

Think about  
Professional Discussion  
Underpinned by Portfolio  
Level 2 Early Years Practitioner AP01



On the day of assessment, you will carry out:



A 90-minute professional discussion



Remote or face-to-face



In a suitable environment under exam conditions



With an end-point assessor and your employer (optional)



### 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



## 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
<p>(P) Explains how they support babies and young children through a range of common transitions, e.g. moving home and going to school.</p> <p>Explains how they inspire young children and adapts their approach to meet the needs of the individual child.</p>	

**(D) Explains how they support the babies, young children and parents through a range of challenging transitions, e.g. the child not coping with the transition.**

**(P) Describes 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.**

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

**(P) Explains their responsibility to risk assessment and describes how they fulfil that responsibility in the work setting and during off site visits.**

(P) Explains how they 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.

(D) Describes when they 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.

(P) Describes how they use equipment, furniture and materials safely and follows manufacturer's instructions and settings requirements fully.

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

(P) Outlines the current dietary guidance for early years and explains the ways in which they 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.

(P) Describes how they 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.

**(P) Explains how they communicate effectively through written and oral means to exchange information with both children, adults including colleagues and professionals in everyday situations.**

**(D) Explains how they adapt their communication methods or approach, as appropriate to the situation.**

**(P) Explains the techniques they use to extend a child's development and learning through both verbal and non-verbal communication and encourages the use of a range of communication methods.**

**(D) Justifies their choice of techniques or communication methods comparing with other techniques/methods.**

**(P) Outlines how they 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.**

**Outlines which specialist aids, resources and equipment are available to aid the child's development and how they are used safely.**



(D) Outlines how they 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.

(P) Describes how they implement and review children's play, creativity, social development and learning with care and compassion and clear away after activities appropriately.  
Describes how they share the children's outcomes and explains why that is appropriate to the setting.  
Describes how they act as a positive role model to children.

**(P) Describes different ways in which they observe, assess, plan and record the required observational assessment in line with current curriculum guidelines and as appropriate to the setting. Uses this to help inform each child's individual education plan demonstrating respect, honesty, trust and integrity.**

**(D) Justifies their choice of methods used to observe, assess, plan and record.**

**(P) Describes how they 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 they do this in a non-discriminatory way.**

**(P) Describes how they 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 they do this in a non-discriminatory way.**

**(P) Explains how they use feedback, mentoring and/or supervisions to support their professional development activities and identify goals and career opportunities. Explains how their reflective practice has improved the outcomes for children and helped them be a more successful practitioner.**

**(D) Describes when they have supported other colleagues by sharing best practices.**

**(P) Describes how they engage with parents and carers to educate on matters regarding the baby's/child's health, wellbeing, learning and development and describe the techniques they use to encourage better care and education at home.**

**(P) Describes the settings policies and procedures in relation to safeguarding and child protection.**

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

**(P) Describes 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.**

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

**(P) Outlines how to access work place policies and procedures and their own responsibilities and accountabilities relating to these.**

**(P) Describes 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.**