

Learning and Skills Teacher (LST) Level 5

End-Point Assessment Plan

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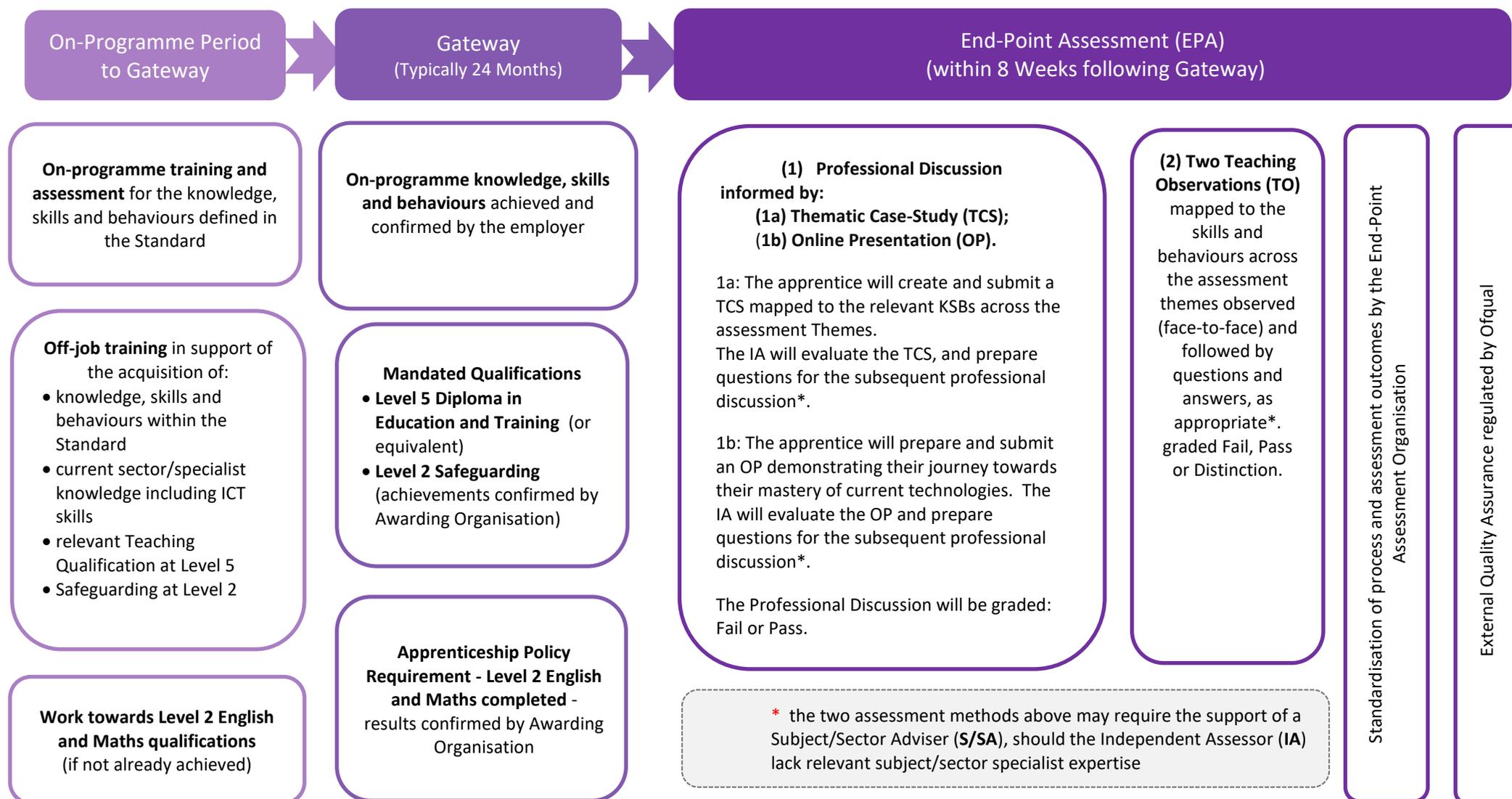
Introduction - background and the future of the Learning and Skills Teacher role

The Learning and Skills Teacher (**LST**) is a 'dual-professional' role. All **LST** Apprentices will have first achieved competence in a vocational or subject specialism to then subsequently be trained as a **LST**. This means that many teachers in the Education and Training Sector (**ETS**) begin teaching as a second, or later career. The **LST** role is pivotal to the success of traineeship and apprenticeship programmes, to support the delivery of effective vocational education and training, meeting both learners' and employers' needs. **LSTs** teach young people and adults within all parts of the **ETS**, including: work based/independent training provision; further, adult and higher education; offender-learning; and the voluntary sector. **LSTs** are responsible for planning and delivering learning that is current, relevant and challenging, inspiring learners to engage and achieve their full potential. **LSTs** collaborate closely with colleagues and other **ETS** professionals in supporting learner progress. **LSTs** ensure the physical, psychological and social wellbeing of their learners.

The **LST** apprenticeship requires development of the professional behaviours, knowledge and skills identified in the **LST** Standard. The **LST** Standard and the Assessment Plan have been developed to ensure that dual professionalism is of the highest quality in support of the Education and Training sector and every sector/specialist area. The Standard/Assessment Plan supports all Trailblazer Standards as part of the quality Apprenticeship Reform.

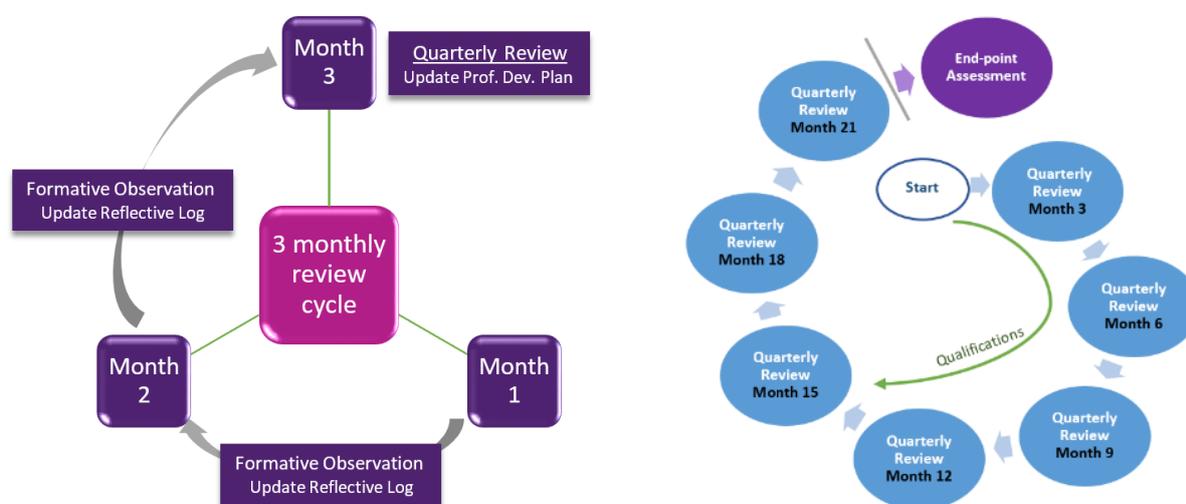
On achieving the **LST** status, guidance and support to achieve Qualified Teacher in Learning and Skills (**QTLS**) status is available through the Education and Training Foundation (**ETF**).

Flowchart summary of the 3 phases of the Learner and Skills Teacher (LST) apprenticeship



On-programme Support and Development

- **Diploma in Education and Training, Level 5 (or equivalent):** apprentices must achieve (or 'have achieved') the Level 5 Diploma in Education and Training (or equivalent teaching qualification) prior to End-Point Assessment (EPA).
- **Safeguarding:** apprentices must achieve a Level 2 Safeguarding accredited qualification, identified as being suitable by their employer.
- **A recommended on-programme assessment cycle:** during their 24 months on-programme, apprentices need to develop confidence and competence in all aspects of the Standard. Typically, in the Education and Training Sector, this is achieved through ongoing formative assessment and quarterly cycles of review to prepare the apprentice for the key outcomes necessary for successful EPA.



In addition to the mandatory teaching observations required in the formal teaching qualification, it is strongly advised that the following is undertaken to meet the Standard:

- Formative observations of teaching, on different occasions, by one or more of the following: an experienced teacher, a teacher trainer, a vocational expert, the apprentice's line manager.
- A reflective log taking account of 360° feedback (e.g. from peers, learners, vocational experts, employers, etc.), updated at regular intervals to reflect the apprentice's ongoing development.
- An ongoing Professional Record (PR) of development, focussing on the 9 thematic areas. The PR should be updated, through the quarterly review process, to support the apprentice's on-going progress throughout their programme.

The evidence in the PR will also help the apprentice prepare for the Thematic Case-Study (TCS).

The table, below, shows how the specific skills, knowledge and behaviours criteria, within the Standard, underpin the 9 thematic (synoptic) aspects of the LST role. These themes are driven by government policy, Ofsted expectations and evidence-based practice*. They therefore inform the structure of the synoptic EPA and, in particular but not exclusively, the Thematic Case Study (TCS) and the Teaching Observations (TO's), see below. Employers and providers may, therefore, wish to consider how to integrate these 9 Themes in all aspects of on-programme development and formative assessment. The relationship between the following themes and their underpinning criteria are clarified further, from the point of view of the EPA process, on pages 7- 13.

Nine Assessment Themes

Theme (and related knowledge and skills criteria)	Guidance/Interpretation
1. Authentic and Current Learning S/K1; S/K2; S/K10	Learning which is situated in, or realistically replicates, authentic and current workplace practices is more meaningful to learners and therefore more motivating. It is also essential that the knowledge and skills gained are relevant to current and emerging workplace practice.
2. Developing Skills for Work and Life S/K3; S/K4; S/K15; Behs. (c) (e)	Vocational development is more than the acquisition of a set of vocational skills. It needs to prepare learners for future economic and social success, requiring the development of a broad range of personal and interpersonal together with appropriate values and attitudes.
3. Removing Barriers to Learning S/K5; S/K8; S/K20; Beh. (b)	The principles underpinning this will have been addressed within initial teacher training. This Standard is more concerned with how the LST removes barriers to learning, in practice. Whilst there is a focus on 'protected characteristics', <u>any</u> learner may experience barriers to learning.
4. Active Learning that Challenges and Differentiates S/K7; S/K12; Beh. (d)	Participation in meaningful, challenge-based learning (particularly with peers) creates the conditions in which learners' individual goals can coexist with group-based vocational learning. Creating <i>challenges</i> is the logical strategy for facilitating ' <i>stretch and challenge</i> ' for every learner and is inherently more engaging.
5. Using Digital and Mobile Technologies S/K9; Beh. (f)	New technologies are constantly emerging and are a 'fact-of-life'. Digital and mobile technologies now have the potential to transform teaching, learning and learning support, enabling the teacher to devote more of their time to supporting learning rather than just imparting it.
6. Supporting English and Mathematics S/K6	Improving English and maths outcomes in the Education and Training sector is an ongoing challenge. Vocational teachers need to understand how literacy and numeracy underpin specific vocational skills and how they can support a team approach to improving learners' outcomes in these essential skills.
7. Assessment for Learning (AfL) S/K11; S/K13; S/K14; S/K16	Assessment for Learning (AfL) is well embedded within the Schools Sector, but less so in the Education and Training sector where it is often confused with interim summative assessment (i.e. periodic testing). True AfL, however, significantly improves progress and achievement as well as self-efficacy, resilience and metacognition. It is also the key to improving the reliability of progress data for individuals and aggregated performance measures.
8. Vocational Currency S/K19	Teachers are 'dual professionals'. Dual professionalism is relatively more important in the Education and Training Sector, compared with the Schools Sector, because vocational practice generally changes far more rapidly than does the content of academic study. The LST must therefore ensure their knowledge and skills are up-to-date in respect of both their vocational specialism and generic teaching practice.
9. Quality Assurance and Improvement S/K17; S/K18; S/K21; Behs. (a) (b) (g)	Quality assurance and quality improvement is a 'whole organisational' issue that must be supported by all staff. The LST will therefore support and, potentially, initiate quality improvements and related professional development. Collecting reliable data to demonstrate the need for improvement and the impact of improvement interventions underpins all quality assurance or improvement.

* For example: [CIF \(2018\)](#) [Ofsted – A call for action \(2016\)](#); [Wolf Report](#); [Richard Review of Apprenticeships](#); [CAVTL](#); [Sainsbury Review and Post – 16 Skills Plan \(2016\)](#); [FELTAG](#); [Assessment for Learning](#); [Growing up Digital](#); [Children's Commissioner](#)

Employer requirements and knowledge relating to the EPA process

The employer will contract with the apprentice and provider organisations (where relevant) to ensure that development and support can be delivered to ‘the letter’ and ‘in the spirit’ of the Level 5, **LST** Standard. The employer must select a relevant training provider from the Register of Apprenticeship Training Providers (**RoATP**) and an End-Point Assessment Organisation (**EPAO**) from those listed on the Register of End-Point Assessment Organisations (**RoEPAO**).

The Assessment Gateway cannot be passed until the apprentice has spent typically 24 months on-programme and met all the Gateway criteria. The **EPA** will be fully completed within a further 8-week period, following Gateway. Once the employer has confirmed the apprentice has met all requirements of the Standard, the employer will immediately notify the **EPAO** in writing, initiating the process detailed in the table below.

Suggested employer’s timescales for the 8-week **EPA** process:

Weeks 1 – 3 the employer authenticates and submits the **TCS** and **OP** to the **EPAO**.

Weeks 4 – 5 the **IA** will evaluate the **TCS** and **OP**.

Weeks 6 – 8 the **IA** arranges and completes the **PD** and the **TOs** during an on-site visit.

The **IA** (and the **S/SA**, if required) will initially review the **TCS** and the **OP** in preparation for the **PD**. The on-site visit will include:

- **PD**, informed by the **TCS** and **OP**
- the two **TOs**.

In exceptional circumstances, when the **PD** cannot be carried out during the on-site visit date, an alternative date will be arranged for the **PD** to be carried out virtually or face to face. This must be arranged and held before the end of the **EPA** 8-week period.

Once the **EPA** request has been submitted by the employer, the **EPAO** will allocate an **IA** and agree the **EPA** timescales with the employer. If the **IA** is not a sector/specialist in the apprentice’s employment area, the **EPAO** will appoint a Sector/Specialist Advisor (**S/SA**)¹ to advise the **IA**. The **EPAO** will confirm with the employer, in writing, the agreed timescales.

The **IA** is solely responsible for all final assessment judgements. Where required, the **S/SA** will support the full **EPA** process by being available for consultation during the **IA**’s evaluation of the **TCS** and **OP** and present for the on-site visit for the **PD** and **TOs**. The role of the **S/SA** is to notify the **IA** if any Sector/Specialist principles and practices are inappropriate or questionable. On-site **S/SA** guidance will be communicated to the **IA** at the end of the **PD** and **TOs**. However, if **S/SA** concerns relate to any form of safety or breach of regulations, the **S/SA** must immediately advise the **IA**, in an appropriate professional manner, to discontinue the **PD** and/or **TOs**. Any such intervention will result in a fail.

It is essential that:

- there is no conflict of interest between the **IA**, **S/SA**, provider, apprentice or employer;
- the **IA** and the Sector/Specialist Advisor (**S/SA**), are suitably qualified and experienced to assess the Education and Training requirements and the sector/specialist competency of the **LST** apprentice; (see page 13)

¹ See Roles and Responsibilities section on Page 13 for clarification.

- that the **IA** and the **S/SA** meet the **EPAO** requirements including meeting the Disclosure and Barring Service (DBS) requirements;
- how the two assessment methodologies will be managed;

Gateway Process

The **EPA** will be triggered by the following events:

- the employer has judged the apprentice to be ready to proceed beyond the Gateway, based on completion of all on-programme requirements (i.e. a minimum Level 2 qualification in English and mathematics. Level 2 Safeguarding and the Diploma in Education and Training, or equivalent teaching qualification).
- the employer believes the apprentice is ready to:
 - prepare, ready for submission to the **EPAO**, a **TCS** (see below) addressing all of the knowledge, skills and behaviour criteria, and structured to describe exemplary practice relating to the 9 Themes listed on page 4 and detailed in the **PD** guidance on pages 8 and 9;
 - prepare the recorded **OP** ready for submission to the **EPAO**;
- the employer has confirmed the date by which the **TCS** and **OP** will be submitted to the **EPAO**;
- the employer notifies the **EPAO** of any issues relevant to the apprentice's needs (e.g. disability) and likely to impact on **EPA** and follows the **EPAOs** Reasonable Adjustments Policy;

The employer will submit the apprentice's **TCS** and **OP**, electronically, to the **EPAO** for the **IA** to evaluate. This is to be completed within three weeks of confirmation that the apprentice has passed the gateway.

The **EPAO**, must inform the employer of the **EPA** dates they have chosen, from the options provided by the employer, for the visit to the workplace to conduct the face-to-face **TOs** and **PD**

Employers must plan to ensure that the on-site visit is planned to maximise the efficiency and effectiveness of the **EPA** process (e.g. ensuring that the apprentice and learners are available at appropriate times). These communications should be received by the employer at least one week before the planned **EPA** face to face visit.

The End-Point Assessment Process

The **EPA** process consists of two assessment processes:

- (1) **Professional Discussion**, informed by the **TCS** and the **OP**
- (2) **Teaching Observations**

It should be noted that Education and Training apprenticeships are 'dual professionals'. The **LST** apprentice must be competent and current with regards to (a) their subject specialism and (b) the generic skill focus of the **LST** Standard. The **IA** must be clearly experienced and qualified to assess teaching proficiency; they may not, however, be sufficiently familiar with the sector/specialist context in which the **LST** apprentice is working. In this situation, it is essential that the **EPAO** recruits a suitably experienced and qualified **S/SA** to support the process and ensure the safety and validity of the vocational/specialist guidance. The **IA** will lead throughout the **EPA** and make the final judgement

decisions, but will take advice from the **S/SA**, where relevant.

The **IA** and the **S/SA** will need to develop familiarity and fluency with the relevant behaviours and knowledge and skills criteria, and with how these relate thematically (synoptically) to the 9 Themes, described pages 4.

The 9 assessment themes encompass the 21 Knowledge and Skills and 7 behaviours, as detailed in the LST standard, are covered through the **PD** and **TOs**. It should be noted that there is cross over for 4 of the themes due to the nature of the **LST** role and aspects that are considered essential in this dual professional occupation. Referencing for each of the assessment methods has been clearly indicated within the descriptors on pages 8 - 9 and 10 – 12.

1. Professional Discussion (PD)

The PD will last for 60 minutes (with a variance of +10% where the assessor has the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete this method of the EPA). In this time-period, the **IA** will ask the **LST** a minimum of 15 prepared questions, based on an evaluation of the **TCS** and **OP** in relation to the relevant themes to be assessed and their associated **KSBs**. The purpose of the questioning will be to confirm the validity and sufficiency of the evidence presented in the **professional discussion** in relation to the relevant **KSBs** mapped to this assessment method within the context of the Themes. The **LST** apprentice will have the **TCS** to use as evidence in the **PD**. The **TCS** and **OP** is described more fully, below, followed by the grading criteria for the relevant themes to be assessed during the **PD**.

(1a) Thematic Case-Study (TCS)

It is expected that the apprentice's narrative will demonstrate proficiency in English, in-line with being able to support vocational learners' English language skills development, as indicated by **K/S6** in the Standard.

The **LST** will prepare a Thematic Case Study (**TCS**), detailing evidence of their experience and understanding in relation to the themes tabulated on page 4 and detailed on pages 8 and 9. The **LST** should provide a narrative of their best examples of practice relating to each theme in-turn and ensure that the narrative is accurately cross-referenced (for example as *Review Comments* in Word) to the knowledge, skills and behaviours (**KSBs**) relevant to that theme (see page 4). Supporting evidence such as lesson plans, observations records, and learner feedback, etc, should be included in annexes and, also, cross-referenced, as described above. The **TCS** should not exceed 4500 words (+ 10%), excluding the annexes and must be endorsed as authentic by the employer (see Roles and Responsibilities, page 14).

The **TCS** is submitted to the **EPAO** after Gateway, as identified in the table on page 5 and will be subject to a desk-based evaluation by the **IA**. The **IA** must be given at least 10 working days to review the **TCS**. The **IA** will prepare questions from the **TCS** evaluation to inform the **PD**. The **TCS** itself will not be assessed, but it will be used to inform the questioning for the professional discussion. The assessor will review the **TCS** and prepare questions that probe further into the apprentice's depth of understanding. The apprentice will have access to the **TCS** during the **PD** and can use it to provide evidence of competence.

(1b) Online Presentation (OP)

The apprentice will prepare, record (e.g. Youtube, Vimeo, etc) 20 minute (variance +10%) online

presentation and make it available to the **IA** by a date agreed, and prior to the **EPA** on-site visit. The **IA** must be given at least 10 working days to review the **OP**. The recording of the presentation must include visual authentication of the apprentice's delivery. The topic to be presented will be their explanation of, '*How I have developed my use of mobile and digital technologies to support teaching, learning and learning support, during the last 2 years*'. The **OP** itself will not be assessed, but it will be used to inform the questioning for the professional discussion. The questioning should assess the apprentice's ability to use a range of current digital and mobile technologies in their teaching, as outlined in Theme 5. The assessor will review the **OP** and prepare questions that probe further into the apprentice's ability to achieve this. The apprentice can reference the **OP** to provide evidence of competence.

Professional Discussion Grading

The **PD** is not the primary assessment method. The **PD** primarily focuses on the **LST** demonstrating the required knowledge and behaviours, therefore the maximum grade available is Pass, in support of the final grading. (It should be further noted that a *fail* in any theme will result in a fail overall.) The themes assessed in the **PD** will be graded 'pass' or 'fail', where *fail* results from a failure to fully address the KSB requirements of any theme.

The **LST** must achieve a 'pass' in every one of the 6 themes, assessed by the **PD**. A 'fail' in any one of the 6 themes will lead to an overall *fail* for the **PD** and the entire **EPA**.

Theme and Guidance	KSB	Pass
<p>2. Developing Skills for Work and Life Vocational development is more than the acquisition of a set of vocational skills. It needs to prepare learners for future economic and social success, requiring the development of a broad range of personal and interpersonal skills together with appropriate values and attitudes.</p>	<p>K3 K4 K15 Beh(c) Beh(e)</p>	<p>The LST:</p> <p>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.</p> <p>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 <i>professionalism</i>, giving examples of the strategies used to encourage mutual respect and effective interpersonal skills and how this impacts on learner behaviour and wellbeing.</p> <p>c) maintains focus and self-control when challenging inappropriate behaviours, giving examples of different strategies.</p> <p>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).</p>
<p>3. Removing Barriers to Learning This subject will have been addressed within initial teacher training. The LST Standard is more focused on how the LST</p>	<p>K5 K8 K20</p>	<p>The LST:</p> <p>a) understands the ways in which choice of learning activity, environment or resources can</p>

<p>removes barriers to learning, in practice. 'Protected characteristics' are relevant, but <u>any</u> learner may experience barriers to learning.</p>	Beh(b)	<p>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.</p> <p>b) explains how they have used formative assessment to identify and support learners who feel excluded or unable to progress.</p> <p>c) recognises and uses opportunities to value diversity and equality, e.g. gives examples of when they have celebrated differences.</p> <p>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.</p>
<p>5. Using Digital and Mobile Technologies New technologies are constantly emerging and are a 'fact-of-life'. Digital and mobile technologies have the potential to transform teaching, learning and learning support, enabling the teacher to devote more time to supporting learning rather than just imparting it.</p>	K/S9 Beh(f)	<p>The LST:</p> <p>a) demonstrates a willingness to try, evaluate and apply a range of current digital and mobile technologies in support of teaching and learning.</p> <p>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.</p>
<p>6. Supporting English and Mathematics Improving English and maths outcomes in the Education and Training sector is an ongoing challenge. Vocational teachers need to understand how literacy and numeracy underpin specific vocational skills and how they can support a team approach to improving learners' outcomes in these essential skills.</p>	K6	<p>The LST:</p> <p>a) identifies/maps the maths and English skills that naturally underpin vocational competence and life-skills.</p> <p>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.</p>
<p>8. Vocational Currency Teachers are 'dual professionals'. Dual professionalism is very important in the Education and Training Sector, because vocational practice generally changes more rapidly than academic content. The LST must therefore ensure their knowledge and skills are up-to-date in respect of both their vocational specialism and generic teaching practice.</p>	K19	<p>The LST:</p> <p>a) ensures their vocational knowledge and skills are fully up-to-date with current practices within the workplace, explaining how this is achieved.</p> <p>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.</p>
<p>9. Quality Assurance and Improvement Quality assurance and quality improvement is a 'whole organisational' issue that must be supported by all staff. The LST will therefore support and, potentially, initiate quality improvements and related professional development. Collecting reliable data to demonstrate the</p>	K/S17 K/S18 K/S21 Beh(a) Beh(b) Beh(g)	<p>The LST:</p> <p>a) describes key organisational policy/procedures, legislative requirements and ethical/professional standards, relevant to their teaching role and the safety of their learners.</p>

<p>need for improvement and the impact of improvement interventions underpins all quality assurance or improvement.</p>		<p>b) demonstrates how developmental feedback from teaching observations, 'learner voice' and professional development have informed their teaching practice.</p> <p>c) demonstrates evidence of collaborating in quality improvement initiatives.</p>
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2. Teaching Observations (TO)

It is recommended that some time is allowed, prior to the observations, to discuss with the employer (and/or **LST** apprentice) the purpose and background relating to the scheduled **TO** sessions. This prior discussion may be necessary to identify any specific learner needs or operating practices in-place that might impact on the apprentice's teaching processes.

Apprentices will be observed delivering 2 teaching sessions, enabling direct assessment of the professional behaviours, knowledge and skills. It is also essential that the **LST** is observed teaching 'normally' with 'real' learners and that the **TO** is, in no way, simulated. It would be advisable for the employer and the **IA** to confirm, 48hrs ahead, that the planned sessions are still expected to go ahead.

At least one of the observations will be in a formal setting, for example a lecture theatre, workshop or classroom (minimum 60 minutes). The second observation could be carried out in a different teaching environment, for example the natural work environment. The duration of the two teaching observations, combined, will be 120 minutes (variance +10% where the assessor has the discretion to increase the time of the teaching observations by up to 10% to allow the apprentice to complete this method of the EPA). A further 20 minutes question and answers (with a variance of +10% where the assessor has the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete this method of the EPA) should be set-aside, during and/or following both **TOs**. The question and answer session is to:

- clarify any aspects of the **TOs**;
- explore KSBs that the **LST** was unable to demonstrate, naturally, during the observed sessions.

Teaching Observation Grading

The **TO** is the primary method of assessment. **TOs** will be assessed against the following 7 themes (as outlined on page 4). Grading will be Fail, Pass or Distinction. Due to the nature of this type of assessment and the opportunity for the **LST** to demonstrate a broad range of the required 21 Skills as detailed in the **LST** standard, the **TO** has been 'weighted' to allow the validation of high standards of performance and dual professionalism by including the aspects for distinction grading.

A *fail* in any one of the 7 themes will result in an overall *fail* for the **TOs** and therefore the overall **EPA**, where *fail* results from a failure to fully address the KSB pass requirements of any theme. If any of the themes assigned to the Teaching Observations have not been demonstrated at all during the observations, then the questioning alone cannot be used to provide that evidence and the apprentice will have failed that theme and the overall apprenticeship. The **LST** will be awarded an overall *pass* for the **TO**, provided that each of the 7 themes have been passed. A *distinction* will be awarded for the overall **TO** if the **LST** achieves a *distinction* in each of the 7 themes. Providing that the **LST** has passed the **PD**, the award of a *distinction* for the **TO** will result in an overall grade of *distinction* for the entire **EPA**.

Theme and Guidance	KSB	Pass	Distinction
<p>1. Authentic and Current Learning</p> <p>Learning which is situated in, or realistically replicates, authentic and current workplace practices is more meaningful to learners and therefore more motivating. It is also essential that the knowledge and skills gained are relevant to current and emerging workplace practice.</p>	K/S1 K/S2 K/S10	<p>The LST:</p> <p>a) enables learners to develop knowledge, understanding and skills that are representative of current, real-work processes and environmental factors.</p>	<p>In addition to meeting the criterion for a 'pass', the LST –</p> <p>b) designs and delivers learning activities in collaboration with employers.</p> <p>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.</p> <p>d) uses a range of relevant, researched sources to ensure their teaching is relevant and up-to-date.</p>
<p>2. Developing Skills for Work and the Life</p> <p>Vocational development is more than the acquisition of a set of vocational skills. It needs to prepare learners for future economic and social success, requiring the development of a broad range of personal and interpersonal skills together with appropriate values and attitudes.</p>	K/S3 K/S4 K/S15 Beh(c) Beh(e)	<p>The LST:</p> <p>a) encourages all learners to work safely, respect others and develop self-reliance.</p> <p>b) models professionalism in their behaviours and communications and expect the same from (and between) all learners.</p> <p>c) maintains focus and self-control at all times with learners.</p> <p>d) uses established coaching techniques and refers learners to specialist support, if necessary.</p>	<p>In addition to meeting the criterion for a 'pass', the LST:</p> <p>e) enables learners to explore and reflect on what it means to be <i>professional</i>, 'taking ownership' of their own behaviours, agreeing appropriate ground-rules and also supporting their peers to work safely, respect others and develop self-reliance.</p> <p>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.</p>
<p>3. Removing Barriers to Learning</p> <p>This subject will have been addressed within initial teacher training. The LST Standard is more focused on how the LST removes barriers to learning, in practice. 'Protected characteristics' are relevant, but <u>any</u> learner may experience barriers to learning.</p>	K/S5 K/S8 K/S20 Beh(b)	<p>The LST:</p> <p>a) ensures that their choice of learning activity, environment or resources supports development and progress for every learner.</p> <p>b) Demonstrates evidence of using formative assessment data to monitor inclusion and progression.</p> <p>c) recognises and uses opportunities and resources to value diversity and equality.</p>	<p>In addition to meeting the criterion for a 'pass', the LST:</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>4. Active Learning that Challenges and Differentiates</p> <p>Participation in meaningful, challenge-based learning (particularly with peers) creates the conditions in which learners' individual goals can be set within group-based vocational learning. Creating <i>challenges</i> is the logical strategy for facilitating '<i>stretch and challenge</i>' for every learner and is inherently more engaging.</p>	K/S7 K/S12 Beh(d)	<p>The LST:</p> <p>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.</p>	<p>In addition to meeting the criterion for a 'pass', the LST:</p> <p>b) engages learners in the design and purpose of the <i>challenge</i>, so it is meaningful/relevant and the essential steps in their 'learning journey' are clear.</p> <p>c) encourages every learner to set their own learning targets (for 'stretch and challenge') within the context of the generic <i>challenge</i>.</p> <p>d) creates challenges that are collaborative, enabling learners to assume roles according to their individual needs and to benefit from peer support and assessment.</p>
<p>6. Supporting English and Mathematics</p> <p>Improving English and maths outcomes in the Education and Training sector is an ongoing challenge. Vocational teachers need to understand how literacy and numeracy underpin specific vocational skills and how they can support a team approach to improving learners' outcomes in these essential skills.</p>	S6	<p>The LST:</p> <p>a) designs and delivers learning sessions and activities that develop mathematics and English skills necessary for vocational achievement.</p>	<p>In addition to meeting the criterion for a 'pass', the LST:</p> <p>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.</p>
<p>7. Assessment for Learning</p> <p>Assessment for Learning (AfL) is well embedded within the Schools Sector, but often misunderstood by Education and Training practitioners to be interim summative assessment (i.e. periodic testing). True AfL, however, is known to significantly improve progress and achievement as well as self-efficacy, resilience and metacognition. It is also the key to improving the reliability of progress data for individuals and aggregated performance measures.</p>	K/S11 K/S13 K/S14 K/S16	<p>The LST:</p> <p>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.</p> <p>b) encourages learners to seek formative feedback and support.</p> <p>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.</p>	<p>In addition to meeting the criterion for a 'pass', the LST:</p> <p>d) engages learners in the design of learning activities that facilitate the monitoring, evaluation and recording of learning progress, as it happens.</p> <p>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.</p>
<p>8. Vocational Currency</p> <p>Teachers are 'dual professionals'. Dual professionalism is very important in the Education and Training Sector, because vocational practice generally changes more rapidly than academic content. The LST must</p>	S19	<p>The LST:</p> <p>a) demonstrates how they ensure their vocational knowledge and skills are fully up-to-date with current practices within the workplace.</p>	<p>In addition to meeting the criterion for a 'pass', the LST:</p> <p>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,</p>

<p>therefore ensure their knowledge and skills are up-to-date in respect of both their vocational specialism and generic teaching practice.</p>		<p>personal experiences and the range of subject-specific tools and techniques available to them.</p> <p>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.</p>
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End-point – final judgement

The **EPAO** contracting with the **IA** and the **S/SA** must be on the **RoEPAO**.

The **IA** will make all assessment decisions including the final grading decision, but will be guided, where necessary, by an **S/SA** with particular regard to the currency, safety and quality of sector-specific practice. The **IA** will need to maintain detailed and contemporaneous notes qualifying their assessment judgements to support feedback processes, standardisation and internal and External Quality Assurance (**EQA**).

Resit/Retake Policy

Apprentices who fail one or both **EPA** methods will be offered the opportunity to take a re-sit/re-take. Resits/retakes must not be offered to apprentices who pass and wish to achieve a higher grade. A re-sit does not require further learning, whereas a re-take does.

The apprentice’s employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

The timescales for a resit/retake is agreed between the employer and **EPAO**. A resit is typically taken within 1 month of the **EPA** outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the **EPA** outcome notification.

The maximum grade awarded to an assessment method re-sit/re-take will be pass, unless the **EPAO** identifies exceptional circumstances which affected the original assessment.

Independence

The **IA** and the **S/SA** will be selected by the **EPAO**, chosen by the employer, to carry out the **EPA**. (The employer, training provider and the apprentice must declare any potential conflict of interest with regards to the **EPA** choice of **IA** or **S/SA**).

The **EPAO** can be any organisation approved to carry out the **EPA** process. **EPA** approval is established, by the Education and Skills Funding Agency (**ESFA**) and recorded on the **RoEPAO**. **EPAOs** can include, Awarding Organisations (including HEIs), teacher training providers, sector provider organisations or partnership of any of the types of organisation listed.

End-Point Assessment – Summary of roles and responsibilities

Role ²	Role/Responsibilities
Apprentice	<ul style="list-style-type: none"> • Provide feedback to the EPAO, if requested, on any issues of quality or clarity regarding the EPA process. • Complete and submit the TCS and OP as outlined in this plan.

² all stakeholders must maintain integrity of the end-point assessment process to ensure that all information submitted by the apprentice is authentic and that the apprentice is occupationally competent.

Employer	<ul style="list-style-type: none"> • Will actively support the LST apprenticeship journey. • In the pre-Gateway period, provide a culture and environment of supportive and meaningful learning. • Determine that the apprentice is ready for EPA. • Agree dates and timings for EPA, with the EPAO/IA. • Liaise with the assessment organisation (EPAO) to support assessment. • Ensure that the EPAO receives the TCS and OP within the agreed timescale, post-Gateway and authenticate the contents. • As a means of exemplary practice and satisfaction, provide feedback to the EPAO on any issues of quality, if requested.
Training Provider	<ul style="list-style-type: none"> • No conflict or vested interests with either the IA or the S/SA, and must declare any potential conflicts to the EPAO. • Provide bespoke and meaningful training, agreed with the employer during the on-programme period. • May be consulted by the employer when determining the apprentice's readiness for EPA prior to the gateway. • Is not involved in the end-point assessment process.
End-Point Assessment Organisation (EPAO)	<ul style="list-style-type: none"> • Appoint and train the IAs. • Appoint and train, where necessary, an S/SA to advise the IA on subject specialist issues. • Collect feedback from the apprentice and employer in order to support the review process and the Standard and Assessment Plan by the Education and Training (voluntary) Leadership Group (ETLG) • Internally quality assure the EPA process. • Act to remove any conflict of interest between the employer, provider or apprentice and the IA and the S/SA. • Provide feedback to Ofqual of any issues of quality or clarity regarding the Standards and Assessment Plans.
Independent Assessor	<ul style="list-style-type: none"> • A minimum of 5 years current and continuous experience in teaching, assessing and internal quality assurance in Education and Training. • Recruited and trained by the EPAO to be able to interpret and assesses the Standard. • Will be independent and of no conflict of interest with the apprentice, training provider and employer. • Will be advised by the S/SA where necessary. • Has ultimate responsibility for forming an EPA judgement based on the assessment methodologies detailed in this plan. • Ensures that the EPA is conducted in a safe manner. • Provides summative feedback to the apprentice and their employer.
Sector/Specialist Advisor	<ul style="list-style-type: none"> • A minimum of 3 years current and continuous experience in the sector/specialist subject of the apprentice. • Has no conflict of interest with the IA, employer, training provider or apprentice. • Appointed and by the EPAO where the IA does not have expertise to evaluate the sector/subject content of the LST's vocational teaching context (e.g. Retail). • Trained by the EPAO to be effective in supporting the EPA process. • Provide information* upon request of the IA regarding current and valid practice relating to the LST's vocational teaching context (e.g. Retail). • Advises the IA, promptly and professionally, of any unsafe practices during the EPA. <p>*Any information provided by the S/SA must only be at the request of the IA who has the final say over the assessment and grade awarded. The exception to this is when the S/SA has concerns relating to any form of safety or breach of regulations.</p>

Education and Training (Voluntary) Leadership Group (ETLG)	<ul style="list-style-type: none"> • Support the ongoing development of the Standard and Assessment Plan. • Collect and consider feedback, in relation to future development, from all involved parties.
Ofqual	<ul style="list-style-type: none"> • Provides EQA in line with standard practice.

Quality Assurance – Internal

The **EPAO** will need to demonstrate that it has extensive experience and sufficient infrastructure for the assessment of **LST** within the Education and Training Sector. It will assure the quality of its **EPAs** in the following ways:

1. appointing only those individuals who with at least 3 years' experience, and with appropriate assessor qualifications to at least Level 4 within the related role. Train those appointed as **IAs** to ensure they fully understand the requirements of the **EPA** and can make valid judgements;
2. train those appointed as **IAs** to ensure they fully understand the requirements of the **EPA** and are able to make valid judgements;
3. train those appointed as **S/SA's** to ensure that they fully understand the requirements of their role in supporting the **IA**
4. ensure that monitoring and recording processes are in place to validate **IA** independence to the Employer, Training Provider and Apprentice;
5. deliver induction training and standardisation events for independent assessors when they begin working for the **EPAO** on this standard and before they deliver an updated assessment method for the first time.
6. **EPAOs** must have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.

Quality Assurance – External

Ofqual have agreed to undertake the **EQA** role for this Standard/Assessment Plan.

Implementation

Consistency will be assured through:

1. **pre-Gateway:** co-operation between the employer and provider (excluding the **EPAO**), based on the Standard and Assessment Plan
2. **EPAO:** through **IA** training, internal standardisation and internal quality assurance processes
3. **EPAO:** through **S/SA** training ensure how the **S/SA** supports the **IA**
4. **EQA** by **Ofqual**
5. **future-proofing:** collection and collation of feedback by the **ETLG** from all parties involved will be used to inform the future development of the Apprenticeship Standards and Assessment Plans to ensure continued validity, value and sustainability.

Manageability and feasibility will be achieved by:

1. observing real-life lessons in the workplace making the **TOs** as close as possible to the role of the **LST**
2. providing the flexibility to perform both assessment components in one day
3. providing flexibility to perform the professional discussion remotely if it cannot be conducted on the same day as the site-visit, therefore reducing travelling costs
4. using the employers' premises
5. considering the requirements of end-point assessors, so that the criteria would not unduly restrict the assessor pool
6. allowing the use of a sector/specialist advisor where it is unlikely that an assessor will have the required knowledge and expertise of the subject area.

Projected Volumes:

Year 1: 1500 – this is based on similar certifications from Awarding Organisations data. There has been widespread national interest that would suggest that these volumes could be doubled or trebled.

Year 2: 2000

Year 3: 2500