

Think about
Professional discussion underpinned
by a portfolio of evidence
Level 3 ST0135 Early Years Educator
V1.3



On the day of this assessment you will carry out:



A 90-minute discussion



Face-to-face or remote



In a suitable assessment environment under exam conditions



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 legislation, regulations, codes of conduct 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 underpinned by a portfolio of evidence.

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
Equality, diversity, and inclusion	
(P) Describe 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)	
(P) Describe the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7)	
(P) Describe the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)	

Assessment criteria	Key points to remember
Safeguarding	
(P) Describe 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)	
(P) Justify how you apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)	
(D) Evaluate decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)	

Assessment criteria	Key points to remember
Relationships	
(P) Describe 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)	
(P) Explain 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)	
(P) Explain the significance of attachment, and how you apply theories of attachment to support the development of relationships with children. (K11, S8)	
(D) Analyse the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development. (K8, K12, K14)	

Assessment criteria	Key points to remember
Learning and child development	
(P) Explain how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)	

Assessment criteria	Key points to remember
Continuous professional development	
(P) Explain how you reflect on your practice to inform your CPD needs and develop professionally and personally, including how you have engaged in supervision. (K27, S21, B6, B8)	
(D) Evaluate how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)	