



End-Point Assessment Handbook and Specification for Early Years Lead Practitioner ST0551/AP01 Level 5



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Section 1

Overview

The end-point assessment in this specification relates to the Early Years Lead Practitioner Apprenticeship ST0551 version AP01. The apprenticeship is at Level 5 and is for apprentices who work directly with children, skilfully leading day-to-day practice, being a proactive and influential practitioner at an operational level.

This occupation is found in a range of private and public settings including day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care settings, out of school environments and local authority provision.

An Early Years Lead Practitioner will:

- Be an effective role model of play based learning, supporting others to develop their own practice.
- Be a highly skilled professional who takes an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision.
- Engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies.
- In their daily work, interact with children aged birth to eight years, families, practitioners, other professionals, and appropriate agencies.
- Be responsible for supporting the quality of learning and development in their setting.
- Lead on the operational aspects of this provision and are typically responsible for leading other practitioners, in an aspect or environment such as communication and language, planning and assessment, forest school, physical activity and nutrition.

They usually report directly to the head of the setting (the manager, leader, or director).

Individuals will undergo all the checks as per the EYFS requirements to ensure suitability to work with children.

The typical duration for this apprenticeship is 24 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as fail, pass, merit, or distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achieving the required Level 2 English and maths qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd (PAL) will claim for the certificate on behalf of the apprentice. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standards and accompanying assessment plan can be accessed via the [Institute for Apprenticeships and Technical Education](#).

Standard Title	Early Years Lead Practitioner
Level	5
Standard and Version (AP) Number	ST0551/AP01
LARS Number	655
Named EQA Organisation	Ofqual
Duration of End-Point Assessment	5 months
Date the Assessment Plan is scheduled for review	This standard should be reviewed within 3 years of its approval date
Mandatory Qualifications within the Standard	To meet the apprenticeship standards, apprentices must achieve English and maths at Level 2
End-Point Assessment Methods	<p>The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows:</p> <ul style="list-style-type: none"> ➤ Observation with questions. ➤ Professional discussion underpinned by a portfolio of evidence. ➤ Case study with report, presentation, and questioning.

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Early Years Lead Practitioner Apprenticeship ST0551/AP01 and should be used in conjunction with the Early Years Lead Practitioner ST0551/AP01 Padlet¹ – End-Point Assessment Information for Apprentices, Training Providers and Employers.

The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.

References to third-party material made in this specification are made in good faith. PAL does not endorse, approve, or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

PAL has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is an assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the independent assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

¹ A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet

PAL has been working closely with occupational experts, employers, and training providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

Apprenticeship standard objective

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the IfATE and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

Progression

On completion of the apprenticeship, the apprentice could progress into a more senior early years role, such as a manager.

Who is Professional Assessment Ltd (PAL)?

PAL provides services for training providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

What is needed prior to end-point assessment?

The employer and training provider must confirm that the apprentice has met the on-programme requirements and the apprentice is ready to undertake the end-point assessment.

The employer and training provider must hold a 'Gateway' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with an English and maths qualification at a level 2, as set by the apprenticeship standard.

For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.

Please check with the EPA team via info@professionalassessment.co.uk if you do not know which English or maths qualifications are accepted. Evidence of qualifications must be in the form of a certificate.

The apprentice must have a **completed portfolio of evidence** that will underpin the professional discussion to be submitted to PAL as part of the Gateway evidence (see section 4 for further details).

In addition, for the case study with report, presentation and questioning assessment, the apprentice must provide the **title, scope, and a brief summary** of what the project will cover as part of the Gateway evidence. This is in preparation for PAL to agree the title and scope with the apprentice and the employer (see section 5 for further details).

To confirm the Gateway review has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this specification. Alternatively, training providers and employers can use their documentation, with the caveat that the document must record the information as stipulated on the PAL Gateway Declaration Record.

PAL will not confirm an end-point assessment booking until the required evidence is submitted. For auditing purposes, the Gateway Declaration Record should either be signed and dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

The recommended approach during the on-programme assessment phase (month 1-24) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The training provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- The training provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and training provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship.
- The training provider can carry out mock end-point assessments with the apprentice.

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the training provider.

Language of assessment

All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

Section 2

How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using three discrete assessment methods. Each assessment method should directly assess the required knowledge, skills, and behaviours of the standard.

The assessment activities will be completed by the independent assessor as follows:

- Observation with questions.
- Professional discussion, underpinned by a portfolio of evidence.
- Case study with report, presentation, and questioning.

There is no mandated assessment sequence. The result of one assessment does not need to be known before starting the next.





The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the training provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The training provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.



Apprentices who fail one or more assessment method will be awarded an overall EPA grade of 'fail'. To gain an overall EPA 'pass' grade, apprentices must achieve a pass in all of the assessment methods. To achieve a merit, apprentices must achieve a distinction in two methods of assessment. To achieve a distinction, apprentices must achieve a distinction in all three of the assessment methods. All assessment methods must be passed for the end-point assessment to be passed overall.

The following chart sets out the sequences of the Gateway review and end-point assessment.

Note – the assessments can be taken in any order.

Apprentice/Employer/Training Provider		PAL
<ul style="list-style-type: none"> ▪ Apprentice registered with PAL prior to the Gateway review. 	➔	<ul style="list-style-type: none"> ▪ ESFA advised of EPAO. ▪ EPAPro log-in credentials provided. ▪ Access to a range of assessment guidance materials available.
<p>Gateway review held between the training provider, employer, and apprentice to confirm assessment readiness.</p> <ul style="list-style-type: none"> ▪ Evidence of English and maths at Level 2 having been achieved. ▪ Completed portfolio of evidence submitted with mapping document and employer validation. ▪ Case study title, scope and brief summary prepared. 	➔	<ul style="list-style-type: none"> ▪ Declaration received that the apprentice is ready for assessment. ▪ Gateway evidence received. ▪ PAL approves or rejects the Gateway evidence. If rejected, the training provider to resubmit as required.
<ul style="list-style-type: none"> ▪ PAL contacts employer and apprentice. ▪ PAL undertakes assessment planning meeting with apprentice and employer and assessment schedule agreed. 	➔	<ul style="list-style-type: none"> ▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Early Years Lead Practitioner Assessment Plan and to allow for reasonable

Apprentice/Employer/Training Provider		PAL
		resit or retake activities within the required window, wherever possible. <ul style="list-style-type: none"> ▪ Case study title and scope are agreed with the apprentice and employer (within 2 weeks of the Gateway acceptance by PAL).
		<ul style="list-style-type: none"> ▪ Independent assessor (IA) reviews of the portfolio of evidence and prepares agenda questions for the professional discussion.
Apprentice undertakes the observation with questions assessment. Prior to the observation the apprentice must: <ul style="list-style-type: none"> ▪ Have sought the permission of and provide information to parents/guardians of all children that are likely to be present during the observation. Evidence of this must be presented to PAL 2 weeks before the assessment date. ▪ Prepare a session plan, including relevant risk assessments prior to the observation outlining the 'what, who, why, when, how and where' of the session. This must be presented to the IA at least 1 hour before the assessment. ▪ Total assessment duration for the observation is 90 minutes split into 60 minutes for the observation and 30 minutes for the post-observation questions (10% can be added in total at the IA's discretion). 		<ul style="list-style-type: none"> ▪ Observation with questions assessment completed. ▪ Assessment graded.
Apprentice undertakes the professional discussion assessment. <ul style="list-style-type: none"> ▪ Apprentice to have a copy of their portfolio of evidence to refer to during the assessment. Please note the agenda will not be shared in advance. ▪ Professional discussion assessment must last for 60 minutes (10% can be added at the IA's discretion to allow the apprentice to complete their last answer). 		<ul style="list-style-type: none"> ▪ IA to have a copy of the apprentice's portfolio of evidence to refer to during the assessment. ▪ Professional discussion completed, responses to questions assessed. ▪ Assessment graded.
Apprentice undertakes the case study with report, presentation, and questioning assessment. <ul style="list-style-type: none"> ▪ Apprentice carries out case study observations, typically over a period of 6 weeks. ▪ Apprentice completes their case study report of 4000 words (+/- 10%) and submits to PAL no later than 12 weeks from approval of the case study title and scope by PAL. At this stage the apprentice 		<ul style="list-style-type: none"> ▪ IA reviews the case study report and presentation materials and prepares questions. ▪ Presentation and questioning completed. ▪ Assessment graded (all components as a whole).

Apprentice/Employer/Training Provider		PAL
<p>must also submit their presentation materials.</p> <ul style="list-style-type: none"> Apprentice carries out presentation of their case study to the IA (typically 20 minutes) and answers post-presentation questions (typically 20 minutes). This will take place a minimum of 2 weeks following the case study report submission. 		
		<ul style="list-style-type: none"> Overall grading undertaken – IA confirms to PAL grades for all assessment elements and overall grade using grade descriptors as detailed in the assessment plan. Internal quality assurance (IQA) undertaken. Assessment outcome provided within the assessment window timeframe.
<p>Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk Apprentice and training provider are copied into the communication.</p>		<ul style="list-style-type: none"> Assessment reports will record decisions and grades. If a resit or retake is required, it is important that the relevant parties refer to the EPA summary record. Assessment decision data collated and used to inform standardisations processes and quality assurance. Assessment outcome provided to the training provider and apprenticeship service. Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved. Data provided to the regulator as necessary.

Who can carry out end-point assessment?

Independent assessors/the end-point assessment organisation for this standard are/is required to:

- Have current knowledge of the regulatory framework and other regulatory and legislative requirements such as safeguarding, duty of care, equality, diversity and inclusion and health and safety.
- Hold a relevant Level 6 qualification, hold a qualification that meets the criteria as set by Department for Education* and have 2 years postgraduate relevant experience within Early Years Practice.
- Be able to demonstrate an appropriate level of knowledge of the specialism/sector in which the apprentice is working.
- Have a sound understanding of the Early Years Lead Practitioner Apprenticeship standard and have no relationship with the apprentice or the employer.
- Have evidence of Continued Professional Development (CPD) to retain occupational competence. This must be evidenced through CVs, CPD logs and any other relevant methods.
- Attend a minimum of one standardisation event annually.
- Have sufficient resources to carry out the role of independent assessor i.e., time and budget.

* Department for Education criteria can be found here: <https://www.gov.uk/guidance/earlyyears-qualifications-finder>

All independent assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

PAL requires all end-point assessment staff to hold a recognised assessment qualification.

PAL will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the grading criteria have been met for each method of assessment.

Internal quality assurance requirements

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staff are subject to the requirements of an independent assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake continuous professional development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably, and fairly by all independent assessors. Policies can be shared upon request, please contact info@professionalassessment.co.uk. Essential policies are also available via our website.

In accordance with these policies PAL will:

- Develop and maintain a set of assessment tools, to be used by all independent assessors when carrying out assessments.
- Ensure independent assessors for the standard meet with the assessment plan competency requirements.
- Train and develop all independent assessors to ensure reliable and consistent assessment of the standard.
- Apply robust quality assurance and verification processes to assessments, e.g., the use of standard formats, moderation, and standardisation of marking and assessment decisions.
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Hold standardisation and moderation activities of assessment process.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

External quality assurance requirements

External quality assurance for the Early Years Lead Practitioner Apprenticeship is undertaken by Ofqual.

Standardisation and moderation

All independent assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs may accompany or 'remote in' with independent assessors carrying out EPA to ensure that it is being administered safely, securely and in line with PAL guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via info@professionalassessment.co.uk.

Section 3

Grading

All end-point assessment methods must be passed for the end-point assessment to be passed overall and all are equally weighted in their contribution to the overall EPA grade.

Independent assessors must 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:

Observation with Questions	Professional Discussion underpinned by a Portfolio	Case Study with Report, Presentation and 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

Any grade = fail, pass or distinction.

Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include the minimum ESFA requirements for off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, it is recommended that employers and/or training providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills, and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

It is recommended, that the on-programme assessment includes:

- Regular performance reviews between the apprentice and a senior manager.
- Opportunities given and evidence generated to cover all assessment criteria.
- Feedback from line manager/employer.

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that training providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or training provider has confirmed a gateway date, PAL will arrange a planning meeting on receipt and validation of the gateway evidence.

The planning meeting is attended by the employer, apprentice, and PAL. The purpose of the planning meeting is to share information with PAL, to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of 5 months at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and training providers to check this requirement has been met, before submitting gateway evidence.

Reassessment

PAL's Resit and Retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original independent assessor, but if this is not possible PAL reserves the right to assign a different independent assessor.

Resits and retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. The apprentice's employer will need to agree with PAL that either a resit or retake is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the end-point assessment in the first instance, will be required to resit any failed assessment methods only.

The timescales for a resit/retake are agreed between the employer and PAL. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake 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 resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Reassessment requirements for each component

If the apprentice fails the **observation with questions**, they will be required to undertake another observation. The session plan and parental/guardian consent must be reviewed and updated.

If the apprentice fails the **professional discussion**, underpinned by a portfolio of evidence a further, different professional discussion will be carried out. The apprentice cannot add to their portfolio during this period.

If the apprentice fails the **case study with report or the presentation and questioning**, they will NOT be required to undertake a new project. Instead, they should submit an amended project report or presentation.

Capping

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of pass, unless PAL determines there are exceptional circumstances requiring a resit or retake.

Booking reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

Section 4

Portfolio of evidence

A completed portfolio of evidence is required to be submitted to PAL as part of the Gateway review.

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the professional discussion.

The independent assessor will review the portfolio evidence and use it to identify areas for the professional discussion, and it is the **professional discussion** that will assess the apprentice's understanding and learning.

The portfolio should be produced during the on-programme period of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard.

It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The independent assessor will undertake authenticity checks regarding portfolio evidence as part of the professional discussion assessment.

The apprentice must refer to their portfolio evidence during the professional discussion assessment. To ensure that all evidence is accessible during the assessment PAL would recommend that audio and/or video recordings are supported by a written summary/list of bullet points to which the apprentice can easily refer.

What is the format of the underpinning portfolio?

The portfolio of evidence will typically contain 20 pieces of evidence in total, a qualitative as opposed to quantitative approach is suggested.

The portfolio of evidence must evidence all the knowledge, skills and behaviours mapped to the professional discussion method of assessment (see Table 1). **At least one piece of evidence must relate to each of the criteria;** each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic approach.

PAL has provided a mapping and employer validation statement record which can be accessed from the Early Years Lead Practitioner AP01 Padlet. Alternatively, training providers can use their own version, however **it is a mandatory requirement that a mapping document and employer validation statement is submitted with the completed portfolio.**

How can an Early Years Lead Practitioner prepare for and complete the portfolio?

The employer and training provider will assist the apprentice in producing their portfolio to ensure that it covers all standards outlined in the assessment plan for professional discussion method of assessment.

Please refer to Table 1 for the knowledge, skills and behaviours required to be assessed by the professional discussion and evidenced in the portfolio.

PAL advises that the portfolio is produced whilst also reviewing the professional discussion pass and distinction criteria – please see Section 5 - Table 3.

The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the interview.
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer.
- At least **two observations** of practice, with a maximum of 20-minutes in duration, which should be video recorded* where possible except where there are safeguarding concerns, in which case written accounts are acceptable.

Please note - PAL will not accept a portfolio submitted without a completed mapping document and an employer statement of validity.

The portfolio **must NOT contain**:

- Any reflective accounts or any methods of self-assessment except for evidence for S16 and B6.

***Recording of Observations**

PAL is aware that use of video recording in the Early Years setting may not be appropriate. Written observation reports by the training provider/employer are an acceptable alternative as noted in the Assessment Plan requirements. Written reports should be accompanied by mapping of the knowledge, skills and behaviours observed.

PAL has provided an observation template in the Early Years Lead Practitioner AP01 Padlet which can be used if required.

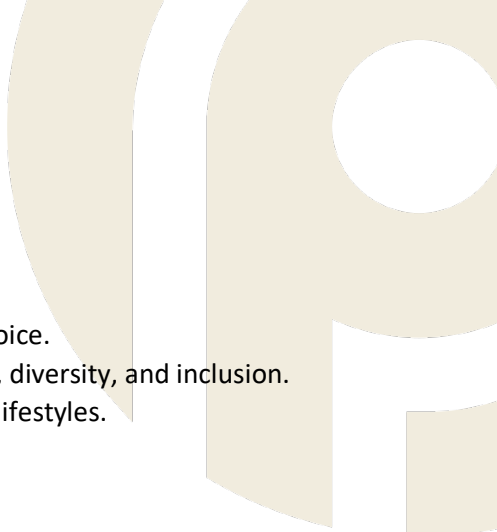
Video-recorded observations must not be sent to PAL as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on site by the independent assessor prior to the professional discussion assessment.

It is not required that the apprentice has evidence in all the described formats below, but the portfolio **may** also contain the following items as evidence:

- Written statements by the apprentice (not reflective, but based on actual events which have taken place, or work products).
- Progress review documentation, witness testimonies, and feedback from colleagues and parents.
- Performance reviews between the apprentice and their line manager.
- Professional discussions between the apprentice and their training provider that relate to work undertaken by the apprentice throughout their programme (maximum duration of 20 minutes per discussion).

Possible sources of workplace evidence may include:

- Planning records.
- Observation sheets for children.
- Peer observations for staff.
- Formative and summative assessments.
- Quality paperwork, audits etc.
- Policies and procedures.
- Appraisals/Supervisions.
- Settings action plan.
- Induction paperwork for staff.

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- Risk assessments.
 - Training plans.
 - Support plan for SEND/IIP's.
 - SEND observation sheets.
 - Assignments.
 - Accident/Incident record.
 - Medication form.
 - Pictures of parent information board.
 - Pictures of display boards/activities which promote child's voice.
 - Pictures of display boards/activities which promote equality, diversity, and inclusion.
 - Pictures of display boards/activities which promote healthy lifestyles.
 - Photos of different activities for areas of the EYFS.
 - Nursery menus.
 - Children's progress reports.
 - Evidence of parent partnership e.g., workshops, events, parent information board.
 - All about me pack for new starters.
 - A reading list which has influenced/informed the use of different theoretical approaches /pedagogies.
 - OFSTED report.

Note – the sources of evidence are for guidance only and is not an exhaustive list.

Annotated photographic evidence and naturally generated work products, such as planning documents, health and safety documentation and company policies and procedures in line with the company confidentiality and safeguarding policies and procedures. Workplace documentation/records should be clearly annotated.

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

The professional discussion points will be constructed to include all pass criteria, while allowing the opportunity for the apprentice to evidence the distinction criteria, either naturally in their responses or using further questions.

The apprentice and independent assessor must be able to refer to the portfolio during the professional discussion assessment and therefore evidence should be user-friendly and quick to reference.

What is best practice in producing the portfolio of evidence?

Ensure that the evidence within the portfolio provides coverage against all the standards as outlined in the assessment plan for the professional discussion assessment method (see Table 1). Employers, training providers and apprentices can utilise this guidance to support in documenting and referencing the evidence against all standards required.

A range of evidence, methods and consistency over time is encouraged to show competence. All evidence provided within the portfolio should comply with usual assessment practices, such as:

- Valid Authentic Current Sufficient Reliable (VACSR) confirmed including signatures and dates as appropriate.
- Have detailed annotation to describe the evidence, audio files should be referred to clearly within evidence to show where supporting recordings are located and within recordings the evidence number being discussed should be clearly confirmed
- Be referenced to the specific criteria being claimed.
- All evidence recordings and files to be clearly named as appropriate to evidence type/number.

Evidence should comply with data protection and GDPR. Ideally, the portfolio evidence should be presented electronically.

Table 1: Mapping of Knowledge, Skills and Behaviours for the Professional Discussion underpinned by a portfolio of evidence

Knowledge (K), Skills (S) and Behaviours (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.
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.
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.

Section 5

Assessment methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the independent assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and training provider. Employers can access a record of assessment by accessing EPAPro. User guides are available for training providers and employers that detail how reports can be viewed.

Sample assessment materials

For this standard, PAL provides:

- A sample professional discussion record with sample questions.
- A sample observation assessment record with sample questions.
- A sample case study with report, presentation, and questioning assessment record with sample questions.

All sample materials can be accessed from the Early Years Lead Practitioner ST0551/AP01 Padlet.

Assessment Method 1 – Observation with Questions

Key facts

The observation with questions involves the apprentice being observed and questioned by an independent assessor undertaking work, as part of their normal duties, in their workplace. This method allows the apprentice to demonstrate their knowledge, skills, and behaviours through naturally occurring evidence in a real work setting and makes use of employer resources and equipment which will be familiar to the apprentice.

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 post-observation questioning allows the independent assessor to ask questions in relation to knowledge, skills, and behaviours that have not been observed, or where clarification is required to understand the reasons behind the apprentice's actions.

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.

What is the format of the observation with questioning?

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 (30 minutes).

Any breaks will not count towards the total assessment time. PAL must manage the invigilation of apprentices during any breaks to maintain security of the assessment.

The apprentice must have sought and gained the permission of parents/guardians of all children that are likely to be present during 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 resit/retake.

Evidence of the above should be presented to PAL at least 2 weeks before the date of the observation.

PAL has provided a parent/guardian permissions template that the apprentice can use. Please refer to the Early Years Lead Practitioner AP01 Padlet. The apprentice may also use a session plan of their own devising; however, it must cover the points above.

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 2 sides of A4 in size 12 font. **The apprentice must ensure the independent assessor receives a copy of the session plan at least 1 hour before the observation begins.** The session plan itself is not marked but may be used by the IA as a basis for post-observation questioning.

PAL has provided a session plan template that the apprentice can use. Please refer to the Early Years Lead Practitioner AP01 Padlet. The apprentice may also use a session plan of their own devising; however, it must cover the bullet points above.

The apprentice **must be observed** on the following activities during the observation in an Early Years setting working with children:

- 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.

**Group work is defined as working with a minimum of three children.

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.

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.

The independent assessor will ask a **minimum of 7 questions at the end of the observation** using questions from the PAL observation question bank as a guide to tailor their own questions based on the observation and session plan. They will use them to confirm their 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 independent assessor may ask follow-up questions where clarification is required.

The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence. The performance observed and responses to questions will be assessed holistically. KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will record the question and answers digitally.

Note - 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 should be viewed by the independent assessor 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.

How can an Early Years Lead Practitioner apprentice prepare for the observation with questioning?

- Read the guidance documents and ask questions if the information provided is not clear.
- Undertake a mock observation with your training provider and use the feedback provided.
- Be prepared for practical assessment by practising within the assessment timeframe; line managers can give support by providing useful feedback.
- Ensure that they have submitted the consent of parents/guardians of all children that are likely to be present during the observation at least 2 weeks prior to the observation date.
- Ensure that they have prepared your session plan following the guidance above to submit to your independent assessor at least one hour before the observation.
- Check equipment and resources are available and in good working order prior to assessment.
- Be prepared to answer questions about the tasks they are completing – what they are doing and why.
- Ensure that the practical assessment can start on time by being prepared and organised.

- Be aware that unexpected situations can occur during practical tasks. Practice working on wider skills such as keeping calm and focused. It may be useful to write a list of scenarios that could go wrong during the observation and what possible solutions there are for them to implement.

How will the observation with questions be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through the observation and questions.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through the observation and questions.

Please see Table 2 below for the pass and distinction descriptors for this method of assessment.

Table 2: Observation with Questions Pass and Distinction Grading Criteria

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
The Unique Child K1, K4, K14 S2, S4, S17, S23, S24 B3	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)	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)
	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)	n/a
	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)	Critically evaluate all systems including transitions and develop processes, accounting for all children’s and families’ needs. (K14, S4)
	Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)	Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome (S23)

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
<p>Learning and Development</p> <p>S3, S5, S6, S7, S8 B4, B7, B8</p>	<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>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>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>Leads and models practice within the environment to continually provoke, excite, and extend children’s current interests and motivations. (S5, S6)</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>Demonstrates how to support and promote all children’s speech, language, and communication development, including determining and adapting appropriate responses and interventions. (S8)</p>	
<p>Leaderful Practice</p> <p>K17 S10, S14, S15, S20, S22 B2, B5</p>	<p>Demonstrates a leaderful approach within practice influenced by current theoretical perspectives and approaches. inspires, motivates, and coaches colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice (K17, S22, B2)</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>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>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>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>Demonstrates a clearly defined pedagogical approach, justifying, and evaluating the influences on their approach and understanding. (S15)</p>

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
	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)	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)

Assessment Method 2 – Professional Discussion underpinned by a Portfolio of Evidence

Key facts

The professional discussion is a meaningful, in-depth, and two-way dialogue designed to draw out the best of the apprentice’s competence for the grading descriptors assigned to this method of assessment (see Table 3). The agenda points will act as a base for the apprentice to make detailed and proactive contributions to confirm their competence. It will allow the apprentice to evidence both the knowledge gained and its application through skills and behaviours. The discussion will allow the independent assessor to thoroughly test understanding through open and follow up (clarification) questions.

The independent assessor will review the portfolio of evidence in advance of the professional discussion assessment.

Please refer to section 4 of this specification for detailed guidance about the portfolio of evidence. The portfolio evidence is NOT directly assessed but is used by the independent assessor as a basis for the agenda questions.

The professional discussion assessment duration is **60 minutes** (+10% at the independent assessor’s discretion, to allow the apprentice to complete their last answer).

What is the format of the professional discussion?

The independent assessor will ask the apprentice a minimum of 6 open ended, competency-based questions. Questions will be a combination of those taken from the PAL professional discussion question bank and those generated by the independent assessor to draw out the best of the apprentice’s competence and excellence. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the grading descriptors mapped to this method of assessment.

The apprentice and independent assessor will both have access to their own copies of the apprentice’s portfolio of evidence throughout the discussion and both can refer to it as needed.

The agenda is not shared with the apprentice, employer, or training provider in advance of the assessment.

How can the professional discussion be undertaken?

The professional discussion can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face. Remote assessment is the preferred option.

It is the responsibility of the apprentice, employer, training provider and PAL to ensure accessibility where required.

The professional discussion must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis to the independent assessor.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link. The video call will be recorded and submitted by the independent assessor for internal quality assurance.

Where the assessment is completed face to face, the independent assessor should complete a digital recording² of the professional discussion.

How can an Early Years Lead Practitioner apprentice prepare for the professional discussion?

- Practice undertaking professional discussions with their training provider, employer, and line manager.
- Practice discussions which cover a range of topics and areas of the standard, ensuring that they can provide full answers and specific examples of tasks/situations they have been involved in.
- Practice reflecting and analysing performance to determine successes and areas for development.
- Review terminology in the assessment plan and consider how this links to their role.
- Practice professional discussions mock agendas with their training provider building up to 60 minutes to support completing them within the given timescale.

How will the professional discussion be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their professional discussion responses.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their professional discussion responses.

Please see Table 3 below for the pass and distinction descriptors for this method of assessment.

Table 3: Professional Discussion Pass and Distinction Grading Criteria

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
Effective Implementation of Legislation and Guidance K5, K16, K20, K21 S11, S25, S26 B1	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)	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)

² Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally recorded professional discussion; a written record would still be required. Any exemption would need to be agreed at the assessment planning meeting and be subject to PAL’s special considerations and reasonable adjustment policy

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
	Explain and justify the strategies they have used when collaborating with parents and stakeholders. (K21)	Evaluates the impact of strategies to cultivate professional partnerships with parents, carers, and other professionals. (K21)
	Understand their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role particularly when challenging others to work in the best interests of the child. (S11)	Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child’s needs. (S11)
	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)	Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours, and attitudes and how these impact the child and family (K16, B1)
	Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)	Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)
Effective Promotion of Development, Health & Wellbeing K6, K12 S18, S19	Explains theories of self-regulation, resilience and wellbeing and the importance for children’s holistic development and life experiences. (K6)	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)
	Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)	Evaluates current and contemporary approaches to emergent literacy and numeracy (K12)
	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)	Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)
	Explains how they develop, model, and implement the range strategies they utilise to understand the holistic needs of children within the setting (S19)	Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children (S19)
Continual Professional Development K18 S16 B6, B9	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)	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)
	Describes opportunities they have taken to reflect on their development both professionally and personally, that provided	

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
	challenges, and allowed the practitioner to act upon constructive criticism (S16, B6, B9)	
Administrative K19 S21	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)	n/a

Assessment method 3 – Case Study with Report, Presentation and Questioning

Key facts

There are two components in this assessment method:

1. Case study with report.
2. Presentation and questioning.

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 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. Sufficient time has 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.

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

What is the format of the case study and report?

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

Before the apprentice begins writing up their case study, PAL must sign-off the case study working title and scope to ensure its suitability and sufficient coverage of the assigned KSBs. This scoping document should be no more than 500 words and submitted as part of the Gateway evidence. The title and scope must be signed off within two weeks of the Gateway acceptance. This will typically take place at the EPA planning meeting.

PAL has provided a template for the apprentice to submit their case study title and scope – please see the Early Years Lead Practitioner AP01 Padlet.

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.

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

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 PAL's 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 and their employer must verify that the submitted case study report and the case study is the apprentice's own work.

PAL has provided a case study report template which can be used by the apprentice to submit their work – please see the PAL Early Years Lead Practitioner AP01 Padlet. The use of the report template is optional; however, it is a requirement that the apprentice submits an annex to show how the case study report is mapped to all of the required knowledge, skills, and behaviours. The annex (mapping document) is not included in the word count.

The case study with report must be mapped to the criteria shown in Table 4.

Table 4: Case Study with Report, Presentation and Questioning Criteria

Knowledge & Skills	Criteria
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.
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.

PAL has provided additional guidance and potential mapping of the KSBs – this is for guidance only and can be viewed in Table 5.

Table 5: Additional Case Study Guidance

Structure	PAL Additional Guidance	Potential Mapping of KSBs
An executive summary	Provide an overview of your case study which should include brief statements which are then explained/covered further in the full report. It is recommended that the executive summary is produced after the completion of the case study report.	This may provide evidence for (but not limited to) K2, K3, K8, K9, K10, K15, S12, S13
An introduction	Introduce your case study to include how it meets the needs of either the child/children or the setting and how it is relevant to your role.	This may provide evidence for (but not limited to) K2, K3, K8, K9, K10, S9, S12

Structure	PAL Additional Guidance	Potential Mapping of KSBs
	It is recommended that you use the introduction to set the scene and provide any required background information, this can include any abbreviations or workplace specific language which may require explanation.	
The scope of the case study (including key performance indicators)	Provide details around the scope of the case study. This can include the project plan, research requirements and time frames. The scope should clearly outline what the case study report is aiming to achieve including the key performance indicators.	This may provide evidence for (but not limited to) K13, K15, S13
Objectives	Provide detail of the objectives for your case study and what are you aiming to achieve. The objectives should be 'SMART' and link to the scope of your case study.	This may provide evidence for (but not limited to) K2, K3, K7, K10, K13, K15, S9, S13
A case study plan	Provide detail/evidence of your planning which could include the early years planning cycle, project or planning tools, formative and summative assessment, planned research and collaborative working approaches.	This may provide evidence for (but not limited to) K2, K3, K7, K8, K9, K10, K11, K13, K15, S13
How the case study outcomes would be achieved	Provided a detailed explanation of how your case study has/will be implemented into the workplace. You may wish to consider the following: communication, management of resource, use of specialist advice, supporting the team and individuals through change, time management and decision making.	This may provide evidence for (but not limited to) K2, K3, K7, K8, K9, K10, K11, K13, K15, S1, S9, S12, S13
Comment on the validity of the methods of analysis, data interpretation and data presentation used	Explain how you have or how you plan to validate your analysis, data interpretation and data presentation. You may justify your reasons for selecting the methods you did and the impact of this on your case study.	This may provide evidence for (but not limited to) K2, K3, K7, K11, K13, K15, S1, S9, S12, S13
Resources required	Resource management can include physical resource, staff, equipment, and supplies.	This may provide evidence for (but not limited to) K13, K15, S9, S13
Proposed implementation plan including communications and stakeholder plans	Provide full detail around the plan for implementation to include activities, timeframes, deadlines, and stakeholders involved.	This may provide evidence for (but not limited to) K2, K3, K7, K8, K9, K10, K11, K13, K15, S1, S9, S12, S13
Advise whether an alternative approach might be considered	Detail any contingencies that you have considered/planned for and explain your approach to this. You may also detail options which you have considered and the justification of your chosen approach.	This may provide evidence for (but not limited to) K2, K3, K7, K8, K9, K10, K11, K13, K15, S1, S9, S12, S13
Advise upon whether it could be completed in a more cost or time efficient manner	Provide detail around your findings/reflections on cost and efficiency to include whether the case study could be completed in a more cost or time efficient manner.	This may provide evidence for (but not limited to) K13, K15, S1, S12, S13
Recommendations and conclusions	Outline your final recommendations and conclusions from your case study.	This may provide evidence for (but not limited to) K9, K10, K13, K15, S1, S9, S12, S13

What is the format of the 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. This component complements the case study report as it allows the apprentice to provide more clarity around the report and the independent assessor the opportunity to probe and clarify issues through questioning.

The presentation content will be completed and submitted 12 weeks at the same time as the case study report. The independent assessor must have at least 2 weeks to review the case study report and presentation content prior to the presentation and questioning assessment.

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. PAL must ensure these are available on the day of assessment.

The duration of the **presentation will typically be 20 minutes**, and the duration of the **questioning will typically be 20 minutes**, with a total assessment time of 40 minutes. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

To deliver the presentation, the apprentice will have access to:

- Their case study report and case study.
- A copy of their presentation (hard copy or electronic).
- Their notes.

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.

The independent assessor will ask a minimum of 4 questions at the end of the presentation. Questions will be used for clarification purposes and/or to assess the depth and breadth of the apprentice's understanding.

The independent assessor will use the questions from the PAL case study question bank as a guide to tailor their own questions based on the presentation.

How can the presentation and questioning be undertaken?

The presentation and questioning can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face. Remote assessment is the preferred option.

It is the responsibility of the apprentice, employer, training provider and PAL to ensure accessibility where required.

The presentation and questioning must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis to the independent assessor.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link. The video call will be recorded and submitted by the independent assessor for internal quality assurance.

Where the assessment is completed face to face, the independent assessor should complete a digital recording³ of the presentation and questioning.

³ Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally recorded professional discussion; a written record would still be required. Any exemption would need to be agreed at the assessment planning meeting and be subject to PAL's special considerations and reasonable adjustment policy

How will the case study with report, presentation and questioning be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their combined report, presentation, and response to questioning.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through combined report, presentation, and response to questioning.

Please see Table 6 below for the pass and distinction descriptors for this method of assessment.

Table 6: Case Study with Report, Presentation and Questioning Grading Criteria

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
Child Development K2, K3, K7, K8 S1, S12	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)
	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)	n/a
	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)	Justifies their strategies for creating collaborative partnerships with parents, families, and carers, showing holistic practice (S12)
	Explains theories of attachment that promote effective relationships between staff and children. (K7)	n/a
Observation and Assessment Planning K9, K10, K13 S9, S13	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)	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)
	Explains how children’s creativity and curiosity is encouraged and how this benefits learning. (K10)	Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. (K10)
	Evaluates and shows how planning cycles and formative and summative assessments for child/children have informed and improved	n/a

KSBs	Pass – the apprentice must meet all of the pass criteria below:	Distinction – the apprentice must meet all of the pass criteria plus all of the distinction criteria below.
	practice in relation to needs-based assessment and early intervention. (K13, S13)	
Reflective Practice K11, K15	Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)	Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)
	Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)	Facilitates an enabling environment through application of theoretical knowledge. (K15)

How can an Early Years Lead Practitioner apprentice prepare for the case study with report, presentation, and questioning?

The apprentice should:

- Structure their case study report content as described in the guidance document.
- Practice their presentation in front of an audience.
- Complete a practice presentation assessment with feedback from their training provider.
- Check that the case study report and presentation are sufficient to meet the topic and criteria for assessment.
- Proofread written work to check for errors and mistakes, as well as for a 'sense check'. Is appropriate language used? Is correct terminology used?
- Ensure that, if technology is being used to present, that it is available, and they are competent in its use.

PAL will use plagiarism software to check the authenticity of work.

Section 6

Fails/resits and retakes

PAL's Resit and Retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on info@professionalassessment.co.uk.

The apprentice, employer and training provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Appeals, complaints, maladministration, and malpractice policies - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or training provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: epaappeals@professionalassessment.co.uk

To declare a conflict of interest, please contact: declaration@professionalassessment.co.uk

To report a case of malpractice or maladministration please use one of the following addresses:

- If it relates to the EPAO, please contact: epamalpractice@professionalassessment.co.uk
- If it relates to the apprentice, please contact: apprenticemalpractice@professionalassessment.co.uk
- If it relates to the employer or training provider, please contact: eitpmalpractice@professionalassessment.co.uk

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the

term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a reasonable adjustment request should be made at registration and discussed with the EPA team.

It is the responsibility of the training provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completion but a fail. Incomplete assessments are recorded.

Certification requests are made by the EPAO, and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provided on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on-programme element of the apprenticeship and does it demonstrate current competency?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

PAL will require all apprentices to sign statements of authenticity etc.

Glossary of Terms

EPA – end-point assessment.

IA - independent assessor.

Employer – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

Gateway review – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

Planning meeting – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

PAL – Professional Assessment Limited.

IQA - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

EQA – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards, and administration of assessment.

Standardisation/moderation – Activity completed by end-point assessors to support validity and fairness in end-point assessment decisions.

Special considerations – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

Reasonable adjustments – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice but are designed to reduce any disadvantages within assessment.

Assessment plan – The document produced by the employer group, approved by the EQA which documents the requirements of the standard and assessment methods.

Appendix One – Example Gateway Declaration Record

Early Years Lead Practitioner ST0551/AP01 Gateway Declaration Record

Guidance notes

Determining the readiness of an apprentice for the independent end-point assessment phase of their programme is a very important milestone. A formal review must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship: the line manager (or a senior manager, as appropriate to the business), the training provider and the apprentice.

The Gateway Declaration Record must be completed once the line manager and training provider have discussed their views on the progress the apprentice has made. The record has been designed to ensure all essential information is captured in a standardised format. If there is additional information which the line manager and/or training provider wish to add supplementary space has been provided.

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.⁴

All evidence requested must be provided. If the Gateway requirements below are not met, the Gateway request will be rejected.

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

Apprentice Name	Click or tap here to enter text.	Apprentice Contact Number	Click or tap here to enter text.
Apprentice ULN	Click or tap here to enter text.	Apprentice Email Address	Click or tap here to enter text.
Line Manager Name	Click or tap here to enter text.	Line Manager Contact Number	Click or tap here to enter text.
Employer Organisation	Click or tap here to enter text.	Line Manager Email Address	Click or tap here to enter text.
Training Provider Name	Click or tap here to enter text.	Gateway Review Date	Click or tap to enter a date.
Start Date of Apprenticeship	Click or tap to enter a date.	End Date of Apprenticeship	Click or tap to enter a date.
Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?			Yes <input type="checkbox"/> No <input type="checkbox"/>

Section 1: Confirmation of Evidence

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

⁴ Please refer to the latest ESFA funding rules guidance.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
English Level 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
*Portfolio	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
**Case Study Title and Scope	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.

*The portfolio must be submitted with a fully completed mapping document and an employer signed statement to confirm that the evidence is valid and attributable to the apprentice.

** The apprentice must prepare their case study title, scope, and brief summary of what the project will cover ready for agreement with their employer and PAL.

Gateway Review Outcome

If the apprentice is ready for end-point assessment, the following declaration must be signed by all parties and the Gateway Declaration Record submitted to PAL via EPAPro.

Should the apprentice not be ready for end-point assessment a period of additional training and preparation must take place.

Section 2: Declaration

The end-point assessment period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.

Employer and Training Provider Declaration

I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice's competence and readiness for end-point assessment.

I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.

I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard's requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.

Employer		Training Provider	
Name	Click or tap here to enter text.	Name	Click or tap here to enter text.
*Signature	Click or tap here to enter text.	*Signature	Click or tap here to enter text.

Date	Click or tap to enter a date.	Date	Click or tap to enter a date.
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*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

Apprentice Declaration

I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.

I confirm I am aware of the requirements of the end-point assessment.

I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

Name	Click or tap here to enter text.
*Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

Any reasonable adjustments required? Please detail below and include any supporting evidence State N/A if not applicable
Click or tap here to enter text.

Please note any other pertinent information, as a result of the Gateway review, which has not been recorded elsewhere, but has a bearing on end-point assessment readiness or end-point assessment scheduling
Click or tap here to enter text.