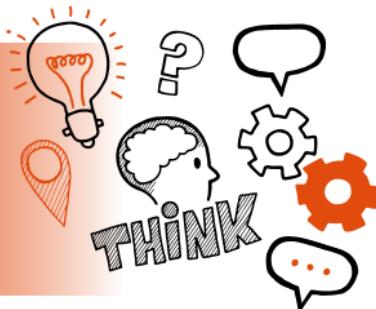


Think about Professional discussion underpinned by a portfolio of evidence Level 3 ST0454 Teaching Assistant V1.1



### **On the day of this assessment you will carry out:**

-  A 90-minute professional discussion
-  Remote or face-to-face
-  In a suitable, controlled environment free from distraction
-  With an end-point assessor



## Key point

You will have already submitted your portfolio of evidence, which is not formally assessed, but can be used to illustrate your answers.



## Do

- Review the criteria associated with the professional discussion - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Ensure a quiet room is available and that there are no interruptions
- Be prepared to answer at least 10 questions and any follow-up questions that your assessor may ask



## Don't

- Forget to bring your ID
- Forget to plan
- Forget to bring your portfolio to refer to during the professional discussion



## Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



## Resits

- If you do not achieve a pass result on the professional discussion, you can resit the assessment



## Use the table below to plan and prepare for the professional discussion.

**(P)** indicates pass criteria

**(D)** indicates distinction criteria

Assessment criteria	Key points to remember
<b>Assessment</b>	<p><b>(P)</b> Describe the stages of the learning, assessment and feedback cycle and how target setting is used to support learner's academic progress (K4, K7)</p>
<p><b>(D)</b> Analyse the advantages and limitations of assessment methods and the impact of target setting within the learning, assessment and feedback cycle (K4, K7)</p>	

## Assessment criteria

## Key points to remember

### Learning and support

**(P)** Describe the range of academic behaviours and pastoral needs learners may display, and the strategies and referral services available to educators to support learner's well-being and mental health (K15, K16)

**(P)** Explain how resources can be adapted to meet the learning needs of all learners, and how the adaption of resources can promote equality, diversity and inclusion within the organisation (S4, B3)

**(P)** Describe the types of individual and group intervention available to support learners (K14)

**(P)** Explain how they provide feedback to support progress in learning (K1)

**(D)** Explain their organisation's process for reporting and referral to other professionals (internal or external), their role in the reporting and referral process, and how this can support the learner (K15, K16)

**(D)** Analyse the reasons for adapting resources and the impact that adaption can have on learners (S4, B3)

Assessment criteria	Key points to remember
<b>Curriculum</b>	
<p><b>(P)</b> Describe the intent of the curriculum within their organisation, how their organisation implements the curriculum and what the intended impact of that curriculum is (K10)</p>	
<p><b>(P)</b> Explain how enrichment activities benefit learners (K17)</p>	
<p><b>(D)</b> Explain how the curriculum within their setting fits within the broader curriculum the learner has/will be exposed to across different stages of education (K10)</p>	
<b>Child development</b>	
<p><b>(P)</b> Describe how a learner's background and experiences can impact upon how they learn, including the impact of transition (K3, K5)</p>	
<p><b>(D)</b> Explain how they apply theories of development to support learner's academic and pastoral development (K3)</p>	

## Assessment criteria

## Key points to remember

### Legislation and policy

**(P)** Describe their responsibilities with regards to prevent, safeguarding, and health & safety legislation and guidance, and how they apply their organisations' procedures to ensure compliance with this legislation (K11, S8)

**(D)** Explain how local and national policies and procedures for safeguarding including serious case reviews, can impact on organisational policies and procedures (K11, S8)

### Professional development

**(P)** Describe how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery (B4, B5)