Training Qualifications UK

TQUK Level 5 End-Point Assessment
for ST0149 **Learning and Skills Teacher**
V1.1, V1.2, V1.3 and V1.4

Qualification Number: 603/5238/3

Standard Specification

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Key Information

Reference:	ST0149
Versions:	V1.1, V1.2, V1.3 and V1.4
Level:	5
Typical duration to gateway:	18 months
Typical EPA period:	3 months
Maximum funding:	£7,000
Route:	Education and early years
Approved for delivery:	29 January 2019 (V1.0)
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Apprenticeship Summary

Overview of the Role

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

Occupation Summary

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). Some FE colleges may also provide education to a small number of 14-16 year olds, subject to ESFA approval. Further Education, Learning and Skills Teachers will work in FE and sixth form colleges (whether general or specialist), independent training providers (ITPs), Adult Community Learning (ACL) providers or offender learning. 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 to students in FE and Skills settings.

The broad purpose of the occupation is to ensure that students in Further Education and Skills settings 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 Further Education learners 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 relevant to learners in Further Education and should regularly engage with robust evidence of effective teaching and learning methods and practice relevant to their subject area(s) within a Further Education and Skills setting. 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.

Professional Recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods:

Lesson observation and professional dialogue

Professional discussion underpinned by a portfolio of evidence

Assessment Order

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.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

Gateway Considerations

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

- Photo ID
- Portfolio of evidence

In addition, if there are any workplace-specific policies, requirements or instructions, the employer must provide these at least **two weeks** before the apprentice is assessed.

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.

Portfolio of Evidence

Apprentices must compile a portfolio containing evidence related to the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain **15 discrete pieces of evidence**.

Two pieces of evidence should be records of observations of the apprentice teaching (carried out by an experienced teaching practitioner in the capacity of a manager), with the accompanying lesson plan, and support materials for the observed lesson.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The Portfolio Mapping and Tracking Form allows the apprentice to identify which piece of evidence meets each KSB.Evidence sources may include:

- workplace documentation, for example, workplace policies, procedures, or records
- witness statements
- annotated photographs
- case studies
- lesson plans, materials used, and evaluations
- video clips (of a maximum total duration of 10 minutes). The apprentice should always be in view and identifiable. Video-recorded observations must not be sent as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on site. Where safeguarding concerns exist, a written account is acceptable instead of a video recording.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Lesson observation and professional dialogue

Overview

This assessment method has two components: a lesson observation and a professional dialogue. The total time for this assessment method is **1 hour and 45 minutes.** Breaks, including any taken between the two components, do 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 with professional dialogue.

Apprentices must be provided with information on the format of the lesson observation with professional dialogue before the start. This includes the timescales they will be working to. The assessment time does not include the time taken to give this information.

The lesson observation involves the End-Point Assessor observing the apprentice undertaking work as part of their regular duties in the workplace. This must be done under normal working conditions, and simulation is not permitted.

The End-Point Assessor will then ask questions during a professional dialogue. This allows for a demonstration of the knowledge, skills, and behaviours (KSBs) assigned to this assessment method (and listed in the table below) through naturally occurring evidence and questioning where these are not naturally occurring during the lesson observation. However, questions relating to KSBs that have not been observed should be kept to a minimum.

The observation must take place in a controlled environment at the apprentice's workplace, free from any distractions. The employer should ensure that the necessary tools, equipment, and materials are available for the apprentice during the lesson observation and professional dialogue.

Component 1: lesson observation

The lesson observation of the apprentice must last **one hour**. In addition to the lesson observation, this may include setting up the learning environment and time post-lesson to include student and staff interaction.

Apprentices must provide the End-Point Assessor with a copy of their lesson plan and any support materials at least **one day** before the lesson observation. The following should take place 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 maths during a learning and skills session, as part of their own subject specialism and pedagogical expertise
- provide feedback to learners.

The lesson observation should involve working with a minimum of five learners in a group environment. It should be with the apprentice's regular class or group unless there is good reason to observe an alternative class or group (as approved by the End-Point Assessor). For those working in smaller schools or alternative provision, reasonable adjustments can be made in agreement with TQUK in advance. Evidence will need to be provided by employers to verify this is the apprentice's normal group size.

The End-Point Assessor may observe only one apprentice at any one time, and must be unobtrusive whilst conducting the lesson observation.

If required, TQUK can appoint an external subject specialist advisor to serve in an advisory capacity. In exceptional circumstances where one cannot be appointed, TQUK can appoint a subject specialist advisor from the employer's organisation. They will have no direct connection or conflict of interest with the apprentice or training provider.

Component 2: professional dialogue

Following the lesson, the End-Point Assessor will conduct a professional dialogue with you about the observed lesson. This provides you with an opportunity to reflect on the lesson, and to demonstrate those KSBs that you did not have the opportunity to demonstrate during the lesson observation.

The dialogue must last for **45 minutes.** The End-Point Assessor can increase this by up to 10% to allow you to respond to a question.

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 End-Point Assessor must ask a minimum of **six open questions**. They may ask follow-up questions where clarification is required.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass or distinction 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, they 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.

Lesson observation and professional dialogue - KSBs and Grading Criteria

Teaching	
Pass	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)
	Demonstrates how they contextualise English and maths to promote understanding of key topics and support progression (K2, S3)
	Demonstrates through their teaching the wider context in which education operates, understanding the implications of these on professional practice (S7)
Dist.	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)
	Analyses opportunities to contextualise the wider teaching context, and develop English and maths within their teaching practice (K2, S3, S7)
K1 The pedagogical theory and how to apply this theory to practice	
K2 How to support contextualised opportunities to develop English and maths	
S1 Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice	
S2 Identify, consider, and take steps to minimise the impact of barriers to learning	
S3 Contextualise English and maths in a way that promotes understanding of key topics	
S4 Use varying teaching and assessment methods depending on the learning environment and learners' needs	
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	
Planning	
Pass	Demonstrates the principles of designing, planning, and organising curriculum. Uses resources which have been designed to be inclusive and explains the methods for creating and adapting resources to support learners' development (K3, K4, S8)
Dist.	Provides considered justification for creating inclusive learning resources and adapting curriculum, and evaluates their use in adding value to learners' development (K3, K4, S8)
K3 The principles of designing, planning, and organising curriculum	
K4 Methods for creating and adapting inclusive learning resources	
S8 Design and use resources that are inclusive and add value to learners' development	

Learner Progress	
Pass	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)
Dist.	N/A
K5 Evidence-based inclusive teaching, learning and assessment strategies	
K6 Strategies to engage and challenge all learners	
S9 Engage and inspire all learners	
S11 Provide ongoing and constructive learner feedback	
Learner support, wellbeing and information, advice, and guidance	
Pass	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)
Dist.	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)
K10 How to promote and foster a safe and supportive learning environment	
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	
Regulation and guidance	
Pass	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)
Dist.	N/A
S17 Comply with internal and external regulations, legislation, and guidance such as teaching, learning and assessment, recording, storing, and sharing information relating to learners	
S24 Act within the statutory frameworks which set out their professional duties and responsibilities	

Communication	
Pass	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)
Dist.	Justifies their communication style, method and the terminology used to engage learners in a mutually respectful way (S18, S19)
S18 Adapt communication style, method, and terminology to reflect the needs of the audience, including individual learners, colleagues or stakeholders	
S19 Engage learners to establish standards of behaviour, mutual respect, and safe working	
Professionalism	
Pass	Demonstrates their time management through preparation, prioritisation, and response to change (S23)
	Demonstrates ethical, fair, consistent, and impartial behaviour, valuing equality and diversity, and championing British values within professional boundaries (B5)
Dist.	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)
S23 Manage their own time through preparation and prioritisation, time management, and responsiveness to change	
B5 Ethical, fair, consistent, and impartial, valuing equality, diversity, and championing British values within professional boundaries	
Technology	
Pass	Uses and promotes digital and online technologies in a way that is safe to enhance teaching, learning, and assessment (S25)
Dist.	Evaluates their safe use of digital and online technologies and the ways in which their approach enhances teaching, learning, and assessment (S25)
S25 Use innovative and up-to-date digital and online technologies in a way that is safe to improve teaching, learning and assessment	

Professional Discussion

Overview

The professional discussion involves the End-Point Assessor and the apprentice actively listening and participating in a formal conversation. The questions must be appropriately structured to allow the apprentice to make detailed and proactive contributions to confirm their competency across the knowledge, skills and behaviours (KSBs) mapped to this method.

Apprentices are expected to understand and use relevant occupational language typical in this occupation. The apprentice may use their portfolio to support their responses and illustrate a point they are discussing.

The End-Point Assessor will conduct, lead, and assess the professional discussion. It must last for **90 minutes.** The End-Point 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 training provider must submit the apprentice's portfolio of evidence at gateway. The End-Point Assessor will then have a minimum of **five working days** to review the portfolio of evidence prior to the professional discussion to prepare questions based on the KSBs identified for this method. The End-Point Assessor will ask a minimum of **12 questions**. Follow-up questions are allowed to probe replies further, to seek clarification from the apprentice on points made and to make a judgement against the grading descriptors. These follow-up questions do not count towards the minimum question total.

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.

TQUK 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.

The interview must take place in a suitable venue, for example, the employer's premises, in a controlled environment, free from any distractions.

The interview can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass or distinction 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, they 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.

Professional discussion underpinned by a portfolio of evidence - KSBs and Grading Criteria

Teaching	
Pass	Explains how they have motivated learners to set challenging goals and how they work with learners to set clear goals, timescales, or outcomes so they can take ownership of their own progress. Describes how they promote understanding of equality and diversity and sustainable development (K8, S5, S6)
Dist.	Justifies approach taken to motivate learners to set challenging goals (S5)
K8 Techniques to involve learners in taking ownership of their own progress	
S5 Encourage learners to set challenging goals	
S6 Promote understanding of equality and diversity and sustainable development	

Learner Progress	
Pass	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)
	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)
	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)
Dist.	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. Drawing on data to justify decisions and provide evidence of gaps for individuals and groups (S14)
	Evaluates how assessment informs practice that stretches learners to meet their potential, reflecting on the challenges encountered along the way (S12, S13)
K7 How to implement ongoing initial and diagnostic assessment to inform planning and progression	
K9 Application of principles and practices of assessment and feedback	
S10 Identify and set outcomes to reach the full potential of each individual learner	
S12 Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey	
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	
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	

Learner support, wellbeing and information, advice, and guidance	
Pass	Explains the different barriers to learning and finds solutions to address them (K11)
	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)
	Prepares learners for their transition through education, further training, and into employment (S16)
Dist.	Considers how barriers to learning might affect individual learners differently and puts in place support that responds to individual needs. (K11, K12)
	Evaluates a range of approaches that prepare learners for appropriate transition drawing on an appropriate range of information, advice, and guidance. (K13, S16)
K11 Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment	
K12 The range of support available for learners related to health, wellbeing, and safeguarding	
K13 Sources of current information, advice, and guidance to support progression opportunities for learners	
S16 Prepare learners for their transition through education, further training, and into employment	
Regulation and guidance	
Pass	Demonstrates an understanding of requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks (K14)
Dist.	N/A
K14 The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks	

Communication	
Pass	Demonstrates techniques to develop collaborative relationships. Uses a range of communication techniques, and understands how to adapt these for different audiences, including leading difficult conversations (K15, K16)
Pass	Demonstrates coaching and mentoring principles and techniques and challenges learners to address inappropriate behaviour and/or viewpoints (K17, S20)
Dist.	Justifies how different techniques have been considered and utilised effectively to engage with others in a variety of situations and to achieve a range of outcomes including challenging learners. (K15, K16, S20)
K15 Techniques to develop collaborative relationships	
K16 Communication techniques and how to adapt these for different audiences, including leading difficult conversations	
K17 Coaching and mentoring principles and techniques	
S20 Challenge learners to address inappropriate behaviour and/or viewpoints	

Professionalism	
Pass	Designs and demonstrates quality improvement strategies, 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)
	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)
	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)
Dist.	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)
	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)
K18 Strategies for quality improvement	
K19 Acts in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students, and stakeholders	
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)	
S22 Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers, and stakeholders to improve own practice	
B1 Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	
B2 Underpin their practice by reference to the Education and Training Foundation professional standards and evidence-based teaching and learning	
B3 Committed to continuous professional development	
B4 Acts in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students, and stakeholders	
Technology	
Pass	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)
Dist.	N/A
K20 Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety	

Sustainability	
Pass	Models where appropriate sustainable practices and promotes sustainable development principles, values, and goals in relation to their subject specialism (B6)
Dist.	N/A
B6 Model sustainable practices and promote sustainable development principles, values, and goals in relation to their subject specialism	

Overall Grading

The overall grades available for this apprenticeship are fail, pass or distinction. Each assessment component is graded individually, and all assessment methods are weighted equally in their contribution to the overall grade.

Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Lesson observation and professional dialogue	Professional discussion	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	
Distinction	Pass	
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. An apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within four months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

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

Appeals

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