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Pearson Level 3 End-point Assessment for Early Years Educator

Specification date: January 2020

First assessment date: April 2020



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This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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

ISBN 978 1 446 96574 0

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Collaborative development

Pearson has worked in close collaboration with employers, and with 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.

Employers, assessment organisations, professional bodies and further education providers that have worked with us include:

- Care First Training

Summary of changes to Pearson Level 3 End-point Assessment for Early Years Educator Apprenticeship Issue 2

Summary of changes made between previous issue and this current issue	Page number
Further information has been added to the Gateway Requirements in relation to Paediatric First Aid qualifications	6
Component 1: Knowledge Test Knowledge outcome K14: Know how to respond to accidents, injuries and emergency situations has been added to the Apprenticeship Standards Outcomes table.	10
Component 2: Professional Discussion Knowledge outcome K14: Know how to respond to accidents, injuries and emergency situations has been removed from the Apprenticeship Standards Outcomes table.	14

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Pearson End-point Assessments for Apprenticeship Standards

Introduction

One of the most significant changes of the apprenticeship reform in England is the introduction of an independent end-point assessment.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard, and that have been learned throughout the apprenticeship programme. The purpose of the EPA is to make sure that the apprentice meets the standard set by employers and that they are fully competent in the occupation.

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 EPA.

The EPA can be delivered only by a registered assessment organisation that must be independent of the employer or any training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the EPA must be made by the independent assessment organisation.

Pearson, as a registered assessment organisation, has been working closely with occupational experts, employers and training providers in the development of EPA 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 that they help them to make progress in their lives
- manageable for apprentices and the industry and can be delivered effectively and efficiently.

This specification contains the information needed to prepare apprentices for the Early Years Educator Apprenticeship EPA.

1 The Early Years Educator Apprenticeship

Overview

The EPA in this specification relates to the Early Years Educator Apprenticeship.

The apprenticeship is at Level 3 and is for apprentices working in the role of an Early Years Educator.

Early Years Educators and those who work in job roles such as nursery nurse and childminder, are licensed professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings, including full day care, children's centres, preschools, reception classes and in the home as childminders. They may either be working on their own or supporting others to deliver the Early Years Foundation Stage (EYFS) requirements for the learning, development and care of children from birth to five years old.

An Early Years Educator:

- supports children to develop numeracy and language skills through games and play
- has key person responsibility to ensure that each child feels safe and secure
- observes each child and shapes their learning experience to reflect the Early Years Educator's observations
- meets the care needs of the individual child, such as feeding, changing nappies and administration of medicine
- works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child.

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role of Early Years Educator.

The typical duration for this apprenticeship is 18 months but this will depend on the apprentice's previous experience and their access to opportunities that allow them to gain the full range of competences.

The overall apprenticeship is graded as Pass/Distinction.

To achieve the apprenticeship certificate, the apprentice is required to successfully complete the:

- on-programme period of training and development, including achieving the required mathematics and English qualifications, an approved Level 3 Early Years Educator qualification and the Level 3 Award in Paediatric First Aid (RQF), or the Level 3 Award in Emergency Paediatric First Aid (RQF)

- EPA – *Section 3 End-point assessment components* provides detailed information on the end-point assessment for this apprenticeship.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the EPA organisation, Pearson will claim certificates on behalf of the apprentices.

Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate them clearly to apprentices.

To see the published Early Years Educator Standard and Assessment Plan, please go to: www.instituteforapprenticeships.org/apprenticeship-standards/

2 Early Years Educator End-point Assessment

Structure

The EPA for the Early Years Educator Apprenticeship consists of the following two assessment components:

- Knowledge Test
- Professional Discussion.

The table below gives a summary of the structure of the EPA.

End-point assessment components	Duration	Weighting %	Component grading
Knowledge Test	60 minutes	50	Fail/Pass
Professional Discussion	90 minutes	50	Fail/Pass/Distinction

The EPA must be completed within an EPA period lasting a maximum of three months, beginning when the apprentice has passed the EPA gateway.

The assessment methods can be delivered in either order.

There is detailed information about each of these EPA components in *Section 3*.

Grading

Both assessment methods are weighted equally in their contribution to the overall end-point assessment grade.

The Knowledge Test is graded fail/pass.

The Professional Discussion is graded fail/pass/distinction.

The table below shows how the grade from each EPA component is combined to determine the overall EPA grade.

Knowledge Test	Professional Discussion	End-point assessment grade
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Fail	Distinction	Fail
Pass	Distinction	Distinction

The Knowledge Test will have 35 questions in total, 30 questions in Section A and five questions in Section B.

To achieve a pass, the apprentice must answer correctly a minimum of 23 questions out of 35, including all five questions in Section B.

The following grade boundaries apply to the test:

Grade	Minimum score	Maximum score
Pass	23	35
Fail	0	22

The Professional Discussion is graded as follows:

Fail	Pass	Distinction
Does not meet the pass criteria	Meets all of the pass criteria	Meets all of the pass criteria, and a minimum of 10 of the distinction criteria

Gateway requirements

Before progressing to the EPA, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that the apprentice has the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore 'ready for end-point assessment'. Employers should recommend an apprentice for EPA only when they are confident that the apprentice is ready.

The apprentice must have completed the following gateway requirements prior to beginning the end-point assessment:

1. English and mathematics at level 2. For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.
2. A DfE-approved Level 3 Early years educator qualification.
3. Level 3 Award in Paediatric First Aid. (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF) or complete a first aid course delivered by one of the following types of organisations as per the EYFS requirements. Voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive.

Apprentices also must submit a portfolio of evidence that will underpin the Professional Discussion.

Employers must complete an EPA *Gateway Declaration Form* (see *Annexe A*), with the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the EPA takes place. The form captures the prerequisites for the EPAs and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

To support the *Gateway Declaration Form*, evidence that the apprentice has met the gateway requirements must be provided.

Language of assessment

All components of the EPA 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 the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website at: qualifications.pearson.com

Preparing apprentices for end-point assessment

To ensure that the apprentice develops 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 should be a minimum of 12 months and must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

In order to prepare apprentices effectively, employers and/or training providers should:

- have a good understanding of the Apprenticeship Standard and the structure and format of the EPA – *Section 3* gives detailed information on each EPA component
- plan and implement a learning and development programme based on the Apprenticeship Standard, with regular reviews of progress and readiness, to ensure that the apprentice develops the required knowledge, skills and behaviours
- use formative assessments and mock assessments to help prepare the apprentice for the EPA.

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson. The apprentice must be registered and booked on to their EPA in sufficient time to allow adequate planning and scheduling of the assessments. Once Pearson has contracted a training provider to provide end-point assessments, Pearson will assign it an independent end-point assessor (IEA). The IEA will be the centre's first point of contact when the apprentice completes the gateway sign off. The independent end-point assessor will review the apprentice's evidence and will set dates for the apprentice's EPA.

The IEA will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the EPA time. The EPA planning meeting can be conducted remotely using the appropriate technology.

The apprentices' portfolio of evidence must include at least two observations of practice which should be video recorded, except where there are safeguarding concerns, in which case a written account is acceptable.

Once the employer and/or training provider is satisfied that the apprentice has met the Apprenticeship Standard and that they are ready for EPA, they will complete the *EPA Gateway Declaration Form* and submit the apprentice's gateway evidence to Pearson. This evidence will then be verified by Pearson, before the EPA takes place.

The EPA will be conducted over a period of three months. All components of the EPA must be completed within this time period.

Reassessment

An apprentice who fails 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.

The apprentice should have a supportive action plan to prepare for the resit or a retake. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action.

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

Any assessment method resit or retake must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the End-point Assessment Organisation (EPAO) exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices who wish to move from pass to distinction.

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

Booking reassessment

The timescale for any reassessment will be agreed on a case-by-case basis, with Pearson. As part of that agreement, reassessments must not give the apprentice with an unfair advantage over others. Pearson will allocate an available IEA to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.

3 End-point assessment components

This section contains information for each component in the end-point assessment.

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Component 1: Knowledge Test

Purpose

The Knowledge Test is an onscreen test that will assess the apprentice's knowledge and understanding across all areas of the Apprenticeship Standard, in line with the Assessment Plan requirements.

It will assess the following knowledge outcomes from the Apprenticeship Standard.

Knowledge outcome	Apprenticeship Standard outcomes
K1	The expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.
K2	The significance of attachment and how to promote it effectively.
K3	A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
K4	How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.
K5	The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
K6	The importance to children's holistic development of: speech, language and communication – personal, social and emotional development and physical development.
K7	Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
K8	The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
K9	The current early education curriculum requirements such as the Early Years Foundation Stage.
K11	The importance of undertaking continued professional development to improve own skills and early years practice.
K12	The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
K13	Why health and well-being is important for babies and children.
K14	How to respond to accidents, injuries and emergency situations.

Knowledge outcome	Apprenticeship Standard outcomes
K15	Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.

Format

The table below gives information about the nature of the test items, duration, number of questions and grading of the knowledge test.

Test items	The Test consists of 35 multiple-choice questions.
Duration	60 minutes.
Number of questions	35
Grading	Fail/Pass

Section A will include questions 1-30 and will assess K1-K13.

Section B will include questions 31-35 and will assess K15.

To achieve a pass, the apprentice must answer correctly a minimum of 23 questions out of 35, including all five questions in Section B.

The onscreen test contributes 50% to the overall EPA grade.

Sample assessment materials

Sample assessment materials (SAMs) are provided for the Knowledge Test. The SAMs provide an example of what the actual test will look like in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear in the actual tests and give a good indication of how the tests will be structured.

While SAMs can be used for practice with apprentices as with any assessment the content covered and specific details of the questions asked will change in each version of the knowledge test.

Delivery and conduct

Tests are available through Pearson's onscreen testing systems. We will discuss the set up and delivery of the tests with the employer/training provider, as part of our planning discussions.

Registrations must be made through Pearson's online systems. Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt. The onscreen testing systems have useful help facilities that provide guidance on the functions and layout of each system. Those invigilating the tests should familiarise themselves with the screen and ensure that there is time for apprentices to fully explore the information on the help screen before starting the test. Onscreen assessments must comply with the requirements set out in *Pearson's EPA Service* document, which will be provided to the employer/training provider alongside this specification.

Component 2: Professional Discussion

Purpose

The Professional Discussion is a planned structured discussion between the apprentice and the IEA, based on a review of the apprentice's portfolio of evidence. Its purpose is to assess the apprentice's understanding and their ability to apply the relevant knowledge, skills and behaviours in carrying out their job role. It will allow the apprentice to evidence both the knowledge gained and its application through skills and behaviours.

The Professional Discussion will assess the following knowledge, skills and behaviour outcomes of the Apprenticeship Standard.

Knowledge outcomes	Apprenticeship Standard outcomes
K2	The significance of attachment and how to promote it effectively.
K4	How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.
K5	The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
K8	The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
K10	When a child is in need of additional support such as where a child's progress is less than expected. How to assess within the current early years' education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/or carers.
K12	The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
K15	Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.
K16	How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.

Skills outcomes	Apprenticeship Standard outcomes
S1	Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.
S2	Promote equality of opportunity and anti-discriminatory practice.
S3	Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.
S4	Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.
S5	Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.
S6	Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.
S7	Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
S8	Support and promote children's speech, language and communication development.
S9	Support children's group learning and socialisation.
S10	Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.
S11	Support children to manage their own behaviour in relation to others.
S12	Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.

Skills outcomes	Apprenticeship Standard outcomes
S13	Carry out and record observational assessment accurately.
S14	Identify the needs, interests and stages of development of individual children.
S15	Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.
S16	Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.
S17	Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.
S18	Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example in English, mathematics, music, history, or modern foreign languages).
S19	Plan and carry out physical care routines suitable to the age, stage and needs of the child.
S20	Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.
S21	Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.
S22	Carry out risk assessment and risk management in line with policies and procedures.
S23	Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.
S24	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.

Skills outcomes	Apprenticeship Standard outcomes
S25	Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
S26	Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.
S27	Encourage parents and/or carers to take an active role in the child's play, learning and development.

Behaviour outcomes	Apprenticeship Standard outcomes
B1	Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.
B2	Being team focused – work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.
B3	Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.
B4	Commitment to improving the outcomes for children through inspiration and child-centred care and education.
B5	Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.
B6	Working practice take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Format

The table below gives information about the structure, context, duration and grading of the Professional Discussion.

Structure and context	<p>The independent assessors will conduct and assess the Professional Discussion. It will take place in a quiet room, free from distractions and influence.</p> <p>Prior to the Professional Discussion, the independent assessor must have reviewed the apprentice's portfolio in preparation for this assessment.</p> <p>The Professional Discussion will be a one-to-one conversation, underpinned by the portfolio. Both the assessor and the apprentice will have access to the portfolio during the discussion. The independent assessor will combine starter questions from Pearson's question bank, that target specific elements of the apprentice's portfolio, with those generated by the assessor themselves.</p>
Duration	90 minutes.
Grading	Fail/Pass/Distinction

The Professional Discussion contributes 50 per cent to the overall EPA grade.

Required supporting evidence

The apprentice is required to submit a portfolio of evidence to validate and support their responses in the Professional Discussion/interview. The portfolio must meet to the following requirements.

- Evidence must demonstrate the apprentice's knowledge, skills and behaviours (KSBs) that will be assessed by the Professional Discussion.
- Evidence must be mapped against the knowledge, skills and behaviours being assessed by the Professional Discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs.
- Evidence must relate to 'real' work completed by the apprentice; evidence from simulated activities is not allowed.
- It must contain 10–12 pieces of evidence in total.
- The apprentice's employer must provide a written statement confirming that the evidence is attributable to the apprentice.
- Evidence must include:
 - at least two observations of practice, which will be a maximum of 20 minutes in total duration and should be video recorded where possible, except where there are safeguarding concerns, in which case a written account is acceptable.
 - Video recordings must not leave the employer's premises and will only be viewed on site.
 - Written accounts of observations, where used, will be purely factual accounts (i.e. no opinion or judgements) and must be recorded using the template provided in *Annexe A: Gateway Declaration Form*. Written observations must be completed by someone appropriately qualified and in a position of responsibility, such as a line manager or member of the senior management team in the employer organisation, who has occupational expertise and a good understanding of the knowledge, skills and behaviour outcomes being assessed.
 - Anonymised work products produced by the apprentice, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records.
 - employer feedback/review (maximum one)
 - CPD training records/certificates
- Work-based portfolio evidence to support the professional discussion must be:
 - **Valid** – relevant and appropriate to meet the skills and behaviours within the grade criteria
 - **Authentic** – evidence produced by the apprentice and not that of someone else or a group of people

- **Sufficient** – fully meet the standards (quality) detailed in the evidence requirements
- **Compliant** – does not breach regulations and organisational policies and procedures, including those concerning confidentiality.

The apprentice needs to be mindful of issues of confidentiality and data protection when using work products.

Selecting the work-based evidence

It is expected that evidence to be used in the Professional Discussion/interview will be generated during the on-programme period of the apprenticeship.

In selecting and compiling the evidence, the apprentice should think about how they can use evidence holistically, i.e. using a single piece of evidence to support their responses to multiple grade criteria. This will be particularly useful for evidencing behaviours. This approach reduces the volume of evidence to be collected and reduces the burden on the apprentice. The apprentice must ensure that the evidence they select meets the stated evidence requirements for each grade criterion.

Evidence submitted to support the Professional Discussion can be presented as hard copy or digitally; the apprentice must discuss and agree the best format with their employer and/or training provider. If digital evidence is presented, the portfolio is to be submitted electronically ahead of the EPA; however videos must be made available to the assessor in the setting on the day of EPA.

It is recommended that the apprentice uses the portfolio template provided to sequence work-based evidence according to the numerical order of the grade criteria. The apprentice must label each piece of evidence clearly with the date it was generated, the number of the grade criteria it is satisfying and a suitable name to indicate what it is. The apprentice is advised to annotate their evidence to support them in presenting the evidence in the Professional Discussion.

Employers and/or training providers are to support the apprentice in producing their suitable work-based evidence. This includes ensuring that:

1. the apprentice understands the quality and sources of evidence required to meet the Standard as detailed in the grade criteria in Annexe A.
2. they have arranged and conducted sufficient and appropriate observation assessments with the apprentice to ensure that they will have suitable evidence
3. the apprentice understands how to, and has practice in, presenting and using their evidence in the assessment process.

Handover of evidence to Pearson ahead of the assessor visit

1. All work-based evidence must be submitted by the apprentice to the relevant person in their organisation before the EPA gateway. The evidence must be accompanied by a *Declaration of Authenticity* (see *Annexe B*), which must be signed and dated by the apprentice and their trainer/tutor.
2. After submission, the evidence must be stored securely by the employer and/or training provider in a locked cupboard/cabinet or electronically on a secure drive on a computer.

Following gateway, the IEA will contact employers to arrange a date for the handover of evidence. The independent end-point assessor will review the evidence in preparation for the interview assessment but will not directly assess it.

Delivery and conduct

This section provides information on how the Professional Discussion will be conducted and how the apprentice is expected to follow the assessment process. It is important that this information is shared with the apprentice before they undertake the assessment.

1. The Professional Discussion will last for a minimum of 90 minutes and will be conducted face to face. The independent end-point assessor has the discretion to increase the time of the Professional Discussion by up to **10%** to allow the apprentice to complete their last answer.
2. The Professional Discussion will be facilitated by an IEA who will use a series of questions to focus and guide the interactions with the apprentice. The questions are designed to draw out the evidence required to meet the Pass and Distinction grade criteria detailed in *Annexe A*.
3. The Professional Discussion will take place in a quiet place away from the apprentice's everyday working environment, with no interruptions or distractions. The apprentice will be informed of the location by their employer, before the time of the assessment. An employer representative may be present during the Professional Discussion but cannot take any active part in the assessment. The IEA will facilitate the discussion and make all assessment decisions.
4. The apprentice must work independently when preparing for and taking part in the Professional Discussion. They must not share details of the questions or the evidence requirements with others.

5. When responding to the Professional Discussion questions, the apprentice must present (i.e. talk through) their work-based evidence to validate their responses. In presenting the work-based evidence, the apprentice must give a brief description of the context of the evidence and then clearly outline what it shows and how it demonstrates that they have met the standards. The apprentice needs to be mindful of confidentiality and data protection when talking about their work-based evidence. They must ensure that their work-based evidence is appropriate to support their Professional Discussion responses, which demonstrates to the assessor that they have met the grade criteria. Responses not supported by appropriate work-based evidence will not be considered as meeting the grade criteria.
6. The IEA will make notes of apprentice's responses in the Professional Discussion. The Professional Discussion will be audio recorded to support assessment decisions and for verification purposes.
7. At the end of the Professional Discussion, the IEA will review the responses given by the apprentice against the grade criteria in Annexe A and make a decision on whether the apprentice has met these.

Assessing performance

The IEA will use the Pass and Distinction grade criteria on *pages 24–44* to judge the apprentice's performance in the Professional Discussion. No other sources of information will be used to make judgements about the quality and sufficiency of the apprentice's evidence.

4 Further information and useful publications

- To get in touch with us visit our 'Contact us' pages:
Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Equality and Diversity Policy* (Pearson)
- *EPA Service Guides* (Pearson).

These publications are available on our website.

5 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Grade Criteria Mapped to Knowledge Skills and Behaviours for Professional Discussion

1. Modelling Behaviours	
Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>1P. Provides evidence of how they have modelled and promoted positive behaviours (for example, turn-taking) in their day-to-day practice and shows evidence of the positive effect on children's behaviour as a result.</p> <p>Distinction</p> <p>1D. Provides evidence of having used more than two behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour.</p>	<p>S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.</p> <p>S11 Support children to manage their own behaviour in relation to others.</p>

2. Communication and Team/Partnership Working

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>2P. Communicates with, and provides information to parents and/or carers to understand how their child is doing; works in partnership with parents and carers to identify where they can help the child's progress, and encourages them in the valuable contribution they make to the child's health, well-being, learning and development. Plans the next stages of development with the key person.</p> <p>24P. Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the communication strategy is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs.</p> <p>Distinction</p> <p>2D Establishes and maintains effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing learning and development.</p>	<p>S26 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.</p> <p>S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.</p> <p>K2 The significance of attachment and how to promote it effectively.</p> <p>K4 How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.</p> <p>K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p> <p>S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.</p> <p>S17 Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.</p> <p>B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p>

2. Communication and Team/Partnership Working	
Grade criteria	Knowledge, skills and behaviours
	<p>B2 Being team-focused – work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.</p> <p>B3 Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.</p> <p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>

2. Communication and Team/Partnership Working

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>14P Works and contributes effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice.</p>	<p>S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p> <p>B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p> <p>B2 Being team-focused – work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.</p>

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>5P. Evidences using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities.</p> <p>6P Encourages children's participation through a balance of adult led and child-initiated activities. Plans the type of activity children will engage in, providing opportunities for child participation through a range of experiences.</p> <p>7P. Uses their knowledge of the children in their care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child's confidence in social situations.</p> <p>Distinction</p> <p>5D Demonstrates having provided varied learning experiences, incorporating new ways of learning and experiences, informed by their knowledge of areas of learning, and evidence how these have successfully engaged, enthused and motivated children to learn.</p>	<p>S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.</p> <p>S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</p> <p>S9 Support children's group learning and socialisation.</p> <p>S14 Identify the needs, interests and stages of development of individual children.</p> <p>K2 The significance of attachment and how to promote it effectively.</p> <p>K4 How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.</p> <p>B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p> <p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>3P. Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to move the children's learning to the next stage of development.</p> <p>Distinction</p> <p>3D Can evidence how curriculum based planning and leading of activities has led to accelerated progression in the child's learning, e.g. using observations, planning and documents.</p>	<p>S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p> <p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>4P. Able to explain the child's stage and how they use this knowledge to approach planning of activities in order to support children's wellbeing and independence, in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning.</p> <p>Distinction</p> <p>4D Demonstrates which activities have accelerated children's learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children's learning (e.g. using observations and planning documents).</p>	<p>S4 Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.</p> <p>K2 The significance of attachment and how to promote it effectively.</p> <p>K4 How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.</p> <p>K8 The potential effects of, and how to prepare and support children through transitions and significant events in their lives.</p> <p>S14 Identify the needs, interests and stages of development of individual children.</p> <p>B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p> <p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>8P. Uses effective strategies that deepens a child's understanding. Can explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented.</p> <p>10P. Uses strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling.</p> <p>Distinction</p> <p>8D Able to evidence more than two strategies used to promote sustained shared thinking for children with different needs/backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children.</p>	<p>S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p> <p>K4 How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, children through their day-to-day interactions and observations shared by parents and/or carers.</p> <p>K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p> <p>K10 When a child is in need of additional support such as where a child's progress is less than expected. How to assess within the current early years' education curriculum framework using a range of assessment techniques such as practitioners observing.</p> <p>B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p> <p>B3 Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.</p> <p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
	<p>B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.</p> <p>B6 Working practice – take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p>

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
Pass 19P. Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.	S8 Support and promote children's speech, language and communication development. B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>17P. Actively demonstrates the importance of health and safety systems in the workplace.</p> <p>Distinction</p> <p>17D Has suggestions to improve practice in relation to health and safety.</p>	<p>S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>

3. Planning and providing activities to support children's development

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>21P Promotes healthy lifestyles through their activities – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day.</p> <p>Distinction</p> <p>21D Has an excellent understanding of the menus in the setting, is able to explain why children are offered different types of meals. Plans and carries out activities that promote healthy lifestyles and uses strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating.</p>	<p>K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.</p> <p>S20 Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.</p>

4. Supporting children/equality, diversity and inclusion	
Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>18P. Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity.</p>	<p>S2 Promote equality of opportunity and anti-discriminatory practice.</p> <p>K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.</p> <p>B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.</p> <p>B6 Working practice - take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p>

4. Supporting children/equality, diversity & inclusion

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>15P. Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals.</p> <p>Distinction</p> <p>15D Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals.</p>	<p>S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.</p> <p>K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p> <p>K10 When a child is in need of additional support such as where a child's progress is less than expected. How to assess within the current early years' education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/or carers.</p> <p>B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.</p>

5 Assessments	
Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>12P. Carries out and records appropriate observational assessment accurately across a range of contexts.</p> <p>Distinction</p> <p>12D Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependant on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.</p>	<p>S13 Carry out and record observational assessment accurately.</p>

5. Assessments	
Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>9P. Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning.</p> <p>Distinction</p> <p>9D. Evidences that children have made progress as a result of accurate assessments being completed.</p>	<p>S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.</p> <p>S13 Carry out and record observational assessment accurately.</p> <p>S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.</p> <p>K10 When a child is in need of additional support such as where a child's progress is less than expected. How to assess within the current early years' education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/or carers.</p>

6a. Keeping Children Safe (Safeguarding)	
Grade criteria	Knowledge, skills and behaviours
Pass 11P. Maintains accurate and coherent records and reports.	S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.

6a. Keeping Children Safe (Safeguarding)

Grade criteria	Knowledge, skills and behaviours
<p>Pass</p> <p>13P. Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information.</p> <p>16P. Complies with all requirements and expectations for confidentiality of information. Understands the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis.</p> <p>Distinction</p> <p>13/16D Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.</p>	<p>S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.</p> <p>S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.</p> <p>B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p> <p>B2 Being team-focused – work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.</p> <p>B3 Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.</p>

6b Keeping Children Safe (Safety/Infection Control Procedures)

Apprenticeship Standard areas	Knowledge, skills and behaviours
<p>Pass</p> <p>20P. Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.</p> <p>22P. Completes personal protective equipment tasks to minimise the spread of infection. Understands the importance of following procedures and applying the appropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely.</p> <p>Distinction</p> <p>22D. Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities.</p>	<p>S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child.</p> <p>S21 Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.</p> <p>K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.</p> <p>B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p>

6b Keeping Children Safe (Safety/Infection Control Procedures)	
Apprenticeship Standard areas	Knowledge, skills and behaviours
Pass 25P Undertakes risk assessments within the setting.	S22 Carry out risk assessment and risk management in line with policies and procedures.

7. Continuous Professional Development

Apprenticeship Standard areas	Knowledge, skills and behaviours
<p>Pass</p> <p>23P Undertakes ongoing continuous professional development and reflective practice. Actively seeks new opportunities to develop that have a positive impact on the learning outcomes for the children.</p>	<p>S18 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example in English, mathematics, music, history, modern foreign languages).</p>

Annexe B: Gateway Declaration Form

Apprentice name:		
On-programme start date:		
Gateway date:		
Evidence	Y/N	Comments (if applicable)
Level 2 English and mathematics certificates		
Level 3 Early Years Educator Qualification		
Level 3 Award in Paediatric First Aid (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF) or a first aid course delivered by one of the following types of organisations as per the EYFS requirements. Voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive.		
Portfolio of evidence		

Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- produced their evidence portfolio to the specified criteria
- achieved the prerequisites listed above and is ready for their EPA.

Name: _____ Date: _____

Signature: _____

Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: _____ Date: _____

Annexe C: Portfolio Authentication and Certification Declaration Form

Apprentice name:		
Pearson registration number:		
Submission type: (first or retake)	Submission date:	Submission time:
<p>Apprentice declaration</p> <p>a) I certify that the work submitted for this portfolio is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.</p> <p>Apprentice signature: _____ Date: _____</p>		
<p>Tutor/trainer declaration</p> <p>I confirm that the work presented for the portfolio is the apprentice's own.</p> <p>I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic.</p> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

Annexe C: Written Observation of Practice Record

Observation of Practice Record

Apprentice name:		
Apprentice number:		
Centre venue:		
Description of activity undertaken by apprentice		
Evidence observed of achievement mapped to the knowledge, skills and behaviours (KSB)		Knowledge/ Skills/ Behaviours
Observer name:		Date:
Observer signature:		
Employer name:		Date:
Employer signature:		

Guidance

An observation record is used to provide a formal record of an assessor's observation of an apprentice's performance in their work activities. It should be used where video-recorded observations of practice are not possible, for example where there are safeguarding concerns.

Each observation should be a maximum 20 minutes in total duration.

An observation record is a source of evidence for the apprentice's portfolio and does not confer an assessment decision. Apprentices must include at least two observations of practice in their portfolio.

The record will:

- provide primary evidence of performance
- record comments on how the observed performance shows achievement of the relevant knowledge, skills and behaviours – however this does not confirm achievement of the knowledge, skills and behaviours
- relate directly to the knowledge, skills and behaviours and grade criteria for the interview
- be completed by someone with line management responsibility in the employer organisation, who has a good understanding of the EPA specification and grade criteria
- give useful feedback to apprentices on the quality and sufficiency of their performance
- be sufficiently detailed to enable the independent end-point assessor to make a judgement about the quality and sufficiency of the performance to make subsequent assessment decisions
- be signed and dated by the manager conducting the observation.

June 2020

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