

**Think about  
Professional discussion underpinned  
by portfolio of evidence  
Level 5 ST0551 Early Years Lead  
Practitioner v1.0**



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



**A 60-minute professional discussion (+10%)**



**Remote or face-to-face**



**In a suitable environment under exam conditions**



**With an end-point assessor**



**Key point**

You will have already submitted a portfolio of evidence. Your portfolio is not directly assessed but will be used to underpin the professional discussion.



## Do

- ☐ Review the criteria associated with the professional discussion – this can be found in the EPA kit
- ☐ Ensure a quiet room is available and that there are no interruptions or distractions
- ☐ Be prepared to answer a minimum of 6 questions and any follow-up questions that the assessor may ask
- ☐ Refer to your portfolio of evidence to show how you have applied the required knowledge, skills and behaviours to your work practice



## Don't

- ☐ Forget to plan
- ☐ Forget to bring your ID
- ☐ Forget to tell your colleagues that you are being assessed
- ☐ Forget to bring your portfolio to refer to in the professional discussion



## Next steps

- Results can take up to 7 working days to be confirmed.
- Your manager/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>Effective implementation of legislation and guidance</b>	
<p><b>(P)</b> Explain the role of the designated lead for safeguarding and assimilating findings of serious case reviews. Explain current legislation and guidance and how this is implemented through policy and procedure. Outline your own responsibilities, know when to question and challenge others, including your own professional curiosity, regarding safeguarding and protecting children. (K5, S25, S26)</p>	

Assessment criteria	Key points to remember
(P) Explain and justify the strategies you have used when collaborating with parents and stakeholders. (K21)	
(P) Understand your responsibilities as an advocate for the child within all collaborative relationships and remain mindful of the importance of this role particularly when challenging others to work in the best interests of the child. (S11)	
(P) Explain the importance and impact of an inclusive, equal, and diverse policy and how to embed consistent and impartial strategies, that value equality in leaderful practice, within professional boundaries. (K16, B1)	
(P) Explain the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)	

Assessment criteria	Key points to remember
(D) Evaluate and justify your rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and your professional insight and curiosity. (K5, S25, S26)	
(D) Evaluate the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)	
(D) Justify the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)	
(D) Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K16, B1)	

Assessment criteria	Key points to remember
<p>(D) Analyse the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>	
Effective promotion of development, health & wellbeing	
<p>(P) Explain theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K6)</p>	
<p>(P) Understand and evaluate current and contemporary approaches to emergent literacy and numeracy skills. (K12)</p>	
<p>(P) Describe how you promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children. (S18)</p>	

Assessment criteria	Key points to remember
(P) Explain how you develop, model, and implement the range of strategies you utilise to understand the holistic needs of children within the setting. (S19)	
(D) Analyse the impact of strategies on children's current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy and engagement with learning. (K6)	
(D) Evaluate current and contemporary approaches to emergent literacy and numeracy. (K12)	
(D) Analyse the impact this has on children as they grow and develop and consider the implications for early and later adult life. (S18)	

Assessment criteria	Key points to remember
<p>(D) Justify your choice of strategies, reflecting on lessons learnt and explain how they could have further supported the development of the children. (S19)</p>	
<b>Continual professional discussion</b>	
<p>(P) Recognise and analyse the impact of reflection and becoming a reflective practitioner on your continuing professional development and enhancing practice including evidence of reflection on change, research, and theoretical approaches. (K18)</p>	
<p>(P) Describe opportunities you have taken to reflect on your development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism. (S16, B6, B9)</p>	



Assessment criteria	Key points to remember
<p>(D) Critically analyse the impact reflective practice has had on your effectiveness as a lead practitioner, and explain a range of reflective experiences using challenge and constructive criticism to enhance your professional competence. (K18, S16, B6, B9)</p>	

## Administrative

(P) Explain the current administration and records systems you use and how you share oral and written information in line with the security and confidentiality policy, and current legislation. (K19, S21)