>Scope should be no more than 500 words.</p> <p>It should include:</p> <ul style="list-style-type: none"> <li>- How the work-based project will provide sufficient opportunity for the KSBs to be met.</li> <li>- How many children will participate in the study.</li> <li>- Brief plan of the project, including the benefit to the child.</li> <li>- Research requirements (what you are looking for, how will you gather the data, how long will it take, what research methods you selected).</li> <li>- Overview of timeframe (minimum 6 weeks observations, full project to be submitted in 12 weeks).</li> </ul> <p><b>Please submit parental consent form/s alongside this scope.</b></p>			
<p>This scope will NOT be assessed, however it must be approved prior to starting the Case Study research. The Case Study research must be completed independently.</p>			
<p>I (insert employer's name) agree that I will provide the required time and support for my apprentice in order to complete the Case Study research. I understand that this must be submitted in 12 weeks and it is an independent project. This scope was agreed by me and is taking into account the needs of the children in our setting.</p>			
Standard Title	Early Years Lead Practitioner Level 5		Date
Apprentice Signature			
Employer Signature			
Provider Signature			



**Appendix 11**
**Case Study Cover Sheet**

Case Study			
Apprentice Name			
ULN		Date of Birth	
Your report should include			
<p>4000 word (+-10%) including tables, graphs, figures but excluding references and annexes.</p> <ul style="list-style-type: none"> <li>An executive summary</li> <li>An introduction</li> <li>The scope of the case study (including key performance indicators)</li> <li>Objectives</li> <li>A case study plan</li> <li>How the case study outcomes would be achieved</li> <li>Comment on the validity of the methods of analysis, data interpretation and data presentation used</li> <li>Resources required</li> <li>Proposed implementation plan including communications and stakeholder plans</li> <li>Advise whether an alternative approach might be considered</li> <li>Advise upon whether it could be completed in a more cost or time efficient manner</li> <li>Recommendations and conclusions</li> </ul> <p>Make sure you reference your work throughout referenced we recommend Harvard referencing be used however other methods can be used. Your references and bibliography does not count in your word count.</p> <p>All references to children must be anonymised throughout the study and supporting documents.</p> <p>Include in the annex how the case study maps across the KSBs and the observations completed.</p> <p>You must submit the presentation and your notes to use during the presentation at the same time.</p>			
<p><b>I declare that the Case Study is entirely my own work and it portrays real work-based scenarios. The Case Study was completed unaided.</b></p>			
Standard Title	Early Years Lead Practitioner Level 5		Date
Apprentice Signature			
Employer Signature			

**Appendix 12****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).

---

Student Name (print)

---

Parent Name (print)

---

Parent Signature

---

DATE

**Appendix 13**
**Case Study KSB Mapping**

Knowledge, Skills, and Behaviours	Case study page number/or presentation reference
<b>Knowledge</b>	
K2 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.	
K3 Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.	
K7 Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.	
K8 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.	
K9 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.	
K10 How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.	
K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.	
K13 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.	
K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.	
<b>Skills</b>	
S1 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.	
S9 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.	
S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.	
S13 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.	

**Appendix 14**
**Case Study Checklist**

<b>Apprentice Name</b>		
<b>ULN</b>		
<b>IEA Name</b>		
	<b>Early Years Lead Practitioner</b>	<b>Yes</b>
1	Seek Parental Consent and submit at Gateway	
2	<p>Prepare Case Study Scope and submit at Gateway It should be no more than 500 words and linked to the KSBs</p> <p>It needs to outline:</p> <ul style="list-style-type: none"> <li>- the project plan</li> <li>- research requirements,</li> <li>- overview of time frames</li> </ul>	
3	Spend at least 6 weeks on observing your selected child/children	
4	<p>Complete the Case Study to include:</p> <ul style="list-style-type: none"> <li>- 4000 word (+-10%)</li> <li>- Make sure you use formal language throughout</li> <li>- Use of Harvard referencing throughout is advisable however, other methods of referencing can be used.</li> <li>- Include the anonymised observations in the annex</li> <li>- Map your work against the KSBs</li> </ul> <p>Headings to include:</p> <ul style="list-style-type: none"> <li>- An executive summary</li> <li>- An introduction</li> <li>- The scope of the case study (including key performance indicators)</li> <li>- Objectives</li> <li>- A case study plan</li> <li>- How the case study outcomes would be achieved</li> <li>- Comment on the validity of the methods of analysis, data interpretation and data presentation used</li> <li>- Resources required</li> <li>- Proposed implementation plan including communications and stakeholder plans</li> <li>- Advise whether an alternative approach might be considered</li> <li>- Advise upon whether it could be completed in a more cost or time efficient manner</li> <li>- Recommendations and conclusions</li> </ul>	
5	<p>Complete the presentation to include:</p> <ul style="list-style-type: none"> <li>- Ensure you use formal language during the presentation</li> </ul>	
6	Submit the Case Study and Presentation within 12 weeks after approval of the Scope received. If notes are used, please send them at the same time too. (You can make a note of the final submission date here.)	
7	Request booking for Presentation and Q&A element (minimum 20 days' notice) (you can make a note of the date and time here)	
8	Practice presenting on Zoom, so that you are familiar with how to share your presentation	

9	On the day of the presentation ensure you have your presentation, notes and photo ID with you	
---	---	--

**Do not start work on the Case Study until you receive acceptance of it from your IEA.**

Case study to include:

- In-depth analyses of observations carried out with child/group of children across typically 6 weeks (observations to be places in the annex of the study)
- Benefit to the child/children must be clearly defined
- How you supported, extended and enhanced children's opportunities and experiences in response to their needs
- An element of practice that has been observed and is seen to be affecting children's learning and development
- Evidence of how you used reflective practice to create change and improve practice
- 4000 word (+-10%) including tables, graphs, figures but excluding references and annexes.
- All references to children must be anonymised throughout the study and supporting documents
- Detailed analyses of the children's learning and development over the period including observations, assessment and further planning to evidence effective use of planning cycle
- A reflection of implications for future practice for the child/children, practitioner and setting
- The case study must be completed unaided

This is NOT an exhaustive list.

**Appendix 15**
**Observation Checklist**

<b>Apprentice Name</b>		
<b>ULN</b>		
<b>IEA Name</b>		
	<b>Early Years Lead Practitioner</b>	<b>Yes</b>
1	Request observation date and time at least 20 days in advance. (You can make a note of the date here.)	
2	Check that your setting's Parental Consent allow observations for study purpose and make sure children who do not will not be present.	
3	<p>Submit consent form, observation plan and risk assessment 2 weeks before your observation (if you have not submitted at Gateway)</p> <p>Your plan should map to the KSBs and should include:</p> <ul style="list-style-type: none"> <li>- Group work with minimum of 3 children</li> <li>- Supervision, leadership or coaching of staff</li> <li>- Communication parents/guardians</li> </ul> <p>It should include the following:</p> <ul style="list-style-type: none"> <li>- "what" opportunities and experiences will be supported (outline of learning focus)</li> <li>- "who" is involved (i.e., number of children/children's profiles/parents/guardians/colleagues). Remember, you must have at least 3 children in your group for at least part of the observation.</li> <li>- "why" these areas of focus for learning have been selected (i.e., how it provides the apprentice the opportunity to provide coverage of the KSBs)</li> <li>- "when" it will occur (i.e., scheduled date/time)</li> <li>- "how" the session will be supported (i.e., the probable skills and approaches that the apprentice will use to support and extend the children's learning)</li> <li>- "where" it will begin (i.e., indoors/outdoors)</li> </ul> <p>Outline the times expected for each element in your plan (60 minutes)</p> <p>It should be no more than 2 A4 pages typed in size 12 font.</p>	
4	Submit final amendments to observation plan and risk assessment at least 72 hours before the observation takes place.	
5	<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>- <b>prepared a sufficient space for the Q&amp;A to take place afterwards. (30 minutes)</b></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 condition and 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>	

Appendix 16

**REQUEST FOR SPECIAL CONSIDERATION**

**Video Conferencing for Observation Assessment within Early Years Lead Practitioner Level 5 Apprenticeship Standard**

Please complete a separate form for each individual apprentice and send a completed copy to VTCT Skillsfirst at the latest seven working days following the external assessment.

<b>Provider Number</b>	
<b>Provider name</b>	
<b>Apprentice ULN</b>	
<b>Apprentice Name</b>	
<b>Assessment Date/Session</b>	

Summary of adverse circumstances affecting performance in assessment:

Evidence in support of the application

This may include:

- Medical or psychological evidence
- Statement from the Provider or Employer

Please provide details of supporting evidence:

Declaration:

I confirm that the information provided is accurate.

<b>Name</b>		<b>Signature</b>	
<b>Position in Provider</b>		<b>Date</b>	



VTCT Skillsfirst  
Unit 307; Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

Contact number: 0121 270 5100 (option 3)  
Email address: [enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk)