Professional Discussion Mapping Document

**VTCT Level 3 Early Years Educator**

All columns of this mapping document are to be completed prior to the Gateway stage and submitted with the Portfolio of evidence for each apprentice. Please refer to the End-point Assessment Guidebook and the Professional Discussion Apprentice Guidance Document when completing this Professional Discussion Mapping Document.

All evidence must be anonymised before submission and the employers’ policies regarding the sharing of information must be followed.

Evidence sources may include:

* Workplace policies and procedures
* Witness statements and observation records from training providers, managers, and peer observations
* Case records, SEND records, and safeguarding records
* Risk assessments
* Records of continuous professional development

This is not a definitive list; other evidence sources can be included.

**Please note:** It is a requirement of the training provider to submit all the evidence electronically, via the ‘Documents tab’ on the apprentice’s dashboard within the epaPRO system. This must be in a scanned format, allowing the evidence package to be viewed remotely. VTCT will not accept a link to an apprentice’s individual e-portfolio.

| **Evidence number**  | **KSBs:** | **Knowledge, Skills and Behaviours criteria:** | **Type of evidence submitted:** | **Reference number:** |
| --- | --- | --- | --- | --- |
| **Example:** |
| 1 | **K2** | Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. | Workplace policies and procedures  | 1.1 |
|  | **K1** | The importance of equality, diversity, and inclusion, and respecting children’s social and cultural context. |  |  |
|  | **K2** | Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. |  |  |
|  | **K3** | Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues. |  |  |
|  | **K4** | The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding. |  |  |
|  | **K6** | The statutory and non-statutory frameworks and guidance for provision in early years including SEND. |  |  |
|  | **K7** | The legal rights of each individual child according to their current and future needs. |  |  |
|  | **K8** | The role of colleagues and multi-agency working to support the child. |  |  |
|  | **K9** | The role and responsibilities of the early years educator, including providing supervision to staff. |  |  |
|  | **K11** | Theories and significance of attachment. |  |  |
|  | **K12** | The importance of professional relationships and collaboration with parents, families, or carers. |  |  |
|  | **K13** | The importance of professional relationships with colleagues, other organisations, and agencies. |  |  |
|  | **K14** | The influence of all key individuals in children's lives on children's learning and development. |  |  |
|  | **K16** | How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors. |  |  |
|  | **K27** | Methods of reflective practice, including supervision, and opportunities for continuous professional development. |  |  |
|  | **S1** | Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure. |  |  |
|  | **S2** | Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies). |  |  |
|  | **S5** | Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child. |  |  |
|  | **S6** | Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. |  |  |
|  | **S8** | Recognise and apply theories of attachment to develop effective relationships with children. |  |  |
|  | **S12** | Support children to develop a positive sense of their own identity and culture. |  |  |
|  | **S21** | Use reflection to develop themselves both professionally and personally. |  |  |
|  | **B1** | Confident to have difficult conversations. |  |  |
|  | **B3** | Vigilant and act with professional curiosity. |  |  |
|  | **B6** | Self-motivated, using initiative and proactive. |  |  |
|  | **B8** | Reflective and reflexive and committed to CPD. |  |  |

**Declaration of Authenticity**

The work submitted for the portfolio of evidence must be the apprentice’s own work. Should this evidence be copied from someone else or plagiarised in any other way, the apprentice’s End-point Assessment result may be void.

### Apprentice Declaration

I confirm that all of the evidence submitted to VTCT for my Professional discussion is my own work.

|  |  |
| --- | --- |
| Apprentice name: |  |
| Apprentice signature: |  |
| Date: |  |

### Training Provider/Employer Declaration

*The following declaration can be provided by the training provider or the employer.*

I have authenticated the apprentice’s work, and I am satisfied that to the best of my knowledge, the work submitted is solely that of the apprentice.

|  |  |
| --- | --- |
| Training provider/employer name: |  |
| Training provider/employer signature: |  |
| Date: |  |

Document amendment history page

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| --- | --- | --- | --- |
| **Version** | **Issue Date** | **Changes** | **Role** |
| 2 | 21/11/2024 | Rebrand | Product Manager |
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