Professional Assessment Ltd

End-Point Assessment Guidance and Specification for Early Years Educator ST0135 v1.3 and v1.4 Level 3

Contents

Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
This standard was revised by IfATE on 27/03/2025. All on-programme starts from this date will be on v1.4. The revision was to clarify that remote delivery of the observation is **not** allowed. There has been no change to any other aspect of the assessment plan. PAL has updated all resources and documentation to include both versions.	V1.4	27/03/2025

Section 1

Overview

The Early Years Educator Apprenticeship standard was revised by IfATE to versions 1.3 for all on-programme starts from 01/04/2024.

The standard was revised again to version 1.4 for all on-programme starts from 27/03/2025. This revision was to clarify that remote delivery of the observation is not allowed.

The end-point assessment guidance in this specification relates to the Early Years Educator Apprenticeship ST0135 version 1.3 and 1.4. The apprenticeship is at Level 3 and is for apprentices who play a key role in ensuring that young children learn and develop well and are kept healthy and safe.

This occupation is found in a range of maintained and private, voluntary, and independent settings such as full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, and local authority provision.

The broad purpose of the occupation is to provide high quality early education and care to children. Through an evidence based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development, and care of children from birth to 5 in both indoor and outdoor environments.

In their daily work, an employee in this occupation interacts with children, parents, carers, colleagues, and wider multi agency professionals such as health visitors, early help services, social workers, and speech and language therapists. This includes supporting children with SEND.

An employee in this occupation will be responsible for:

➢ Ensuring a safe and secure environment for children's learning.
➢ Ensuring that the learning environment and provision is inclusive and supports all children.
➢ Demonstrating a clear understand of equality, diversity, and inclusion.
➢ Teaching and facilitating children's learning play.
➢ Applying the observation, assessment, and planning cycle to support progress and children's development.
➢ Acting as the key person for one or more children within their setting.

They may play a leadership role within the setting or may act under the supervision of a manager.

The typical duration for this apprenticeship is 18 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 achievement of English and maths qualifications in line with the apprenticeship funding rules.
➢ 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 apprentices. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standard and accompanying assessment plan can be accessed here.

Standard Title	Early Years Educator
Level	3
Standard Number	ST0135 version 1.3 and 1.4
LARS Number	430
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 18 months but the actual length of the apprenticeship will be decided by the employer.
Duration of End-Point Assessment	3 months
Date the Assessment Plan scheduled is for review	This standard should be reviewed within 3 years of its approval date.
Mandated Qualifications within the Standard	To meet the apprenticeship standard, apprentices must: ➢ Achieve English and maths qualifications in line with the apprenticeship funding rules. ➢ Successfully complete a Paediatric First Aid or Emergency Paediatric First Aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk).
End-Point Assessment Methods	The end-point assessment is designed to test the apprentice throughout the entire standard. The assessment methods used to achieve this are as follows: ➢ Observation with Questioning ➢ Professional Discussion underpinned by a Portfolio of Evidence.

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Early Years Educator Apprenticeship v1.3 and v1.4 and should be used in conjunction with the Early Years Educator v1.3 and v1.4 Padlet[1] – End-Point Assessment Information for Apprentices, 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. Professional Assessment Ltd 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 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 a synoptic 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 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.

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[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 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 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 roles such as early years lead practitioner, health play specialist or learning and skills teacher.

Who is Professional Assessment (PAL)?

PAL provides services for 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 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 provider must hold a Gateway review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths qualifications in line with the apprenticeship funding rules.

PAL needs evidence of **English and maths attainment**. Please check with the EPA team via info@professionalassessment.co.uk if you do not know which qualifications are accepted, or which level is required. Evidence must be in the form of a certificate.

The apprentice must have achieved **a Paediatric First Aid or Emergency Paediatric First Aid qualification** in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk). Evidence of achievement must be submitted to PAL as part of the Gateway evidence.

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.

To confirm the Gateway review has taken place, the employer, provider, and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this handbook[2], alternatively, providers and employers can use their documentation, with the caveat that the document must record the information as stipulated on the PAL Gateway 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 or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

The recommended approach during the on-programme assessment (month 1-18) 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 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 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 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 - this can be used in reviews with the line manager and provider.

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

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[2] The Gateway record may change in design and content based on revisions to standards - for the latest document please refer to the relevant Padlet that PAL will have provided training providers or can provide directly to employers and apprentices.

Section 2

How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using two discrete assessment methods. The assessment is synoptic, i.e., takes a view of the overall performance of the apprentice in their job. Each assessment method should directly assess the knowledge, skills, and behaviours of the standard.

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

➢ Observation with questioning.
➢ Professional discussion underpinned by a portfolio of evidence.

There is no mandated assessment sequence. Assessments can be combined, so it is permissible to undertake more than one assessment on one day.

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 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 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.

The apprentice must achieve at least a pass in all the end-point assessment methods to get an overall pass.

To achieve an overall merit, the apprentice must achieve a distinction in the observation assessment method.

To achieve an overall distinction, the apprentice must achieve a distinction in both assessment methods.

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment activity.

Please refer to Section 3 for more information about grading and reassessment.

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

Note – the assessments can be taken in any order.

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.	→	▪ ESFA advised of EPAO. ▪ EPAPro log-in credentials provided. ▪ Access to a range of assessment guidance materials available.
Gateway review held between training provider, employer, and apprentice to confirm assessment readiness. ▪ Evidence provided that English and maths requirements have been achieved. ▪ Evidence provided that a Paediatric First Aid or Emergency Paediatric First Aid qualification has been achieved. ▪ Portfolio of evidence to underpin the professional discussion submitted.	→	▪ Declaration received that the apprentice is ready for assessment. ▪ Gateway evidence received. ▪ PAL approves or rejects the Gateway evidence. If rejected, the provider to resubmit as required.

Apprentice/Employer/Training Provider		PAL
PAL contacts employer and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule.	→	▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Early Years Educator assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible.
Apprentice undertakes the observation and questioning.	→	▪ Observation and questioning assessment duration of 1 hour and 20 minutes (+10% at the independent assessor's discretion). ▪ Observation and questioning completed, observation and response to questions assessed. Assessment graded.
Apprentice undertakes the professional discussion.	→	▪ Professional discussion assessment duration of 90 minutes (+10% at the independent assessor's discretion). ▪ Professional discussion completed, responses to questions assessed. Assessment graded.
	⬇	▪ Overall grading undertaken – independent assessor confirms grades for all assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan to PAL. ▪ Internal quality assurance (IQA) undertaken. ▪ Assessment outcome provided within the assessment window timeframe.
Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk Apprentice and provider are copied into the communication.	←	▪ Assessment summary record will note the decision and grade. If a resit or retake is required, it is important the relevant parties refer to the summary record. ▪ Assessment decision data collated and used to inform standardisations processes and quality assurance. ▪ Confirmed assessment outcome provided to the 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.
Apprentice/Employer/Training Provider		PAL

Who can carry out end-point assessment?

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

➢ Have excellent knowledge and understanding of the apprenticeship standard.
➢ Have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 2 years, or significant experience of the occupation or sector.
➢ Hold a full and relevant qualification at level 3, recognised by the DfE.
➢ Hold or be working towards a recognised current workplace assessment qualification.
➢ Must attend at least one standardisation event annually.
➢ Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.

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 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 pass criteria have been met.

Internal Quality Assurance Requirements

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. 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 this standard meet with the assessment plan competency requirements.
➢ Train and develop all independent assessors to ensure reliable and consistent assessment of the Early Years Educator 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.
➢ Produce exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the standard.
➢ 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 Educator 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 webinars.

IQAs may accompany or 'remote in' with independent assessors carrying out end-point assessment 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

This apprenticeship includes fail, pass, merit, and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

- The apprentice must achieve at least a pass in all the end-point assessment methods to get an overall **pass**.
- To achieve an overall **merit**, the apprentice must achieve a distinction in the observation assessment method.
- To achieve an overall **distinction**, the apprentice must achieve a distinction in both assessment methods.

Please see **Tables 2 and 3** for grading descriptors.

Grades from individual assessment methods should be combined in the following way to determine the grade of the end-point assessment as a whole:

Observation with Questioning	Professional Discussion underpinned by a Portfolio of Evidence	Overall Grading
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	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-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, employers and/or 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, but not required, 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.

End-point assessment planning and scheduling

Employers and/or providers[3] 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 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 provider has confirmed a Gateway date, PAL will arrange a planning meeting on receipt and validation of the Gateway evidence.

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 **3 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 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 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 EPA in the first instance, will be required to resit or retake any failed assessment method only.

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 3 months of the EPA outcome notification.

Failed end-point assessment methods must be resat or retaken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be resat or retaken in full.

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[3] Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.

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

Reassessment requirements for each component

Observation with questioning: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the observation and questioning on their first assessment attempt, a further, different observation and questioning assessment will be carried out.

Professional discussion: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the professional discussion on their first assessment attempt, a further, different full professional discussion assessment of the apprentice will be carried out. The apprentice will not be permitted to add evidence to the portfolio of evidence following a resit.

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

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 <u>professional discussion</u> 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 which the apprentice can easily refer.

What is the format of the underpinning portfolio?

The portfolio will typically contain 12 pieces of evidence in total. A qualitative as opposed to quantitative approach is suggested.

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

All evidence must be anonymised before submission and the employers policies regarding the sharing of information must be followed.

How can an Early Years Educator prepare for and complete their 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.

> 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 professional discussion.
>
> - A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer and the apprentice.
>
> Please note - PAL will not accept a portfolio submitted without a completed mapping document and an employer statement of validity.

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

- ➢ Workplace policies and procedures.
- ➢ Witness statements.
- ➢ Observation records from training providers, managers, and peers.
- ➢ Case records, SEND records and safeguarding records.
- ➢ Risk assessments.
- ➢ Records of continuous professional development.

The portfolio should **not** contain reflective accounts or any methods of self-assessment.

The professional discussion questions 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?

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 use this guidance to support in documenting and referencing the evidence against all standards required.

The evidence provided within the portfolio **must** be validated by the employer to confirm the authenticity and validity.

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. Audio files limited to a total 20 minute total duration.
- ➢ 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

KSB	Knowledge (K), Skills (S) and Behaviours (B)
K1	The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.
K2	Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.
K3	Types of abuse including domestic, neglect, physical, emotional, and sexual, and know how to act to protect children and colleagues.
K4	The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.
K6	The statutory and non-statutory frameworks and guidance for provision in early years including SEND.
K7	The legal rights of each individual child according to their current and future needs.
K8	The role of colleagues and multi-agency working to support the child.
K9	The role and responsibilities of the early years educator, including providing supervision to staff.
K11	Theories and significance of attachment.
K12	The importance of professional relationships and collaboration with parents, families, or carers.
K13	The importance of professional relationships with colleagues, other organisations, and agencies.
K14	The influence of all key individuals in children's lives on children's learning and development.
K16	How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.
K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development.
S1	Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.
S2	Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).
S5	Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.
S6	Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.
S8	Recognise and apply theories of attachment to develop effective relationships with children.
S12	Support children to develop a positive sense of their own identity and culture.
S21	Use reflection to develop themselves both professionally and personally.
B1	Confident to have difficult conversations.
B3	Vigilant and act with professional curiosity.
B6	Self-motivated, using initiative and proactive.
B8	Reflective and reflexive and committed to CPD.

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.

The independent assessor will not communicate assessment decisions 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 provider. A final assessment decision cannot be made until all elements of assessment have been completed. Employers can access a record of assessment by accessing EPAPro. User guides are available for providers and employers that detail how reports can be viewed.

Sample Assessment Materials

For this standard, PAL provides:

➢ A mock observation with questioning assessment record with sample questions.
➢ A mock professional discussion record with sample questions.

All sample materials can be accessed from the Early Years Educator Padlet.

Observation with questioning

Key Facts about the observation with questioning

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

This assessment method is being used because:

➢ The occupation involves practical activity best assessed through observation, which can assess knowledge, skills, and behaviours holistically.
➢ The familiar environment should allow the apprentice to perform at their best.
➢ It should give employers assurance about an apprentice's competence as it takes place in a real work setting.
➢ Questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors, which may not naturally occur as part of the assessment.

The observation with questioning must take a total of **1 hour 20 minutes**. The total time for the **observation** element is **50 minutes**, and the total time for the post-observation **questioning** is **30 minutes**.

The independent assessor can increase the time of the observation with questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation with questioning may be split on the same working day to allow for a break between the observation and questioning elements. This is to support the employer to ensure there is adequate cover within the setting. The assessment method should typically be completed within a total time of 2 hours.

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

PAL must give the apprentice 2 weeks' notice of the observation with questioning.

What is the format of the observation with questioning?

Before the assessment

The independent assessor will arrange an appropriate time for the observation with questioning to take place at the planning meeting in consultation with the employer. The independent assessor will remain unobtrusive whilst conducting the observation and must only observe one apprentice at a time. The assessment must take place in person.

> The apprentice **must** provide PAL with **a teaching information pack** to provide context for the observation at least 5 days before the assessment.

The **teaching information pack** evidence should be naturally occurring and be produced as part of the apprentice's typical working practice, in line with the expectations of their employer.

All evidence should be anonymised before submission and the employer's policies regarding information sharing must be followed.

The teaching information pack should typically include:

➢ Evidence of observation and assessment of children, and subsequent planning.
➢ Risk assessments.
➢ Evidence of support for significant transitions for a child or children.
➢ Evidence of the intent, implementation, and impact of the curriculum.

On the day of the assessment

The observed session should form part of a normal working day for the apprentice and should reflect their typical working practice.

The independent assessor should **observe the following** during the observation:

➢ Interacting with children and other adults.
➢ Supporting children's learning through facilitating learning opportunities.

The independent assessor **must** ask at least 5 questions **after the observation**. The purpose of the questions is to:

➢ Provide additional detail and contextual information to what the independent assessor has observed
➢ Fully meet the requirements for S9 to ensure coverage of the provision of personal care across all of the specified age ranges.

Follow-up questions are permitted where clarification is required.

The independent assessor must use the questions from PAL's question bank, or they can create their own under PAL's training.

The independent assessor **must ask questions about KSBs that were not observed** to gather assessment evidence. These questions are **in addition to the set number of questions for the observation with questions and should be kept to a minimum**.

How can an Early Years Educator prepare for the observation with questioning?

➢ Read the guidance documents and ask questions if the information provided is not clear.
➢ Be prepared for the observation by practicing within the required time frames – line managers can support by giving feedback against the observation standards.
➢ Prepare and submit the teaching information pack as per the requirements of the assessment plan.
➢ Undertake a mock observation with the training provider and listen and act upon to the feedback provided.
➢ Check that equipment and resources are available and in good working order prior to the assessment.
➢ Remember health and safety procedures.
➢ Ensure that the observation can start on time by being organised and prepared.
➢ Prepare a brief time plan for the observation.
➢ Treat each shift as an 'observation' shift, then treat the 'observation' as a normal shift.
➢ Understand that unexpected situations can occur during the observation. 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 and possible solutions.

On the day of the observation:

➢ Stay organised and complete tasks in order, keeping all areas clean and tidy.
➢ Be prepared to explain why you do tasks in a specific way.
➢ Remember that communication with colleagues is assessed, as well as communication with managers and internal and/or external customers.

How will the observation with questioning be graded?

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

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their demonstration and responses to the questions asked, AND all of the pass descriptors.

Please see **Table 2** for the pass descriptors for this method of assessment.

Table 2: Observation with Questioning Pass and Distinction Grading Criteria

Theme & KSBs	Pass Descriptors	Distinction Descriptors
Risk Management K5 S3 S4	P1. Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)	n/a
	P2. Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documenting correctly. (K5, S3)	n/a
Key person and attachment K10 K21 S7 S9 S10 S13 S17 B2 B4 B5	P3. Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5)	D1. Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)
	P4. Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure. (S9)	n/a
	P5. Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)	n/a
Learning and development K15 K22 K24 K25 K26 S11 S18 S19 S20 B7	P6. Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)	n/a
	P7. Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25 K26, S18)	D2. Responds to the needs of the child in the moment to adapt delivery and justifies the approach they take to meet the child's needs. (S18, S19, S20)
	P8. Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)	n/a

Theme & KSBs	Pass Descriptors	Distinction Descriptors
Environments K17 K18 K19 K20 K23 S14 S15 S16	P9. Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15)	D3. Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14)
	P10, Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)	n/a

Professional discussion underpinned by a Portfolio of Evidence

Key facts about the professional discussion

In the professional discussion an independent assessor and apprentice have a two-way formal conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

This assessment method is being used because:

➢ It tests KSBs holistically and objectively.
➢ It allows for assessment of KSBs that do not occur on a regular or predictable basis.
➢ It allows for testing of responses where there are a range of potential answers.

The professional discussion assessment duration is **90 minutes** (+10% at the assessor's discretion to allow the apprentice to respond to a question if necessary).

The independent assessor must ask **a minimum of 10 questions** 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 knowledge, skills and behaviours mapped to this method of assessment. The independent assessor must use the questions from PAL's question bank or can create their own questions in line with PAL's training.

PAL must give an apprentice at least 1 weeks' notice of the professional discussion.

What is the format of the professional discussion?

The purpose is to assess the apprentice's competence against the following themes:

- ➢ Equality, diversity, and inclusion.
- ➢ Safeguarding.
- ➢ Relationships.
- ➢ Learning and child development.
- ➢ Continuous professional development.

The apprentice **must** have access to their portfolio of evidence during the professional discussion and can refer to it during the assessment to illustrate their answers.

The professional discussion can be conducted using a range of media, as appropriate for the apprentice, either via online webinar or face to face.

It is the responsibility of the apprentice, employer, 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. An employer representative is not required to be present.

Where the professional discussion 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 assessor for internal quality assurance.

How can an Early Years Educator prepare for the professional discussion?

- ➢ Practice undertaking 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.
- ➢ Review terminology in the assessment plan and consider how this links to their role.
- ➢ Take time to reflect on their performance and identified how knowledge, skills and behaviours have been applied.

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, AND all of the pass descriptors.

Please see Table 3 for the pass grading descriptors for this method of assessment.

Table 3: Professional Discussion Pass and Distinction Grading Criteria

Theme and KSBs	Pass Descriptors	Distinction Descriptors
Equality, diversity, and inclusion K1 K6 K7 S12	P1. Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12)	n/a
	P2. Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7)	n/a
	P3. Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)	n/a
Safeguarding K2 K3 K4 S1 S2 B3	P4. Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3)	D1. Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)
	P5. Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)	n/a
Relationships K8 K9 K11 K12 K13 K14 S5 S6 S8 B1	P6. Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1)	n/a
	P7. Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6)	D2. Analyses the impact of professional multi-agency relationships and co-operation with parents, families, and carers on child development. (K8, K12, K14)
	P8. Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)	n/a
Learning and child development K16	P9. Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)	n/a

Theme and KSBs	Pass Descriptors	Distinction Descriptors
Continuous professional development K27 S21 B6 B8	P10. Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8)	D3. Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)

Section 5

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 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 polices - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or 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@rofessionalassessment.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 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 special consideration request should be made at registration and discussed with the EPA team. It is the responsibility of the 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 completions. Incomplete assessments are recorded.

Certification requests are made by PAL 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 provider 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 be 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?

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 1 – Gateway Declaration Record for Early Years Educator ST0135 v1.3 and v1.4

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 spelt 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.
Direct Line Manager Name	Click or tap here to enter text.	Direct Line Manager Contact Number	Click or tap here to enter text.
Employer Organisation	Click or tap here to enter text.	Direct Line Manager Email Address	Click or tap here to enter text.
Start Date of Apprenticeship	Click or tap to enter a date.	Gateway Review Date	Click or tap to enter a date.
Has the Apprentice had any Breaks in Learning (BIL)?	Yes ☐ No ☐	BIL Start Date	Click or tap to enter a date.
		BIL End Date	Click or tap to enter a date.

Section 1: Confirmation of Evidence and Reasonable Adjustments

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.

Requirement	Evidence available
Maths in line with ESFA requirements	Yes ☐ No ☐
English in line with ESFA requirements	Yes ☐ No ☐
Paediatric First Aid Qualification Apprentices **must** successfully complete a Paediatric First Aid or Emergency Paediatric First Aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)	Yes ☐ No ☐
Portfolio of Evidence Completed	Yes ☐ No ☐
Fully completed Portfolio mapping record, including employer and apprentice signed statement validating the portfolio evidence	Yes ☐ No ☐
Reasonable adjustments have been discussed with the apprentice and they have confirmed the adjustments requested are still required during EPA	No longer required ☐ Yes ☐ N/A ☐

Requirement	Evidence available
Reasonable adjustment request submitted, and evidence provided to PAL	Yes ☐ N/A ☐

Section 2: Declaration

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.
- I confirm that the assessment environments, including areas where exam conditions can be observed, have been identified and agreed.
- I confirm that reasonable adjustment requests have been submitted where appropriate to the apprentice.

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.

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.