

Think about  
Professional Discussion  
Underpinned by Portfolio  
Level 3 Early Years Educator AP04



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 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) Provides evidence of how they have modelled and promoted positive behaviours (for example, turn-taking) in their day-to-day practice and shows evidence of the positive effect on children's behaviour as a result.	

**(D) Provides evidence of having used more than two behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour.**

**(P) Communicates with, and provides information to parents and/or carers to understand how their child is doing; works in partnership with parents and carers to identify where they can help the child's progress, and encourages them in the valuable contribution they make to the child's health, well-being, learning and development. Plans the next stages of development with the key person.**

**(D) Establishes and maintains effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing learning and development.**

**(P) Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to move the children's learning to the next stage of development.**

**(D) Can evidence how curriculum based planning and leading of activities has led to accelerated progression in the child's learning, e.g. using observations, planning and documents.**

**(P) Able to explain the child's stage and how they use this knowledge to approach planning of activities in order to support children's wellbeing and independence, in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning.**

**(D) Demonstrates which activities have accelerated children's learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children's learning (e.g. using observations and planning documents).**

**(P) Evidences using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities.**

**(D) Demonstrates having provided varied learning experiences, incorporating new ways of learning and experiences, informed by their knowledge of areas of learning, and evidence how these have successfully engaged, enthused and motivated children to learn.**

**(P) Encourages children's participation through a balance of adult led and child-initiated activities. Plans the type of activity children will engage in, providing opportunities for child participation through a range of experiences.**

**(P) Uses their knowledge of the children in their care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child's confidence in social situations.**



**(P) Uses effective strategies that deepens a child's understanding. Can explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented.**

**(D) Able to evidence more than two strategies used to promote sustained shared thinking for children with different needs/ backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children.**

**(P) Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning.**

**(D) Evidences that children have made progress as a result of accurate assessments being completed.**

**(P) Uses strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling.**

**P) Maintains accurate and coherent records and reports.**

**(P) Carries out and records appropriate observational assessment accurately across a range of contexts.**

**(D) Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependant on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.**

**(P) Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information.**

**(D) Has suggestions to improve record keeping in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.**

**(P) Works and contributes effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice.**

**(P) Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals.**

**(D) Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals.**

**(P) Complies with all requirements and expectations for confidentiality of information. Understands the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis.**

**(D) Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.**

**(P) Actively demonstrates the importance of Health and Safety systems in the workplace.**

**(D) Has suggestions to improve practice in relation to Health and Safety.**

**(P) Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity.**

**(P) Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.**

**(P) Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.**

**(P) Promotes healthy lifestyles through their activities – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day.**

**(D) Has an excellent understanding of the menus in the setting, is able to explain why children are offered different types of meals. Plans and carries out activities that promote Healthy Lifestyles and uses strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating.**

**(P) Completes personal protective equipment tasks to minimise the spread of infection. Understands the importance of following procedures and applying the appropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely.**



**(D) Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities.**

**(P) Undertakes ongoing continuous professional development and reflective practice. Actively seeks new opportunities to develop that have a positive impact on the learning outcomes for the children.**

**(P) Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the communication strategy is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs.**

**(P) Undertakes risk assessments within the setting.**