

**Think about
Professional Discussion
Underpinned by Portfolio
Level 2 ST0888 Early Years
Practitioner**



On the day of this assessment you will carry out:



A 90-minute professional discussion



Remote or face-to-face



In a suitable environment under exam conditions



A 1:1 discussion with an end-point assessor



Key point

You will have already submitted your portfolio. Your portfolio is not directly assessed, however, the end-point assessor will review it prior to your professional discussion.



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
- ☐ Ensure a quiet room is available and that there are no interruptions or distractions
- ☐ Be prepared to answer a minimum of 10 questions that evidence the knowledge you have gained and how you have applied it to the required skills and behaviours.
- ☐ Reflect on your on-programme learning and experience



Don't

- ☐ Forget to plan
- ☐ Forget to tell your colleagues that you are being assessed
- ☐ Forget to bring your ID
- ☐ 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
Pass criteria	
(P) Explain how you support babies and young children through a range of common transitions, e.g. moving home and going to school. (K4, S1, B1, B5)	
(P) Explain how you inspire young children and adapt your approach to meet the needs of the individual child. (K4, S1, B1, B5)	

(P) Describe the key indicators to look for that may suggest a child is in danger or at risk of serious harm or abuse and the procedures to be followed to protect the child. (S2)

(P) Explain your responsibility to risk assessment and describe how you fulfil that responsibility in the work setting and during off site visits. (K9, S3)

(P) Explain how you carry out practices through various tasks that help the prevention and control of infection- e.g. hand washing, food preparation, dealing with spillages, disposal of waste and PPE. (S4)

(P) Describe how you use equipment, furniture and materials safely and follow manufacturer's instructions and settings requirements fully. (S5)

(P) Outline a variety of ways in which you support children to be aware of personal safety and the safety of others and to develop personal hygiene practices. (S6)

(P) Outline the current dietary guidance for early years and explain the ways in which you support the promotion of healthy lifestyles in line with current guidance – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks, and/or by being physically active through planned and spontaneous activity through the day. (K14, S7, B1, B5)

(P) Describe how you carry out physical care routines to meet a child's individual needs in a respectful way, e.g. eating, nappy changing, potty/toilet training, care of skin and rest and sleep. (S8)

(P) Explain how you communicate effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations. (S9, S12)

(P) Explain the techniques you use to extend a child's development and learning through both verbal and non-verbal communication and encourage the use of a range of communication methods. (S10, S11, S16)

(P) Outline how you work as part of a team and with other professionals to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children. (K22, K23, S13, S22, B4)

(P) Outline which specialist aids, resources and equipment are available to aid the child's development and how they are used safely. (K22, K23, S13, S22, B4)

(P) Describe how you implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately. (S14, B1, B3, B5)

(P) Describe how you share the children's outcomes and explain why that is appropriate to the setting. (S14, B1, B3, B5)

(P) Describe how you act as a positive role model to children. (S14, B1, B3, B5)

(P) Describe different ways in which you observe, assess, plan and record the required observational assessment in line with current curriculum guidelines and as appropriate to the setting. Use this to help inform each child's individual education plan demonstrating respect, honesty, trust and integrity. (K16, S15, S19, S20, B2, B3)

(P) Describe how you use age related expectations and knowledge of stage of development to support mark making, reading, writing and being read to improve the outcomes for the children. Explain how you do this in a non-discriminatory way. (S17, B1, B6)

(P) Describe how you use age related expectations and knowledge of stage of development to support mathematical learning including numbers, number patterns, counting, sorting and matching to improve the outcomes for the children. Explain how you do this in a non-discriminatory way. (S18, B1, B5, B6)

(P) Explain how you use feedback, mentoring and/ or supervisions to support your professional development activities and identify goals and career opportunities. Explain how their reflective practice has improved the outcomes for children and helped you be a more successful practitioner. (K27, S21, B7)

(P) Describe how you engage with parents and carers to educate on matters regarding the baby's/child's health, wellbeing, learning and development and describe the techniques you use to encourage better care and education at home. (K13, S23, S24, S25, B2, B3)

(P) Describe the settings policies and procedures in relation to safeguarding and child protection. (K6)

(P) Describe your own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. (K7)

(P) Describe own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/dental attention, a non-medical incident or emergency and identifying risks and hazards. (K10)

(P) Describe the work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. (K11)

(P) Outline how to access work place policies and procedures and your own responsibilities and accountabilities relating to these. (K24)

(P) Describe own responsibilities in terms of reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology and their contribution in keeping children safe. (K26)

Distinction criteria

(D) Explain how you support the babies, young children and parents through a range of challenging transitions, e.g. the child not coping with the transition. (K4, S1, B1, B5)

(D) Explain the benefits of recognising those key indicators early and the potential consequences of not doing so. (S2)

(D) Describe when you have recognised an opportunity to reduce the risk of spreading infection in the setting, e.g. by educating others on good practice or making recommendations to their line manager. (S4)

(D) Explain how you adapt your communication methods or approach, as appropriate to the situation. (S9, S12)

(D) Justify your choice of techniques or communication methods and compare with other techniques/methods. (S10, S11, S16)

(D) Outline how you take the lead to identify and plan enabling environments, activities, play opportunities and educational programmes, both indoors and outdoors to support the holistic development of children by using child initiated and adult led approaches to improve the outcomes for children. (K22, K23, S13, S22, B4)

(D) Justify your choice of methods you have used to observe, assess, plan and record. (K16, S15, S19, S20, B2, B3)

(D) Describe when you have supported other colleagues by sharing best practices. (K27, S21, B7)