

End-point assessment plan for the Learning and skills teacher apprenticeship standard

| Apprenticeship standard reference number | Apprenticeship standard level | Integrated end-point assessment |
|--|-------------------------------|---------------------------------|
| ST0149 | 5 | No |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the learning and skills teacher apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2¹
- apprentices must have compiled and submitted a portfolio of evidence to underpin the professional discussion
- apprentices must provide the independent assessor with a copy of their lesson plan and any support materials at least one day before the lesson observation
- the employer must provide the EPAO with any workplace specific policies, requirements and or instructions at least two weeks in advance of the apprentice being assessed.

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts. This EPA should then be completed within an EPA period lasting typically for 3 months.

This EPA consists of 2 discrete assessment methods.

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1. Observation: lesson observation and professional dialogue

- fail
- pass
- distinction

Assessment method 2. Professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Performance in these end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

EPA summary table

| | |
|--|---|
| On-programme (typically, 18 months) | <ul style="list-style-type: none"> • Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard. • Training towards English and mathematics Level 2, if required. • Compiling a portfolio of evidence. |
| End-point assessment gateway | <ul style="list-style-type: none"> • The employer must be content that the apprentice is working at or above the level of the occupational standard. • Apprentices must have achieved English and mathematics Level 2. • Apprentices must submit a portfolio of evidence to underpin the professional discussion. • The employer must provide the EPAO with any workplace specific policies, requirements and or instructions at least two weeks in advance of the apprentice being assessed. |
| End-point assessment (typically, 3 months) | <p>Assessment method 1: Observation: lesson observation and professional dialogue</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction |

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language
- for the professional discussion, compiled and submitted a portfolio of evidence

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 15 discrete pieces of evidence. Two pieces of evidence should be records of observations of the apprentice teaching, with the accompanying lesson plan, and support materials for the observed lesson. The lesson observations must have been carried out by an experienced teaching practitioner in the capacity of a manager.
- evidence must be mapped by the apprentice against the KSBs assessed by the professional discussion
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); which should be video recorded where possible except where there are safeguarding concerns, in which case a written account is acceptable. The apprentice should always be

in view and identifiable. Video-recorded observations must not be sent to the EPAO as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on site.

- case studies
- lesson plans, materials used and evaluations

This is not a definitive list; other evidence sources are possible.

- it should not include any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

End-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

Assessment method 1: Observation: lesson observation and professional dialogue

Overview

This assessment method has two components. The total time for this assessment method is 1 hour 45 minutes. This does not include the time taken for a break between the lesson observation and professional dialogue. Where breaks occur, they will not count towards the total assessment time.

Apprentices must be given at least one week's notice of the date and time of the lesson observation and professional dialogue.

The lesson observation and professional dialogue involves an independent assessor observing an apprentice undertaking work as part of their normal duties, in the workplace, and then asking questions during a professional dialogue. This allows for a demonstration of the KSBs through naturally occurring evidence and questioning during the professional

dialogue where these are not naturally occurring during the lesson observation. The lesson observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- professional dialogue allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the lesson observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

Assessment method 1 – component 1: lesson observation

Delivery

The lesson observation of the apprentice must last 1 hour.

The 1 hour allocated to the lesson observation may include set up of the learning environment and time post lesson to include student and staff interaction, in addition to observation of the lesson.

The following activities should be observed during the lesson observation:

- conduct a planned learning and skills session with a group of learners as part of a course or series of teaching sessions.
- deliver a lesson using relevant technology and/or resources to support learners' understanding and outcomes.
- demonstrate subject and pedagogical learning through their teaching activity
- create a safe and inclusive learning environment, championing equality and recognising diversity according to statutory regulations and best practice
- contextualise English and or mathematics during a learning and skills session, as part of their own subject specialism and pedagogical expertise
- provide feedback to learners. Apprentices should provide the independent assessor with a copy of their lesson plan and any support materials at least one day before the lesson observation.

The lesson observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- the tasks should involve working with a minimum of 5 learners in a group environment

The independent assessor will observe one of the apprentice's lessons. This should be with the apprentice's regular class/group unless there is good reason to observe an alternative class/group (as approved by the independent assessor). For those working in smaller schools/alternative provision, reasonable adjustments can be made in agreement with the EPAO in advance. Evidence will need to be provided by employers to verify this is the apprentice's normal group size.

One independent assessor may observe only 1 apprentice at any one time, to ensure quality and rigour.

The independent assessor must be unobtrusive whilst conducting the lesson observation.

Apprentices must be provided with information on the format of the lesson observation with professional dialogue, including the timescales they will be working to before the start of the lesson observation and professional dialogue. The time taken to give this information is exclusive of the assessment time.

The independent assessor will assess all components of this assessment method holistically.

The independent assessor will make all grading decisions.

If the independent assessor lacks experience and knowledge in the apprentice's sector/specialist area, a subject specialist advisor will also be appointed by the EPAO to serve in an advisory capacity.

Any subject specialist advisor that is utilised in this role must have no direct connection with, and be independent of, the apprentice, employer, or training provider. If the EPAO is unable to appoint a subject specialist advisor that meets these requirements, they may appoint a subject specialist advisor from the employer if they have no direct connection with the apprentice or training provider.

The subject specialist advisor must be suitably qualified and experienced in the subject or sector specialism of the apprentice.

The subject specialist advisor will act in an advisory capacity, providing information about the factual accuracy of the apprentice's subject/sector knowledge. The subject specialist advisor must provide information only at the request of the independent assessor (who has the final say over the assessment and grade awarded) and must not provide information on behalf of the apprentice, ask the apprentice questions, or influence the apprentice or the assessment judgement in any way.

The subject specialist advisor will not make a grading decision or recommendation.

Assessment method 1 – component 2: professional dialogue

Delivery

Following the lesson, the independent assessor and apprentice will conduct a professional dialogue about the observed lesson. This dialogue must last for 45 minutes and provide the apprentice with an opportunity to reflect on the lesson, as well as the opportunity to demonstrate those KSBs that the apprentice did not have the opportunity to demonstrate during the lesson observation.

The professional dialogue should cover the lesson across a range of areas relating to the following topics:

- wellbeing and information
- advice and guidance
- learner support
- planning
- teaching
- learner progress

The independent assessor must ask a minimum of 6 open questions. They may ask follow-up questions where clarification is required.

The independent assessor has the discretion to increase the time of the professional dialogue by up to 10% to allow the apprentice to respond to a question.

Independent assessors must use their EPAO's question bank as a source for questioning during the professional dialogue and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions, in line with the EPAO's training and standardisation process.

The independent assessor will assess all components of this assessment method holistically.

The independent assessor will make all grading decisions.

Assessment location

The lesson observation and professional dialogue should take place in a quiet room, free from distractions and influence at the apprentice's workplace.

The employer should ensure the necessary tools, equipment and materials are available for the apprentice during the lesson observation and professional dialogue.

Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose. The questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- lesson observation specifications
- grading guidance
- question banks
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the lesson observation and professional dialogue as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Overview

This assessment method has 1 component.

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method. It will include the questions that will assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

- allows for assessment of KSBs that do not occur on a predictable or regular basis
- It includes a portfolio of evidence which supports the apprentice when discussing the application of knowledge, skills and behaviours.
- it is cost effective, as it can be conducted remotely, therefore potentially reducing travelling time

Delivery

The independent assessor will conduct and assess the professional discussion. The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. The apprentice leads on the responses to the questions making detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. These follow-up questions are allowed to seek clarification from the apprentice and to make a judgement against the grading descriptors.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

The professional discussion will be conducted as set out here:

- the EPAO will ensure that the independent assessor will have a minimum of five working days to review the portfolio of evidence prior to the professional discussion
- EPAOs must make arrangements for the professional discussion with the apprentice's employer
- apprentices must be given at least two-weeks' notice of the date and time of the professional discussion

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- there will be a minimum of 12 questions
- the independent assessor will ask the apprentice questions based on the knowledge, skills and behaviours identified for this method. The apprentice may use their portfolio of evidence to exemplify a point they are discussing. The portfolio is not directly assessed
- the independent assessor may ask follow-up questions generated by themselves to probe replies further and to seek clarification on points made, these follow-up questions do not count towards the minimum question total
- the independent assessor must use the assessment tools and procedures that are set by the EPAO to record the outcome of the professional discussion including KSBs met and answers to questions
- the independent assessor will make all grading decisions.

The purpose of the questions will be to assess the following areas:

- teaching,
- learner progress,
- learner support,
- wellbeing and information,
- advice,
- regulation and guidance,
- communication skills,
- professionalism,
- technology,
- sustainability.

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided. The apprentice and the independent assessor should have access to the apprentice's portfolio during the professional discussion.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The professional discussion can take place in any of the following:

- Employer's premises
- other suitable location determined by the EPAO (e.g. assessment centre or training provider)
- via video conferencing

Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must

review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the interview as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

Independent assessors must individually grade the lesson observation and professional dialogue, and professional discussion underpinned by a portfolio of evidence according to the requirements set out in this plan. A person appointed by the EPAO must grade the multiple-choice test. Alternatively, marking by computer is permissible where question type allows this.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

To gain an overall EPA pass, apprentices must achieve a pass in all the assessment methods.

To achieve an overall EPA distinction, apprentices must achieve a distinction in the lesson observation and professional dialogue.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

| Assessment method 1 – Lesson observation and professional dialogue | Assessment method 2 – Professional discussion underpinned by a portfolio of evidence | Overall grading |
|--|--|--------------------|
| Fail | Any grade | Fail |
| Any grade | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Pass | Distinction |
| Distinction | Distinction | Distinction |

Any grade = fail, pass, distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All failed assessment methods must be re-sat/re-taken within a 6 month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass.

Roles and responsibilities

| Role | Responsibility |
|------------|---|
| Apprentice | <p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake a minimum of 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements |
| Employer | <p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis |

| | |
|------|--|
| | <ul style="list-style-type: none"> • provide the EPAO with any workplace specific policies, requirements and or instructions at least two weeks in advance of the apprentice being assessed |
| EPAO | <p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) |

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| | <ul style="list-style-type: none"> • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA • appoint, if required, a subject specialist advisor to advise the independent assessment of the apprentice. |
| Subject specialist advisor | <p>As a minimum, subject specialist advisors should:</p> <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice, their employer or training provider: in all instances, including with the EPAO is the training provider (i.e., HEI). If the EPAO is unable to appoint a subject specialist advisor that meets these requirements, they may appoint a subject specialist advisor from the employer if they have no direct connection with the apprentice or training provider • be suitably qualified and experienced in the subject or sector specialism of the apprentice • act in an advisory capacity, providing information about the factual accuracy of the apprentice's subject/sector knowledge • provide information only at the request of the independent assessor (who has the final say over the assessment and grade awarded) and does not provide information on behalf of the apprentice, ask the apprentice questions, or influence the apprentice or the assessment judgement in any way • not amplify or clarify points made by the apprentice • not make a grading decision or recommendation |
| Independent assessor | <p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO |

| | |
|-------------------|--|
| | <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and assessment recording documentation provided by the EPAO in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard |
| Training provider | <p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor apprentices progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. HEI) there must be procedures in place to mitigate against any conflict of interest |

Internal quality assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who are competent to deliver the end-point assessment and who:
 - Hold a level 5 Diploma in Education and Training or equivalent qualification and have a minimum of two years' experience of delivering further education teacher training
- operate induction training for independent assessors and any other personnel involved in the delivery and or/assessment of the EPA (e.g. markers and invigilators)
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online (i.e. computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

| Knowledge | Assessment Method |
|--|--|
| K1: The pedagogical theory and how to apply this theory to practice | Lesson observation and professional dialogue |
| K2: How to support contextualised opportunities to develop English and maths | Lesson observation and professional dialogue |
| K3: The principles of designing, planning, and organising curriculum | Lesson observation and professional dialogue |
| K4: Methods for creating and adapting inclusive learning resources | Lesson observation and professional dialogue |
| K5: Evidence-based inclusive teaching, learning and assessment strategies | Lesson observation and professional dialogue |
| K6: Strategies to engage and challenge all learners | Lesson observation and professional dialogue |
| K7: How to implement ongoing initial and diagnostic assessment to inform planning and progression | Professional discussion underpinned by a portfolio |
| K8: Techniques to involve learners in taking ownership of their own progress | Professional discussion underpinned by a portfolio |
| K9: Application of principles and practices of assessment and feedback | Professional discussion underpinned by a portfolio |
| K10: How to promote and foster a safe and supportive learning environment | Lesson observation and professional dialogue |
| K11: Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment | Professional discussion underpinned by a portfolio |
| K12: The range of support available for learners related to health, wellbeing and safeguarding | Professional discussion underpinned by a portfolio |
| K13: Sources of current information, advice, and guidance to support progression opportunities for learners | Professional discussion underpinned by a portfolio |
| K14: The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks | Professional discussion underpinned by a portfolio |
| K15: Techniques to develop collaborative relationships | Professional discussion underpinned by a portfolio |

| K16: Communication techniques and how to adapt these for different audiences, including leading difficult conversations | Professional discussion underpinned by a portfolio |
|---|--|
| K17: Coaching and mentoring principles and techniques | Professional discussion underpinned by a portfolio |
| K18: Strategies for quality improvement | Professional discussion underpinned by a portfolio |
| K19: Ways to access personal and professional development, and to maintain sector and/or subject specific currency | Professional discussion underpinned by a portfolio |
| K20: Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety | Professional discussion underpinned by a portfolio |
| Skill | Assessment method |
| S1: Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice | Lesson observation and professional dialogue |
| S2: Identify, consider and take steps to minimise the impact of barriers to learning | Lesson observation and professional dialogue |
| S3: Contextualise English and mathematics in a way that promotes understanding of key topics | Lesson observation and professional dialogue |
| S4: Use varying teaching and assessment methods depending on the learning environment and learners' needs | Lesson observation and professional dialogue |
| S5: Encourage learners to set challenging goals | Professional discussion underpinned by a portfolio |
| S6: Promote understanding of equality and diversity and sustainable development | Professional discussion underpinned by a portfolio |
| S7: Demonstrate through their teaching the wider context (such as policy, economic, societal, technological, legal, cultural and environmental) in which education operates, recognising the implications for professional practice | Lesson observation and professional dialogue |
| S8: Design and use resources that are inclusive and add value to learners' development | Lesson observation and professional dialogue |
| S9: Engage and inspire all learners | Lesson observation and professional dialogue |
| S10: Identify and set outcomes to reach the full potential of each individual learner | Professional discussion underpinned by a portfolio |

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| S11: Provide ongoing and constructive learner feedback | Lesson observation and professional dialogue |
| S12: Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey | Professional discussion underpinned by a portfolio |
| S13: Encourage learners to develop autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change | Professional discussion underpinned by a portfolio |
| S14: Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners | Professional discussion underpinned by a portfolio |
| S15: Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions | Lesson observation and professional dialogue |
| S16: Prepare learners for their transition through education, further training, and into employment | Professional discussion underpinned by a portfolio |
| S17: Comply with internal and external regulations, legislation and guidance such as: teaching, learning and assessment, recording, storing and sharing information relating to learners | Lesson observation and professional dialogue |
| S18: Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders | Lesson observation and professional dialogue |
| S19: Engage learners to establish standards of behaviour, mutual respect and safe working | Lesson observation and professional dialogue |
| S20: Challenge learners to address inappropriate behaviour and/or viewpoints | Professional discussion underpinned by a portfolio |
| S21: Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD) | Professional discussion underpinned by a portfolio |
| S22: Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice | Professional discussion underpinned by a portfolio |

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| S23: Manage their own time through preparation and prioritisation, time management, and responsiveness to change | Lesson observation and professional dialogue |
| S24: Act within the statutory frameworks which set out their professional duties and responsibilities | Lesson observation and professional dialogue |
| S25: Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment | Lesson observation and professional dialogue |
| Behaviour | Assessment method |
| B1: Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control | Professional discussion underpinned by a portfolio |
| B2: Underpin their practice by reference to the Education and Training Foundation professional standards and evidence-based teaching and learning | Professional discussion underpinned by a portfolio |
| B3: Committed to continuous professional development | Professional discussion underpinned by a portfolio |
| B4: Acts in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders | Professional discussion underpinned by a portfolio |
| B5: Ethical, fair, consistent and impartial, valuing equality, diversity and championing British values within professional boundaries | Lesson observation and professional dialogue |
| B6: Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism | Professional discussion underpinned by a portfolio |

Grading descriptors

End-point assessment method 1: Lesson observation and professional dialogue

| Theme/KSBs | Pass descriptors In order to achieve a pass, apprentices must demonstrate all of the pass descriptors | Distinction descriptors In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors |
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| <p>Teaching K1 K2 S1 S2 S3 S4 S7</p> | <p>Uses various teaching and assessment methods through integration of subject and pedagogic research to enhance teaching practice., Demonstrates their ability to identify and minimise the impact of barriers to learning, adapting their teaching style to the circumstances and the needs of the learner (K1, S1, S2, S4)</p> <p>Demonstrates how they contextualise English and maths to promote understanding of key topics and support progression (K2, S3)</p> <p>Demonstrates through their teaching the wider context in which education operates, understanding the implications of these on professional practice (S7)</p> | <p>Provides considered justification, based on subject and pedagogic research, for the teaching learning and assessment techniques they use, distinguishing between different barriers to learning and analyses the impact of their teaching approach in overcoming these barriers (S1, S2, S4)</p> <p>Analyses opportunities to contextualise the wider teaching context, and develop English and maths within their teaching practice (K2, S3, S7)</p> |
| <p>Planning K3 K4 S8</p> | <p>Demonstrates the principles of designing, planning, and organising curriculum.</p> <p>Uses resources which have been designed to be inclusive and explains the methods for creating and adapting</p> | <p>Provides considered justification for creating inclusive learning resources and adapting curriculum, and evaluates their use in adding value to learners' development. (K3, K4, S8)</p> |

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| | resources to support learners' development. (K3, K4, S8) | |
| Learner Progress K5 K6 S9 S11 | Applies strategies to ensure they engage, inspire, and challenge all learners, whilst providing them with constructive feedback to support learning and progression (K5, K6, S9, S11) | |
| Learner support, wellbeing and information, advice, and guidance K10 S15 | Demonstrates safeguarding procedures of children, young people and/or adults in accordance with statutory provisions to foster a safe and supportive learning environment (K10, S15) | Analyses opportunities to foster a safe and supportive learning environment through their teaching practice that safeguards young people and/or adults in accordance with statutory provision, legislation, and guidance. (K10, S15) |
| Regulation and guidance S17 S24 | Demonstrates through their teaching practice how they comply with internal and external regulations and statutory frameworks, professional duties and responsibilities, legislation and guidance (S17, S24) | |
| Communication S18 S19 | Adapts communication style, method and terminology to the circumstances and the needs of the audience, engaging learners to establish standards of behaviour, mutual respect and safe working (S18, S19) | Justifies their communication style, method and the terminology used to engage learners in a mutually respectful way (S18, S19) |
| Professionalism S23 B5 | Demonstrates their time management through preparation, prioritisation, and response to change (S23) Demonstrates ethical, fair, consistent, and impartial behaviour, valuing equality, diversity and championing | Correlates their own good practice of time management through preparation, prioritisation, and response to change with positive outcomes for learners, which are ethical, fair, and consistent (S23, B5) |

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| | British values within professional boundaries (B5) | |
| Technology S25 | Uses and promotes digital and online technologies in a way that is safe to enhance teaching, learning, and assessment (S25) | Evaluates their safe use of digital and online technologies and the ways in which their approach enhances teaching, learning, and assessment (S25) |
| Fail: apprentices will fail if they do not demonstrate all the pass descriptors | | |

End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

| Theme/KSBs | Pass descriptors In order to achieve a pass, apprentices must demonstrate all of the pass descriptors | Distinction descriptors In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors |
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| Teaching S5 S6 K8 | Explains how they have motivated learners to set challenging goals and how they work with learners to set clear goals, timescales or outcomes so that they can take ownership of their own progress. Describes how they promote understanding of equality and diversity and sustainable development (K8, S5, S6)) | Justifies approach taken to motivate learners to set challenging goals (S5) |
| Learner Progress K7, K9 S10 S12 S13 S14 | Explains how they use principles of assessment, and data, through different stages of the student experience to inform planning and progression for cohorts and individual learners (K9, S10, S14) | Considers how different principles and practices of both initial and ongoing diagnostic assessment and feedback are used to inform their planning and progression (K7, K9) Considers and contrasts how their personal values may have affected the learner in the achievement of their goals |

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| | <p>Explains how they use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learner's journey (K7, S12)</p> <p>Explains how they support learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change (S13)</p> | <p>Drawing on data to justify decisions and provide evidence of gaps for individuals and groups (S14)</p> <p>Evaluates how assessment informs practice that stretches learners to meet their potential, reflecting on the challenges encountered along the way (S12, S13)</p> |
| <p>Learner support, wellbeing and information, advice, and guidance</p> <p>K11 K12 K13 S16</p> | <p>Explains the different barriers to learning and finds solutions to address them (K11)</p> <p>Promotes the range of support available for learners related to health, wellbeing, safeguarding and sources of current information, advice, and guidance to support progression opportunities for learners (K12, K13)</p> <p>Prepares learners for their transition through education, further training, and into employment (S16)</p> | <p>Considers how barriers to learning might affect individual learners differently and puts in place support that responds to individual needs. (K11, K12)</p> <p>Evaluates a range of approaches that prepare learners for appropriate transition drawing on an appropriate range of information, advice and guidance. (K13, S16)</p> |
| <p>Regulation and guidance</p> <p>K14</p> | <p>Demonstrates an understanding of requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks (K14)</p> | |
| <p>Communication</p> <p>K15 K16 K17</p> | <p>Demonstrates techniques to develop collaborative relationships, Uses a range of</p> | <p>Justifies how different techniques have been considered and utilised</p> |

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| S20 | <p>communication techniques, and understands how to adapt these for different audiences, including leading difficult conversations (K15, K16)</p> <p>Demonstrates coaching and mentoring principles and techniques and challenges learners to address inappropriate behaviour and/or viewpoints (K17, S20)</p> | effectively to engage with others in a variety of situations and to achieve a range of outcomes including challenging learners. (K15, K16, S20) |
| <p>Professionalism K18 K19 S21 S22 B1 B2 B3 B4</p> | <p>Designs and demonstrates strategies for quality improvement, including ways they have sought and responded to feedback and have used this to improve their practice, referring to Education and Training Foundation professional standards and evidence-based teaching and learning in their practice (K18, S22, B2)</p> <p>Explains how they reflect and use research to determine the effectiveness of their own practice, and maintain ongoing development in their subject specialism (K19, S21, B3)</p> <p>Explains how they have been resilient and adaptable when dealing with challenge and change, maintaining focus and self-control, acting in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders (B1, B4)</p> | <p>Evaluates how different sources of information have been analysed and the results used to improve their teaching with reference to relevant standards frameworks (K18, (S22, B2)</p> <p>Evaluates approaches to personal development and analyses the way that their teaching practice has impacted and been informed by their approach to CPD. (K19, S21, B3)</p> |

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| Technology K20 | Explains and describes when they have demonstrated a good understanding of digital, online, and emerging technologies and understands and promotes principles of digital and online safety (K20) | |
| Sustainability B6 | Models where appropriate sustainable practices and promotes sustainable development principles, values and goals in relation to their subject specialism (B6) | |
| Fail: apprentices will fail if they do not demonstrate all the pass descriptors | | |