Training Qualifications UK

TQUK Level 5 End-Point Assessment for ST0149 **Learning and Skills Teacher** V1.0

Qualification Number: 603/5238/3

# Standard Specification

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# Key Information

| | |
|---|---|
| Reference: | ST0149 |
| Version: | V1.0 |
| Level: | 5 |
| Typical duration to gateway: | 18 Months |
| Typical EPA period: | 3 Months |
| Maximum funding: | £7000 |
| Route: | Education and early years |
| Approved for delivery: | 29 January 2019 |
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| Lars code: | 402 |
| EQA provider: | Ofqual |
| Qualification Number | 603/5238/3 |

# Apprenticeship Summary

## Overview of the Role

Teaching young people and adults within all parts of the education and training sector.

## Occupation

This occupation is found in all parts of the Further Education and Skills Sector (FES), usually in settings where students are aged 16 and above (a small number of teachers may teach 14–16 year olds in alternative provision). The majority of Further Education, Learning and Skills Teachers will work in FE colleges (whether general or specialist), Independent training providers (ITPs), Adult Community Learning (ACL) Providers or Offender Learning. A small number may work as trainers in large organisations. Teaching can be delivered at a range of levels including essential skills generally up to Level 3 including, academic, vocational and technical education, some teachers may deliver subjects up to post-graduate level; it will also cover a broad range of both academic and technical subject/sector areas. Many Learning and Skills Teachers are dual professionals drawing on their technical and vocational as well as academic experience and qualifications to provide a high-quality learning experience.

The broad purpose of the occupation is to ensure that students achieve the best possible knowledge, skills and behaviours. Learning and Skills Teachers do this by planning and delivering teaching that is current, comprehensive and challenging, and that inspires students to engage, progress and achieve their full potential.

In their daily work, an employee in this occupation interacts with other Teachers and FES professionals and students of different ages, abilities, backgrounds and ambitions. They may also interact with employers and stakeholders. Teachers who are specialists in a particular technical or vocational subject, sector or occupation will typically maintain close working relationships with others working in their industry/sector and keep their own knowledge and skills up to date.

An employee in this occupation is responsible for helping to prepare each of their students for progression to/or within employment or to further study. To deliver this to a diverse group of students, including those with special educational needs, a Learning and Skills Teacher needs to be flexible, innovative, and adaptable, changing their behaviour and teaching style to suit the environment and level of their students. A Learning and Skills Teacher needs to have a sound understanding of pedagogy and regularly engage with robust evidence of effective teaching and learning methods and practice relevant to their subject area(s). A Learning and Skills Teacher typically has significant autonomy and needs to demonstrate consistently high standards of personal and professional conduct and is accountable for their professional development. A Learning and Skills Teacher may be responsible for the managing of others, as well as managing budgets.

## Typical Job Titles

Education Practitioner, FE Learning and Skills Teacher, Learning and Skills Practitioner, Learning and Skills Teacher, Lecturer, Tutor.

# Assessment Methods

This end-point assessment (EPA) consists of two assessment methods:

Professional Discussion

Two Teaching Observations

## Assessment Order

The professional discussion may be held before, after or between the two teaching observations.

## EPA Window

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

## Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- TQUK Level 5 Diploma in Education and Training (RQF) or an equivalent teaching qualification
- Level 2 Safeguarding Qualification

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules

## Subject Advisor

Depending on the subject the apprentice teaches, a subject advisor may be assigned to support the End-Point Assessor. The subject advisor's role is to notify the End-Point Assessor if any specialist principles and practices are inappropriate or questionable after each assessment method. However, if the subject advisor observes anything that is unsafe or breaches regulations, the subject advisor will inform the End-Point Assessor immediately. In such cases, the assessment will be discontinued and a fail grade will be awarded.

# Thematic Case Study

The thematic case study is a written assignment that the apprentice must submit before their professional discussion.

In the apprentices thematic case study, the apprentice is required to detail evidence of their experience and understanding in relation to the themes assessed in the professional discussion. Provide a narrative of the best examples of the apprentices practice relating to each theme in turn. The apprentice must map their case study to the KSBs assessed.

The case study should be supported by evidence including, but not limited to:

- lesson plans
- records of observations undertaken by the apprentice's supervisors, managers or other qualified teachers, and
- learner feedback

This evidence must be submitted as appendices to which the apprentice refers to in the main narrative of their case study.

The apprentice's case study must not exceed 4,500 words (+10%). The appendices are not included in the word count.

A thematic case study template is available to download from EPAPro. The template provides space for the apprentice to write about each theme and to note which appendices relate to each area. It also contains disclaimers which the apprentice and the employer must sign to confirm that the case study and supporting evidence are their own work.

The case study will not be directly assessed, but the End-Point Assessor will review it to prepare for the apprentice's professional discussion. The apprentice and the End-Point Assessor may both refer to the thematic case study during the professional discussion.

# Online Presentation

This is a **20-minute** (+10%) recorded presentation based on the following topic:

**"How I have developed my use of mobile and digital technologies to support teaching, learning and learning support during the last two years."**

The apprentice is required to record their presentation and upload it to a video hosting service such as YouTube or Vimeo, or record it using Microsoft Teams. The apprentice's recording must include an introduction where they are visible on camera and give their name, in order for the End-Point Assessor to verify the authenticity of the work.

The online presentation will not be directly assessed, but the End-Point Assessor will review it to prepare for the professional discussion.

# Professional Discussion

The professional discussion will usually be held on the same day as the observations. If there are extenuating circumstances or the apprentice requires a resit or retake, the assessment may be held remotely on a different day. The professional discussion must take place in a controlled environment.

The End-Point Assessor will have at least 10 working days to review the apprentices thematic case study and online presentation. They will prepare questions for the professional discussion based on these and relevant to the KSBs assigned to this assessment.

The professional discussion will last 60 minutes. A 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to finish their final answer or point. No new questions will be asked after the time limit has been reached.

The End-Point Assessor will ask the apprentice a minimum of 15 questions in order to confirm the validity and sufficiency of the evidence presented.

During the professional discussion, the apprentice may refer to their thematic case study, online presentation and notes.

## Grading

This assessment is graded pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

## KSBs and Grading Criteria

| 2. Developing Skills for Work and Life | |
|---|---|
| **Knowledge** | |
| K3 | Evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities. |
| K4 | How to engage learners in maintaining ground-rules for safe and effective learning. |
| K15 | Recognised coaching techniques and the circumstances in which referral may be necessary. |
| **Behaviour** | |
| B(c) | Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control. |
| B(e) | Model exemplary communication skills with learners and in all professional relationships. |
| **Pass Criteria** | |
| A | Create opportunities for learners to develop safe working, respect for others and self-reliance along-side vocational learning, e.g. gives examples of how they have created these opportunities and explains the impact on learner engagement. |
| B | Models professionalism in their behaviours and communications and expects the same from (and between) all learners, e.g. is able to explain their understanding of professionalism, giving examples of the strategies used to encourage mutual respect and effective interpersonal skills and how this impacts on learner behaviour and well-being. |
| C | Maintains focus and self-control when challenging inappropriate behaviours, giving examples of different strategies. |
| D | Provides evidence of using recognised coaching techniques and can explain the boundaries of their coaching role and when it is necessary to refer the learner to specialist support (by giving examples). |

| 3. Removing Barriers to Learning | |
|---|---|
| **Knowledge** | |
| K5 | The causes of unfair disadvantage and barriers to learning, and ways to overcome them. |
| K8 | When best to use learning resources to support learners without excluding others. |
| K20 | The use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners. |
| **Behaviour** | |
| B(b) | Value diversity and actively promote equality of opportunity and inclusion. |
| **Pass Criteria** | |
| A | Understands the ways in which choice of learning activity, environment or resources can cause some learners to experience physical or psychological barriers to learning (e.g. through issues relating to special needs, ethnicity or cultural factors) and explain how those barriers can be overcome. |
| B | Explains how they have used formative assessment to identify and support learners who feel excluded or unable to progress. |
| C | Recognises and uses opportunities to value diversity and equality, e.g. gives examples of when they have celebrated differences. |
| D | Demonstrates how they have aggregated assessment data to identify their own development needs and to report issues of learner and group progress requiring action. |
| **5. Using Digital and Mobile Technologies** | |
| **Knowledge** | |
| K9 | Current and emerging learning technologies and how they can be used safely and effectively. |
| **Skills** | |
| S9 | Use digital and mobile technologies in ways that are safe and support effective learning. |
| **Behaviour** | |
| B(f) | Be a role model for the effective use of current, digital and mobile technologies in support of teaching and learning. |
| **Pass Criteria** | |
| A | Demonstrates a willingness to try, evaluate and apply a range of current digital and mobile technologies in support of teaching and learning. |
| B | Understands how technologies can be used safely to facilitate teaching, learning and learning-support, in ways that add value, giving examples of how this has been achieved in practice. |

| 6. Supporting English and Mathematics | |
|---|---|
| **Knowledge** | |
| K6 | Mathematics and English in the vocational context and opportunities and support for their development. |
| **Pass Criteria** | |
| A | Identifies/maps the maths and English skills that naturally underpin vocational competence and life-skills. |
| B | Utilises initial and formative assessment to inform maths and English teaching and learning, e.g. by modifying planned delivery to meet individual and group learner needs. |
| **8. Vocational Currency** | |
| **Knowledge** | |
| K19 | Ways to access personal and professional development and to maintain vocational currency. |
| **Pass Criteria** | |
| A | Ensures their vocational knowledge and skills are fully up-to-date with current practices within the workplace, explaining how this is achieved. |
| B | Substantiates an active and ongoing engagement in professional learning and development to maintain the currency of their knowledge and skills as a vocational specialist, and teacher (i.e. a 'dual professional'), explaining how this is achieved. |

| 9. Quality Assurance and Improvement | |
|---|---|
| **Knowledge** | |
| K17 | The requirements and implications of:<br>• organisational policies and procedures<br>• OFSTED Common Inspection Framework<br>• Awarding Organisations<br>• funding agencies<br>• legislation (e.g. equalities and safeguarding) |
| K18 | Effective methods of securing valid feedback from stakeholders (e.g. learners, colleagues, employers) to support improvements, and how to triangulate feedback from a range of relevant sources. |
| K21 | Supporting organisational development and quality improvement interventions. |
| **Skills** | |
| S17 | Compliance with internal and external regulations, legislation and guidance in respect of:<br>• teaching, learning and assessment<br>• recording, storing and sharing information relating to learners and learning<br>• the physical and psychological safety of all learners |
| S18 | Seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning. |
| S21 | Supporting organisational development and quality improvement interventions. |
| **Behaviour** | |
| B(a) | Operate at all times to ethical and legal standards and within professional boundaries. |
| B(b) | Value diversity and actively promote equality of opportunity and inclusion. |
| B(g) | Underpin their practice by reference to professional standards and evidence-based teaching and learning. |
| **Pass Criteria** | |
| A | Describes key organisational policy/procedures, legislative requirements and ethical/professional standards, relevant to their teaching role and the safety of their learners. |
| B | Demonstrates how developmental feedback from teaching observations, 'learner voice' and professional development have informed their teaching practice. |
| C | Demonstrates evidence of collaborating in quality improvement initiatives. |

# Teaching Observations

## Observations

The teaching observations must be assessed face-to-face, unless the apprentice teaches remotely.

48 hours before the scheduled date for the observations, the End-Point Assessor will confirm with the apprentice that they are still able to take place.

The End-Point Assessor will visit the apprentice's normal workplace to observe them teaching two sessions. Each observation will last 60 minutes, for a total of 120 minutes observed. A 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to complete the task they are undertaking. No new tasks will be observed after the time limit has been reached.

At least one of the sessions must be in a formal setting, such as a lecture theatre, workshop or classroom. The second may be carried out in a different teaching environment, such as the natural work environment.

The observations must be of genuine teaching sessions with real learners. Simulation and role-playing are not permitted.

Both observations will take place on the same day. Therefore, a break between sessions may be scheduled.

## Question and Answer Session

Following the second observation session, a 20-minute question and answer session will be conducted. A 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to finish their final answer or point. No new questions will be asked after the time limit has been reached.

The question and answer session must take place in a controlled environment.

The End-Point Assessor will ask the apprentice questions in order to:

- Clarify aspects of the teaching observations. They may wish to clarify sector-specific or specialist practice, e.g. "Why did the apprentice take that approach?"
- Explore KSBs that the apprentice were unable to demonstrate naturally during the observations. The apprentice may be asked questions such as "What would the apprentice have done if there was a safety issue here?"

The pass and distinction criteria for this assessment are organised into seven themes. If a theme has not been demonstrated at all in the observations, then the question and answer session alone cannot be used to provide evidence and this assessment will be graded as a fail.

## Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, the apprentice must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

## KSBs and Grading Criteria

| 1. Authentic and Current Learning | | | |
|---|---|---|---|
| **Knowledge** | | | |
| K1 | How to organise and combine syllabus outcomes into meaningful/realistic learning opportunities, | | |
| K2 | Current and emerging workplace practice. | | |
| K10 | Sources of current information, advice and guidance. | | |
| **Skills** | | | |
| S1 | Meet programme requirements and deliver learning outcomes in a realistic context. | | |
| S2 | Ensure that learning activities are authentic in relation to workplace practice. | | |
| S10 | Access to up-to-date information, advice and guidance. | | |
| **Pass Criteria** | | **Distinction Criteria** | |
| A | Enables learners to develop knowledge, understanding and skills that are representative of current, real-work processes and environmental factors. | B | Designs and delivers learning activities in collaboration with employers. |
| | | C | Brings authentic and realistic examples of current workplace practices or 'challenges' into their off-job sessions or delivers authentic learning activities in real or realistic work environments. |
| | | D | Uses a range of relevant, researched sources to ensure their teaching is relevant and up-to-date. |

| 2. Developing Skills for Work and Life | | | |
|---|---|---|---|
| **Knowledge** | | | |
| K3 | Evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities. | | |
| K4 | How to engage learners in maintaining ground-rules for safe and effective learning. | | |
| K15 | Recognised coaching techniques and the circumstances in which referral may be necessary. | | |
| **Skills** | | | |
| S3 | Encourage learners to develop:<br>• autonomy and resilience<br>• personal and interpersonal effectiveness<br>• social awareness and respect for others<br>• essential employability skills | | |
| S4 | Engage learners to establish standards of behaviour, mutual respect and safe working. | | |
| S15 | Coaching (or referral) of learners to address unhelpful behaviours or viewpoints. | | |
| **Behaviour** | | | |
| B(c) | Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control. | | |
| B(e) | Model exemplary communication skills with learners and in all professional relationships. | | |
| **Pass Criteria** | | **Distinction Criteria** | |
| A | Encourages all learners to work safely, respect others and develop self-reliance. | E | Enables learners to explore and reflect on what it means to be professional, 'taking ownership' of their own behaviours, agreeing appropriate ground-rules and also supporting their peers to work safely, respect others and develop self-reliance. |
| B | Models professionalism in their behaviours and communications and expect the same from (and between) all learners. | | |
| C | Maintains focus and self-control at all times with learners. | F | Models high standards of calm, focused, respectful and effective feedback, even when challenging difficult behaviours, reinforcing expectations of mutual respect and a level of professionalism expected in the workplace and in society. Consequences, alternatives and expectations are clearly explained. |
| D | Uses established coaching techniques and refers learners to specialist support, if necessary. | | |

| 3. Removing Barriers to Learning | | | |
|---|---|---|---|
| **Knowledge** | | | |
| K5 | The causes of unfair disadvantage and barriers to learning, and ways to overcome them. | | |
| K8 | When best to use learning resources to support learners without excluding others. | | |
| K20 | The use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners. | | |
| **Skills** | | | |
| S5 | Avoid and overcome unfair disadvantage and barriers to learning. | | |
| S8 | Use resources that are inclusive and add value to learners' development. | | |
| S20 | Using aggregated assessment data to review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners. | | |
| **Behaviour** | | | |
| B(b) | Value diversity and actively promote equality of opportunity and inclusion. | | |
| **Pass Criteria** | | **Distinction Criteria** | |
| A | Ensures that their choice of learning activity, environment or resources supports development and progress for every learner. | D | Involves the learners in the design of inclusive learning and how to provide scaffolding to minimise potential barriers and to support ongoing formative assessment. |
| B | Demonstrates evidence of using formative assessment data to monitor inclusion and progression. | E | Ensures that all learning and support resources are fully inclusive and actively challenges stereotypes and attitudes, encouraging learners to evaluate their own approach to others. |
| C | Recognises and uses opportunities and resources to value diversity and equality. | F | Demonstrates evidence of maintaining and interrogating progress data to identify individuals and groups who are failing to progress and uses that data to inform their teaching strategies to ensure the success of every learner. |

| 4. Active Learning that Challenges and Differentiates | | | |
|---|---|---|---|
| **Knowledge** | | | |
| K7 | How to ensure that learning activities actively engage and challenge all learners. | | |
| K12 | Ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task. | | |
| **Skills** | | | |
| S7 | Actively engage and inspire all learners and encourage them to set challenging goals. | | |
| S12 | Varied learning activities that naturally allow all learners to contribute. | | |
| **Behaviour** | | | |
| B(b) | Value diversity and actively promote equality of opportunity and inclusion. | | |
| **Pass Criteria** | | **Distinction Criteria** | |
| A | Engages and inspires learners, by setting 'challenges' that extend or deepen their knowledge, understanding and skills, according to their individual needs, current capabilities and personal learning goals; encouraging them to work independently or as part of a team as appropriate. | B | Engages learners in the design and purpose of the challenge, so it is meaningful/relevant and the essential steps in their 'learning journey' are clear. |
| | | C | Encourages every learner to set their own learning targets (for 'stretch and challenge') within the context of the generic challenge. |
| | | D | Creates challenges that are collaborative, enabling learners to assume roles according to their individual needs and to benefit from peer support and assessment. |

| 6. Supporting English and Mathematics | | | |
|---|---|---|---|
| **Skills** | | | |
| S6 | Develop mathematics and English skills necessary for vocational achievement. | | |
| **Pass Criteria** | | **Distinction Criteria** | |
| A | Designs and delivers learning sessions and activities that develop mathematics and English skills necessary for vocational achievement. | B | Is able to use naturally occurring opportunities, from the workplace and real life, to develop learners' maths and English, to make the learning more relevant and meaningful in the wider context. |

| 7. Assessment for Learning | | | |
|---|---|---|---|
| **Knowledge** | | | |
| K11 | Effective use of initial and diagnostic assessment and their application at the start of or during a programme. | | |
| K13 | How to involve learners in understanding their own progress, and updating their learning records and plans. | | |
| K14 | Valid processes of Assessment for Learning and ways to ensure that ILPs support the entire learning journey. | | |
| K16 | How and where to access support for learners in achieving agreed developmental targets. | | |
| **Skills** | | | |
| S11 | Reference to initial and diagnostic assessment of learners' needs obtained at the start of and throughout the learner's journey. | | |
| S13 | Facilitate regular 360° feedback that empowers learners in their own development. | | |
| S14 | Regular formative assessment processes and updated individual learning plans. | | |
| S16 | Collaboration with relevant colleagues and professionals to support individual action plans. | | |
| **Pass Criteria** | | **Distinction Criteria** | |
| A | Designs learning activities that enable, and require, learners to continually reflect on and evaluate their own learning and progress, from initial assessment to the current time. | D | Engages learners in the design of learning activities that facilitate the monitoring, evaluation and recording of learning progress, as it happens. |
| B | Encourages learners to seek formative feedback and support. | E | Creates an expectation of learner autonomy, enabling learners to take full responsibility for monitoring their own progress and proactively requesting help from the teacher, peers or other professionals, e.g. by the LST providing learner-led, monitoring and evaluation tools and through a clear expectation of the learners' responsibilities, in this respect. |
| C | Supports learners to maintain records of formative assessment and progress, supporting a reliable review process and, when necessary, referral to other professionals for support. | | |

| 8. Vocational Currency | | | |
|---|---|---|---|
| **Skills** | | | |
| S19 | Continually updating their own knowledge and skills as a teaching professional and a subject specialist. | | |
| **Pass Criteria** | | **Distinction Criteria** | |
| A | demonstrates how they ensure their vocational knowledge and skills are fully up-to-date with current practices within the workplace. | B | Demonstrates expertise, passion and currency that enthuses and motivates learners in the context of the subject being taught, and exemplifies their expertise based on latest thinking, personal experiences and the range of subject-specific tools and techniques available to them. |
| | | C | Demonstrates their positive impact, and commitment in relation to up-to-date codes of conduct and professional standards relevant to their subject specialism and educational practice. |

# Overall Grading

This standard is graded distinction, pass or fail. Each assessment component is graded individually. Once the apprentice has completed all assessment components, the grades are combined as described in the table below to determine the apprentice's overall grade.

| Professional Discussion | Teaching Observations | Overall Grade |
|---|---|---|
| Pass | Pass | Pass |
| | Distinction | Distinction |

A fail in any assessment component will result in a fail overall.

# Resits and Retakes

If the apprentice fails any of the assessment components, the apprentice will be eligible for a resit or retake.

If the apprentice requires a resit or retake, their grade for that component will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits are typically completed within one month of the fail notification. Retakes will depend on the amount of study that is required and are typically completed within three months of the fail notification.

# Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.