

Highfield Level 3 End-Point Assessment for Spectacle Maker

EPA-Kit

Assessing the Professional Discussion

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The Professional Discussion - Guidance

The professional discussion will be a structured discussion between the apprentice and the end-point assessor, following the observation, to establish the apprentice's understanding and application of knowledge, skills and behaviours. The professional discussion will take place on the same day in a suitable environment and should last for approximately 1-2 hours, which will provide flexibility in the work environment and sufficient opportunity for the assessor to determine the level of grade. During the professional discussion, the apprentice will be able to call upon any on-programme evidence collected to support their comments.

The discussion will be set against the information detailed, to ensure standardisation and consistency. It will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and ability. The discussions, where appropriate, should include scenario and product-based discussions to effectively challenge the apprentice and their ability to demonstrate their knowledge at the highest level.

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Professional Discussion - Mock Assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock professional discussion has been practised beforehand and all personnel involved are properly briefed on their roles
- a 1-2 hour time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards. However, this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow it to be heard by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment document sheets later in this guide may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate, but allow them to express their knowledge in a calm and comfortable manner. Example questions that you can use for a mock assessment are listed below

Professional Discussion - Example Questions

The following are example questions to demonstrate the sort of questions apprentices can expect to encounter during the professional discussion.

Health and Safety:	
Sample Question: 'Tell me about relevant health and safety regulations for your role.'	

Materials:	
Sample Question: 'Tell me about the different frames you work with.'	

Tools:	
Sample Question: 'How would you ensure a pair of spectacles is complete?'	

Quality (Knowledge):	
Sample Question: 'What would you do if you found an uncut lens with defects?'	

Construction of spectacles:	
<p>Sample Questions:</p> <p>‘Tell me about lens treatments.’</p> <p>‘How is the eye structured?’</p>	

The manufacture, service and repair of spectacles:	
<p>Sample Questions:</p> <p>‘Explain how you use maths within optical manufacturing.’</p> <p>‘How do you manage stock within your organisation?’</p>	

Health & Safety and working environment:	
<p>Sample Question:</p> <p>‘How would you handle an accident or incident while at work?’</p>	

Technical interpretation and understanding:	
<p>Sample Question:</p> <p>‘Tell me about the procedures in place for processing orders.’</p>	

Manufacturing and repair processes:	
<p>Sample Questions:</p> <p>‘How do you maintain the machines that you use?’</p> <p>‘Walk me through the process for an order.’</p>	

Quality (Skills):	
<p>Sample Question:</p> <p>‘Tell me about regulatory compliance for frames.’</p>	

Quality focused:	
<p>Sample Question:</p> <p>‘Talk me through your daily duties and responsibilities.’</p>	

Self-development:	
<p>Sample Questions:</p> <p>‘How do you keep current knowledge of optics?’</p> <p>‘How do you plan to continue your development?’</p>	

Professional Discussion Criteria

Throughout the professional discussion, the assessor will review the apprentice's competence in all of the criteria outlined below, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met.

Knowledge - Health and Safety	
Learning outcome	
Know how to comply with relevant legislation and official guidance	
To pass	To achieve a distinction
HS1 Demonstrate understanding of health and safety principles, employee and employer rights and responsibilities. Can describe the company procedures and documentation related to the above, and how to source further details. Knows the types of organisations that represent the industry and their roles	HS3 Has a more detailed understanding of health and safety, COSHH, equality and employment responsibilities and can describe their role in the company around these. Understands the company procedures for the above, in addition to statutory rules. Can source details and reference outside bodies, and can demonstrate understanding of the roles and activities of different organisations in the optical industry and other overseeing bodies
Amplification	
<ul style="list-style-type: none"> • Exhibit knowledge and understanding of a range of employer and employee statutory rights and responsibilities under Employment Law: rights and responsibilities under the Employment Rights Act (1996); Equality Act (2010); health and safety legislation; responsibilities and duties of employers • Exhibit knowledge and understanding of the organisation's procedures and documentation which recognise and protect the relationship with the apprentice • Show knowledge and understanding of the range of sources of information and advice available on employment rights and responsibilities • Exhibit knowledge of the types of representative bodies and understand their relevance within the optical industry and their main roles and responsibilities 	

Knowledge - Materials

Learning outcome

Be able to identify lenses appropriate for given prescriptions

To pass

MA1 Can provide details of lens materials, types, uses and some basic technical information

To achieve a distinction

MA3 Can detail the challenges and benefits of various lens types and materials, and further detail on how multifocals work

Amplification

- Describe the properties of lens materials
- Describe **single vision, bifocal and progressive power lens type**

Learning outcome

Understand the materials used in spectacle frames

To pass

MA2 Can describe a number of common frame materials and list various parts correctly

To achieve a distinction

MA4 Can provide details on the different frame materials used, how they differ in performance, and provide more detail on parts

Amplification

- Identify the materials used in spectacle frames
- Describe the properties of spectacle frame materials
- List the components of a spectacle frame by their **BS EN terms**

Knowledge - Tools

Learning outcome

Understand how to check finished spectacle specifications against the received order

To pass

TO1 Can provide details of what is needed to carry out QC, and detail the functions used when checking prism and power

To achieve a distinction

TO5 Knows all essential tools and equipment required and can confidently check power and prism with little/no supervision

Amplification

- List the equipment required for the final verification and quality check
- Describe the use of the **focimeter** for verifying **lens power and prism**

Knowledge - Quality	
Learning outcome	
Understand quality control methods and the use of standards	
To pass	To achieve a distinction
QU1 Understanding the basic principles of quality checking and can perform QC practically. Understand different production checks and describe how they use standards	QU6 Can explain the benefits of good QC process, and process more complex orders through quality checking, using standards accurately and describing how/why. Good knowledge of different product quality checks
Amplification	
<ul style="list-style-type: none"> • Explain the importance of quality control • Describe the procedure for quality inspection of a given uncut lens type before dispatch • Compare and contrast quality inspection procedures in given lens production methods • Explain how and why standards are used in quality inspection and control 	
Learning outcome	
Assure uncut spectacle lenses	
To pass	To achieve a distinction
QU2 Can describe the differences between lens types and identify surface defects and explain how they happen. Use tolerances for surface inspection and returns processes as applicable	QU7 Has detailed knowledge of lens types and different forms. Can identify various defects and explain how they can happen and be prevented. Can apply tolerances to surface inspection accurately and document findings in the required detail
Amplification	
<ul style="list-style-type: none"> • Identify the features of uncut lenses • Identify the types of surface and material defects • Explain the problems associated with types of surface and material defects • Assure uncut spectacle lenses to BS EN ISO standards • Complete the required quality documentation 	

Learning outcome	
Demonstrate the importance of record-keeping	
To pass	To achieve a distinction
QU3 Can access essential reports and records, explain the data and reasons for keeping it	QU8 Can access report data, show analysis of the information, the benefits for keeping it and how it fits with other store data recording
Amplification	
<ul style="list-style-type: none"> • Source reports and explain their relevance • Explain, interpret and evaluate report information • Explain the benefits of good record-keeping 	

Knowledge - Construction of spectacles

Learning outcome	
Understand the processes for the range of lens treatments for spectacle lenses	
To pass	To achieve a distinction
CS1 Knows the fundamental elements of why/how we apply lens treatments, and select the correct lens options accordingly	CS8 Has a broad technical understanding of the various treatments, their application process and purpose, and how to select the right lens types/materials
Amplification	
<ul style="list-style-type: none"> • Discuss the types of lens treatments • Explain the purpose of tinting • Explain the purpose of antireflection coatings • Explain the purpose of hydrophobic coatings • Outline the processes of lens tinting and coatings • Explain the purpose of toughening lens materials • Explain lens toughening processes • Select suitable types of lens materials for specified lens treatments 	
Learning outcome	
Ensure that frame components prior to glazing meet the required specifications	
To pass	To achieve a distinction
CS2 Can describe a number of common frame materials and list various parts correctly	CS9 Can provide details on the different frame materials used, how they differ in performance, and provide more detail on parts

Amplification	
<ul style="list-style-type: none"> Identify modern frame materials Describe the properties of modern frame materials State the BS EN ISO terms for frame components Demonstrate the measurement of spectacle frames Demonstrate the adjustment of spectacle frames to the order specification 	
Learning outcome	
Know the optical and physical properties of multifocal lenses	
To pass	To achieve a distinction
CS3 Understand the design and use of multifocals, how they differ and how they are manufactured. Work out the prism in reading area and can describe prism control bifocals	CS10 Can identify different multifocal types and describe how they differ in both identity and performance, and with more technical elements included (curvature, addition, inset, etc.) Understand the prismatic effect in reading area and discuss the prism control bifocal in detail
Amplification	
<ul style="list-style-type: none"> Explain the terms relating to multifocal lenses Describe multifocal lens designs Compare and contrast the manufacturing processes of multifocals Compare and contrast the optical and physical performance of multifocal lenses Calculate prismatic effects in the reading portion of bifocals and trifocals Describe prism-controlled bifocals, using calculations and illustrations where appropriate 	
Learning outcome	
Understand the anatomical structures of the eye	
To pass	To achieve a distinction
CS4 Can identify and describe the basic anatomical structures	CS11 Can detail how certain anatomical structures work in conjunction to each other

Amplification	
<ul style="list-style-type: none"> Identify the anatomical structures of the eye Describe the functions of the non-refracting elements of the eye 	
Learning outcome	
Understand the effect of a lens on light and how it relates to the correction of refractive error	
To pass	To achieve a distinction
CS5 Knows the basic function of eye structures and how to correct refractive errors. Use correct terms for errors and describe lens types to use	CS12 Can illustrate knowledge on refractive errors, how to correct, what the impact is on vision, before and after correction, and the correlation of prescription and refractive error
Amplification	
<ul style="list-style-type: none"> Describe the effect of a positive lens on incident light Describe the effect of a negative lens on incident light Describe the refracting elements of the eye Explain the causes of refractive errors in the eye Explain the classification of refractive errors in the eye Explain how spectacle lens power relates to refractive error Explain how a spectacle lens corrects a refractive error 	
Learning outcome	
Know the range of spectacle lens types for vision correction	
To pass	To achieve a distinction
CS6 Can describe various lens types, their properties and optical uses	CS13 Can describe various lens types, how they are used, the material seen, the variations in technical information on a given lens (Abbe no., index, thickness, etc.), benefits over other products

Amplification	
<ul style="list-style-type: none"> • Identify modern single-vision lens types • Identify modern multifocal lens types • Explain the physical properties of specified lens types • Explain the optical properties of specified lens types 	
Learning outcome	
The historical and contemporary context of spectacle making	
To pass	To achieve a distinction
CS7 Can describe the basic parts of spectacle makers' history and modern-day context, and can describe the importance of maintaining industry knowledge	CS14 Has more detailed understanding of spectacle makers' history and involvement in wider optical bodies, its current format and how their industry knowledge could influence their care
Amplification	
<ul style="list-style-type: none"> • Determine the wider context of spectacle making in terms of historical origins and its current technical development • Identify the importance of continually updating knowledge about the wider context of spectacle making 	

Knowledge - The manufacture, service and repair of spectacles

Learning outcome	
Be able to perform arithmetical calculations for optical manufacturing	
To pass	To achieve a distinction
MS1 Correctly complete the set questions provided; arithmetic calculations, use of BODMAS, etc.	MS11 Describe reasons why/how these calculations would be used in practical optics
Amplification	
<ul style="list-style-type: none"> • Perform arithmetical operations using mathematical priorities • Perform calculations involving reciprocals • Perform calculations involving squares and square roots 	
Learning outcome	
Be able to apply the properties of circles and right-angled triangles to optical manufacturing	
To pass	To achieve a distinction
MS2 Label parts of a circle and discuss where these apply in optical manufacturing. Use of SIN, COS, TAN in calculating right-angled triangle parameters and how these relate to optics	MS12 Provide further detail on how the circle and right-angled triangle definitions fit into optical manufacturing and where they might be used
Amplification	
<ul style="list-style-type: none"> • Describe the properties of a circle using appropriate terminology • Relate the properties of a circle to applications in optical manufacturing • Explain the properties of a right-angled triangle • Explain what is meant by sine, cosine and tangent • Calculate the parameters of a right-angled triangle • Relate the properties of right-angled triangles to optical manufacturing 	

Learning outcome	
Understand how values for lens properties are obtained using fundamental lens formulae	
To pass	To achieve a distinction
MS3 Correctly complete the set questions provided; lens power, focal length, radius of surface, etc.	MS13 Show full working out, and describe reasons why/how these calculations would be used in practical optics
Amplification	
<ul style="list-style-type: none"> Identify the standard symbols for fundamental lens parameters Ascribe a value to fundamental formulae in optical manufacturing 	
Learning outcome	
Be able to use graphs	
To pass	To achieve a distinction
MS4 Can accurately produce graphical info from data and work back from graphs too. Provide examples of where this is used in their role	MS14 Can interpret graphical data in both directions, analyse its importance/relevance and state when/where graphs and data analysis would be used
Amplification	
<ul style="list-style-type: none"> Draw a line graph from a table of data Extract graphical data Interpret graphical data Give examples of graphs used within optical manufacturing 	
Learning outcome	
Demonstrate the importance of record-keeping	
To pass	To achieve a distinction
MS5 Can access essential reports and records, explain the data and reasons for keeping it	MS15 Can access report data, show analysis of the information, the benefits for keeping it and how it fits with other store data recording

Amplification	
<ul style="list-style-type: none"> • Source reports and explain their relevance • Explain, interpret and evaluate report information • Explain the benefits of good record-keeping 	
Learning outcome	
Understand the principles of stock control	
To pass	To achieve a distinction
MS6 Explains the stock control process, data tracking involved and advantages of good/disadvantages of bad stock control	MS16 Can provide evidence of jobs affected by good and bad stock control and records of the results
Amplification	
<ul style="list-style-type: none"> • Explain the need for keeping stock control • Accurately record stock control data • List the advantages of good stock control • List the disadvantages of poor stock control 	
Learning outcome	
Understand the audit process in stock control	
To pass	To achieve a distinction
MS7 Can perform audits as required and describe the benefits of stock audit	MS17 Knows the benefits and challenges of auditing stock products and can accurately detail the process
Amplification	
<ul style="list-style-type: none"> • Describe how materials are audited within the stock system • Explain the importance of the audit of stock 	

Skills - Health & Safety and working environment

Learning outcome	
Understand the importance of environmental protection	
To pass	To achieve a distinction
HW1 Can describe what environmental hazards are present in the lab (and store if applicable), and show the processes for different types of waste disposal	HW4 Describe specific products and processes in the lab (and store if applicable) that pose a hazard, what the implication of such hazards might be, and how to dispose of specific waste products and what the processes are for disposal of packaging
Amplification	
<ul style="list-style-type: none"> • Identify typical environmental hazards in an optical production unit • Describe the environmental issues around waste disposal • Implement the procedures for waste disposal • Implement the disposal procedures for packaging 	
Learning outcome	
Be able to respond appropriately to accidents and incidents in the workplace	
To pass	To achieve a distinction
HW2 Explain their own responsibilities to the Health and Safety at Work etc. act, and what emergency response processes are in place	HW5 Can explain the Health and Safety at Work etc. act in terms of employer/employee responsibilities, who is involved in incident reporting and the emergency/alarm procedures
Amplification	
<ul style="list-style-type: none"> • Explain employees' responsibilities regarding health and safety at work • Respond to emergency situations at work • Use emergency response equipment • Explain the use of alarm systems 	

Skills - Technical interpretation and understanding

Learning outcome	
Be able to process orders and information accurately	
To pass	To achieve a distinction
T11 Demonstrate the ability to understand orders, process the data and discuss the technical terms used. Can identify and correct errors found	T14 Discuss in detail the reasons for specific terms, how data can affect an order, how errors can cause further issues and elaborate on what they could be. Can accurately deal with error correction and the processes around it
Amplification	
<ul style="list-style-type: none"> • Explain the significance of elements of a given spectacle order • Use order information to be able to process an order • Explain the technical terms used on optical orders • Identify errors on a given order • Correct errors on an order 	
Learning outcome	
Be able to interpret orders for spectacles	
To pass	To achieve a distinction
T12 Can describe order document contents, various order types, transpose prescriptions and explain the links between order content and successful lens delivery	T15 Can explain the interaction of various elements of an order document, the different ordering processes available, and how to transpose. Understands and can explain the variations that can result from incorrect information on orders

Amplification

- Be able to interpret orders for spectacles
- Describe the content of prescription order forms for spectacles
- Outline the different types of spectacle orders
- Transpose **ophthalmic prescriptions**
- Explain how the process of ordering relates to the overall manufacturing process

Skills - Manufacturing and repair processes

Learning outcome	
Have a practical understanding of optical machinery	
To pass	To achieve a distinction
MR1 Demonstrates ability and knowledge in how to start the glazing process with fundamental edger settings	MR10 Can understand and demonstrate why edgers are set up for different products and materials and can describe/demonstrate the outcomes of the settings used
Amplification	
<ul style="list-style-type: none"> • Explain the principles of optical machinery • Explain the operation of optical machinery • Set up optical machinery for a full range of products 	
Learning outcome	
Be able to calibrate precision optical manufacturing machinery	
To pass	To achieve a distinction
MR2 Knows how and when to perform calibration processes and deal with edger errors/faults	MR11 Can explain the reasons for calibration, what the positive and negative effects can be, and the reasons behind errors and faults observed on edgers and cut lenses
Amplification	
<ul style="list-style-type: none"> • Explain when to calibrate precision optical machinery • Calibrate precision optical machinery • Correct optical machinery with an error message or fault indication 	

Learning outcome	
Be able to demonstrate an understanding of the characteristics of lenses, their materials and their alternative forms	
To pass	To achieve a distinction
MR3 Can perform basic transposition, lens power measurements, and visually identify lens products	MR12 Understands the reasons for transposition, what powers/meridians mean and how lenses of different types of power differ from each other in appearance
Amplification	
<ul style="list-style-type: none"> • Transpose to an alternate sph/cyl for a given prescription • Identify principal powers of a given prescription • Identify different types of lenses by inspection 	
Learning outcome	
Be able to source the full range of manufacturing parameters and adjustments that are technically possible	
To pass	To achieve a distinction
MR4 Can perform/source basic frame and lens measurements and decide on suitable/unsuitable lenses accordingly	MR13 Can demonstrate the interaction of prescription and frame measurements and the effect this can have on the finished item
Amplification	
<ul style="list-style-type: none"> • Select the correct uncut based on an order • Explain the limitations of a given lens product based on prescription and measurements • Make recommendations if an uncut is not available for a given order 	
Learning outcome	
Demonstrate the processes of stock control for optical product	
To pass	To achieve a distinction
MR5 Can demonstrate general stock product management process, and discuss the benefits	MR14 Can advise colleagues on stock process, and manage stock process independently

Amplification	
<ul style="list-style-type: none"> • Deal with incoming and outgoing stock • Record the movement of stock • Monitor and maintain stock levels • Explain the benefits of good stock control 	
Learning outcome	
Understand the manufacturing and administrative journey of an order	
To pass	To achieve a distinction
MR6 Demonstrate knowledge of prescription lens glazing/manufacturing process, and the admin involved, including stock control	MR15 Can accurately describe how to manufacture different prescription lenses and glaze different frame types, what reports or administration is involved and what forms of stock control might be required
Amplification	
<ul style="list-style-type: none"> • Describe the sequence of processes for manufacturing a given order • Describe the administrative processes for manufacturing a given order • Demonstrate the processes of stock control for optical products 	

Skills - Quality

Learning outcome

Understand quality control methods and the use of standards

To pass

QT1 Understanding the basic principles of quality checking and can perform QC practically. Understand different production checks and describe how they use standards

To achieve a distinction

QT9 Can explain the benefits of good QC process, and is able to process more complex orders through quality checking, using standards accurately and describing how/why. Good knowledge of different product quality checks and when/where they apply to the manufacturing process

Amplification

- Explain the importance of quality control
- Demonstrate the procedure for quality inspection of a given uncut lens type before dispatch
- Compare and contrast quality inspection procedures in given lens production methods
- Explain how and why standards are used in quality inspection and control

Learning outcome

Demonstrate the importance of record-keeping

To pass

QT2 Knows where to access productivity data; can describe why and how we use it and the benefits of using data

To achieve a distinction

QT10 Can access, describe and correlate various types of productivity data, and explain the benefits and challenges around this

Amplification

- Source reports and explain their relevance
- Explain, interpret and evaluate report information
- Explain the benefits of good record-keeping

Learning outcome	
Understand the labelling requirements for spectacles	
To pass	To achieve a distinction
QT3 Can explain the MDD labelling requirements	QT11 Is able to translate incorrect labelling into possible consequences for the customer
Amplification	
<ul style="list-style-type: none"> • Explain the labelling requirements of the Medical Devices Directive • Explain the importance of correct labelling 	

Behaviours - Quality focused	
Learning outcome	
Follow policies and procedures, have a strong attention to detail and apply quality assurance checks through the spectacle repair or manufacturing process	
To pass	To achieve a distinction
QF1 Demonstrate the ability to manage own workload, identify individual stages in manufacturing and change work role as required by day-to-day operational needs	QF2 Can manage own workload without supervision and assist in varied tasks/multitasking as required. Describe the 'job journey' through the lab process. Ensure that quality and environmental standards are maintained
Amplification	
<ul style="list-style-type: none"> • Break down complex tasks into stages • Allocate time and resources to work efficiently • Adapt to changing situations, maintain a tidy working environment and replace equipment after use 	

Behaviours - Self-development

Learning outcome	
Plan and manage continued professional development	
To pass	To achieve a distinction
SD1 Understands the importance of continuing development, can highlight individual elements and how the business is supporting them. Can provide evidence of colleague interaction and adaptation of work-based skills to adjust to their role	SD4 Knows the importance of personal development, to both self and the business. Can provide evidence of 1-2-1, review and colleague-supported development. Knows the opportunities for support in the business and can evidence any external contact and skill changes/improvements through development
Amplification	
<ul style="list-style-type: none"> • Identify current experience, skills, knowledge and understanding through the 1-2-1 process • Identify the benefits of continuous personal development • Identify the importance of reviewing training and development objectives • Determine the organisational procedure for supporting training and development issues • Evidence regular contact with other individuals within the optical industry 	
Learning outcome	
Keep up to date with best practice and emerging technologies within the optical sector. Obtain and offer constructive feedback to others, and develop and maintain professional relationships	
To pass	To achieve a distinction
SD2 Shows the right approach to the role and the continual need to develop technical skills and knowledge. Can demonstrate understanding of the history of spectacle making	SD5 Has a positive approach to all work tasks and willingly takes on extra responsibility as relevant to their ability. Keeps up with new products and services in the industry and appreciates both the historical and the contemporary involvement of spectacle making

Amplification	
<ul style="list-style-type: none"> • Demonstrate a passion for spectacle making • Maintain an awareness of new materials in the market • Show an understanding of historical and contemporary context of spectacle making 	
Learning outcome	
Self-evaluate and obtain feedback from others to inform work and work practice	
To pass	To achieve a distinction
SD3 Evidence of objectives, achievements, and feedback on development with clear records	SD6 Can evidence and personally report on development objectives and what level of achievement has been reached. Feedback is clear and actioned, records are precise and clear
Amplification	
<ul style="list-style-type: none"> • Confirm what objectives have been agreed with the employer and in conjunction with colleagues • Identify what has been achieved against objectives • Determine feedback from employer and colleagues to ensure personal work is of highest quality and to help inform development of personal professional practice • Describe methods for keeping records of feedback 	