



VTCT



SKILLSFIRST



END-POINT ASSESSMENT GUIDE

VTCT Skillsfirst Level 3 End-point Assessment for

ST0454 – Teaching Assistant (AP01.1)

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VTCT Skillsfirst Level 3 End-point Assessment for ST0454 – Teaching Assistant

Purpose

This End-point Assessment guidebook outlines the format and the requirements of the End-point Assessment for the Teaching Assistant Apprenticeship Standard.

Prior to the End-point Assessment period, a full-time apprentice will typically spend 18 months on-programme (before the gateway) to complete the criteria included within the occupational standard. All apprentices must spend a minimum of 12 months on-programme. Once the on-programme requirements have been met, the apprentice can proceed through the **Gateway Stage** to the End-point Assessment period.

The End-point Assessment will consist of two different Assessment Methods: Observation with questions and a Professional Discussion underpinned by a portfolio of evidence.

The Observation with questions and the Professional Discussion will be based on grading criteria, to assess the skills, knowledge and behaviours of the apprentice.

The Observation with questions and Professional Discussion will be conducted by a VTCT Skillsfirst Independent Assessor and the apprentice will be graded either Fail, Pass or Distinction for these Assessment Methods. There will be an overall grade awarded for the End-point Assessment of Fail, Pass, Merit or Distinction.

Level 3 Teaching Assistant

Apprenticeship Standard Summary Table

<p>On-programme Stage <i>(typically 18 months)</i></p>	<p>The apprentice receives training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard</p> <p>Training towards English and mathematics Level 2 if required</p> <p>The apprentice must produce a portfolio of evidence</p>
<p>End-point Assessment Gateway Stage</p>	<ul style="list-style-type: none"> • The employer is satisfied that the apprentice is consistently working at, or above, the level of the occupational standard • The apprentice must already hold/or achieve a qualification for English and mathematics at Level 2 or equivalent <p>Apprentices must develop and submit the following:</p> <ul style="list-style-type: none"> • A portfolio to underpin the Professional Discussion • The apprentice must submit any policies and procedures as requested
<p>End-point Assessment Stage</p>	<p>Assessment Method 1: Observation with questions</p> <p>This Assessment Method will be assessed using the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment Method 2: Professional Discussion</p> <p>This Assessment Method will be assessed using the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Overall End-point Assessment and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction
<p>Re-sits and re-takes</p>	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: merit • Re-sit timeframe: typically 2 months • Re-take timeframe: typically 3 months

Teaching Assistant Apprenticeship Standard

Occupational Profile

This occupation is found in primary, secondary, special schools, alternative provision, and further education institutions such as sixth forms and colleges. Teaching Assistants work across all age ranges, supporting all learners.

The broad purpose of the occupation is to support the class teacher to enhance learners' progress and development either in groups or individually. Teaching Assistants ensure that learners understand their work, know their learning objectives, and display positive learning behaviours in order to make progress. They deliver individual and small group teaching and apply a range of strategies to support learners of different abilities under the professional direction and supervision of a qualified teacher. Teaching Assistants may support learners with special educational needs and disabilities and learners with social, emotional, and mental health vulnerabilities.

A Teaching Assistant in their daily work will be expected to:

- Interact with all learners, including but not limited to high attaining, SEND, EAL and disadvantaged learners
- Work in partnership with teachers and other professionals within the school and education system, as well as with learners' parents or carers
- Deliver individual and small group teaching and adapt planning under the direction of a teacher
- Implement safeguarding policies and safe practice
- Work effectively with other education professionals
- Promote positive learning behaviours
- Support the development of a safe and stimulating learning environment
- Work within a framework of national legislation regarding safeguarding, and within the policies and procedures of their individual education organisations

Typical job roles on completion of Teaching Assistant:

- Assistant teacher
- Classroom assistant
- Learning support assistant
- Learning support worker
- Specialist curriculum support
- Support assistant
- Teaching assistant

Occupational Duties for Teaching Assistant

Duty	Knowledge, Skills and Behaviours covered
<p>Duty 1 – Contribute to the overall ethos and aims of the organisation and promote diversity, inclusion, equality and acceptance of all learners in line with school policies, including by challenging stereotyped views, bullying or harassment.</p>	<p>K10 K11 K15 S2 S3 S4 S7 S8 S9 S10 S13 S15 B1 B2 B3 B4 B5 B6</p>
<p>Duty 2 – Implement safeguarding policies and safe practice, including online safety, in line with legislation, policies, and procedures including maintaining confidentiality.</p>	<p>K3 K5 K6 K11 K16 S3 S5 S8 S12 S13 B1 B2 B3 B4 B5 B6</p>
<p>Duty 3 – Work in partnership and liaise with other professionals (such as the teaching staff, SENDCo, or external advisors) and parents/carers to support all learners’ learning.</p>	<p>K4 K5 K6 K9 K11 K13 K14 S2 S4 S5 S7 S10 S12 B1 B2 B3 B4 B5 B6</p>
<p>Duty 4 – Reflect on their own practice and identify appropriate professional development opportunities with the support of colleagues.</p>	<p>K6 K7 S5 S7 B1 B2 B3 B4 B5 B6</p>
<p>Duty 5 – Understand the specific needs of learners and use strategies to support all learners to achieve their learning goals.</p>	<p>K1 K2 K4 K5 K7 K9 K10 K12 K14 K15 K16 S1 S4 S6 S8 S11 S13 S14 S15 S16 B1 B2 B3 B4 B5 B6</p>
<p>Duty 6 – Promote engagement and teach learning behaviours to support the development of independent learners.</p>	<p>K1 K3 K5 K10 K12 K13 K14 K16 S1 S2 S3 S13 S14 B1 B2 B3 B4 B5 B6</p>
<p>Duty 7 – Establish positive relationships with learners and promote positive behaviours, consistently applying the school’s behaviour policy.</p>	<p>K5 K11 K13 K16 S1 S2 S3 S5 S6 S7 S16 B1 B2 B3 B4 B5 B6</p>
<p>Duty 8 – Support the social, emotional, mental health, wellbeing and personal care of all learners in line with organisational policy and procedures.</p>	<p>K3 K5 K9 K11 K13 K15 K16 S1 S7 S9 S13 S14 S15 B1 B2 B3 B4 B5 B6</p>

Table continued

Duty	Knowledge, Skills and Behaviours covered
<p>Duty 9 – Deliver individual and small group teaching within clearly defined/planned parameters in partnership with the teacher and other professionals.</p>	<p>K2 K3 K4 K7 K8 K9 K10 K12 K13 K14 S1 S2 S4 S6 S7 S10 S11 S12 S13 S14 S16 B1 B2 B3 B4 B5 B6</p>
<p>Duty 10 – Contribute to assessment and planning by supporting the monitoring, recording, and reporting of learner outcomes and participation as agreed with the teacher.</p>	<p>K1 K4 K7 K8 K9 K10 K13 K14 S1 S5 S6 S10 S11 S14 S16 B1 B2 B3 B4 B5 B6</p>
<p>Duty 11 – Support the development of a stimulating and safe learning environment by contributing to the selection and preparation of teaching resources that meet the diverse needs and interests of learners.</p>	<p>K2 K3 K5 K6 K8 K10 K11 K12 K13 K14 K15 S4 S5 S6 S8 S10 S12 S14 B1 B2 B3 B4 B5 B6</p>
<p>Duty 12 – Support or lead enrichment activities for example visits, out of school activities and in school clubs.</p>	<p>K2 K5 K6 K10 K11 K13 K17 S2 S3 S7 S8 S9 B1 B2 B3 B4 B5 B6</p>

The Gateway Stage

To be eligible for the End-point Assessment Stage of the End-point Assessment, the apprentice must meet the following Gateway requirements:

- A full time apprentice will typically spend 18 months on-programme. All apprentices must spend a minimum of 12 months on-programme
- Complete the on-programme stage of the Level 3 Teaching Assistant Apprenticeship Standard and consistently work at or above the level of the occupational standard
- Submit a portfolio of evidence which will underpin the Professional Discussion
- Achieve Level 2 mathematics and Level 2 English qualifications (or relevant equivalent) either during or before their apprenticeship

In addition to this, the apprentice's employer must formally sign off that they are satisfied that the apprentice is consistently working at or above the level set out in the Teaching Assistant Occupational Standard, and that the apprentice is deemed to have achieved occupational competence, before the gateway process can be implemented. The apprentice must also confirm that they feel ready to move on to their EPA. Both the employer and training provider have a shared responsibility to decide whether the apprentice has demonstrated the knowledge, skills and behaviours required to be competent in their job role.

When making this decision, the employer may take advice from the apprentice's training provider(s); however, the decision must ultimately be made solely by the apprentice's employer. It is important to refer back to the assessment plan when approaching gateway in order to check that the apprentice is able to demonstrate all of the required knowledge, skills and behaviours and can do so in a live EPA. A copy of the standard can be located through the following link: <https://www.instituteforapprenticeships.org/apprenticeship-standards>.

Assessment Method 1: Observation with questions

There are no specific requirements at the Gateway Stage to upload evidence for the observation with questions.

Assessment Method 2: Professional discussion

Portfolio of evidence requirements for Gateway Stage

For the Professional Discussion, the apprentice will be required to submit a Portfolio of Evidence, which should be compiled during the on-programme period of the apprenticeship. Evidence must be mapped against the KSBs set out in the Professional Discussion assessment method.

- One piece of evidence can be mapped against more than one Knowledge, Skill or Behavioural requirement
- The portfolio of evidence will typically contain 10 discrete pieces of evidence
- The portfolio of evidence can be in any format, as long as it is legible and can be uploaded electronically to VTCT Skillsfirst's online booking platform
- A Statement of Attribution by the Apprentice form must be signed by the apprentice and the Employer. This form should be uploaded alongside the portfolio of evidence. This form is available in Appendix 2 at the end of this guide
- The portfolio of evidence must be submitted to VTCT Skillsfirst at the Gateway Stage
- A completed Portfolio of Evidence Reference Record is required to be uploaded alongside the portfolio of evidence.

Scheduling

Registering an Apprentice for End-point Assessment

You can register your apprentices for EPA via VTCT Skillsfirst's online registration and booking platform. Apprentices can be registered at any time during their apprenticeship at no additional upfront cost.

You will require the apprentice's:

- Unique Learner Number (ULN)
- Name
- Date of birth

Further information on registering your apprentices will be supplied once VTCT Skillsfirst has received your signed EPAO agreement.

Scheduling an Apprentice for End-point Assessment

Providers must confirm that the apprentice has completed all of the mandated components of the standard via the apprentice checklist on the booking platform:

- EPA bookings must be made a minimum of 20 working days in advance of the desired assessment date(s) or within the standard requirement
- You will need to indicate preferred dates of assessment on the EPA booking form and send this to bookings@skillsfirstassess.co.uk
- The EPA team will seek to match an Independent Assessor to your request
- The EPA team will formally confirm the booking by email and via SEPA

Reasonable Adjustments

It is the responsibility of the training provider to apply for reasonable adjustments/access arrangements on behalf of the apprentice prior to the EPA taking place. For more information on reasonable adjustments, please refer to the VTCT Reasonable Adjustments and Special Considerations Policy or email enquiries@skillsfirstassess.co.uk for more information.

Remote Assessments

Remote assessments will ordinarily be conducted via a video conferencing platform. The apprentice will receive an automated email containing a link to their video conferencing platform within 72 hours of the assessment being booked. The apprentice will need this link to enter the video conferencing platform and complete their assessment. This is typically for professional discussion only.

Face-to-face end-point assessments

Face-to-face assessments will take place within the apprentice's normal workplace setting on the date and time agreed during the booking process.

Planning end-point assessment dates

Prior to the end-point assessment taking place, you will receive automated emails with:

- Confirmed start time and expected duration of the assessments
- Access to all relevant systems and resources

ID requirements

VTCT Skillsfirst will verify the identity of the apprentice before they undertake the assessment. All employers are therefore required to ensure that each apprentice has photographic identification with them on the day of assessment.

VTCT Skillsfirst will accept the following as proof of identity:

- A valid passport
- A signed UK photo card driving licence
- Employee ID card or travel card

The Independent Assessors will certify that they have seen valid identification before proceeding with an end-point assessment and confirm the correct spelling of the apprentice's name in readiness for certification.

Cancellation

Under some circumstances, it may be necessary to cancel an EPA. Should this happen, you must contact the EPA team immediately. Please note that if a cancellation occurs within 10 working days of the assessment taking place, there will be a cancellation charge applied in line with our Cancellation Policy.

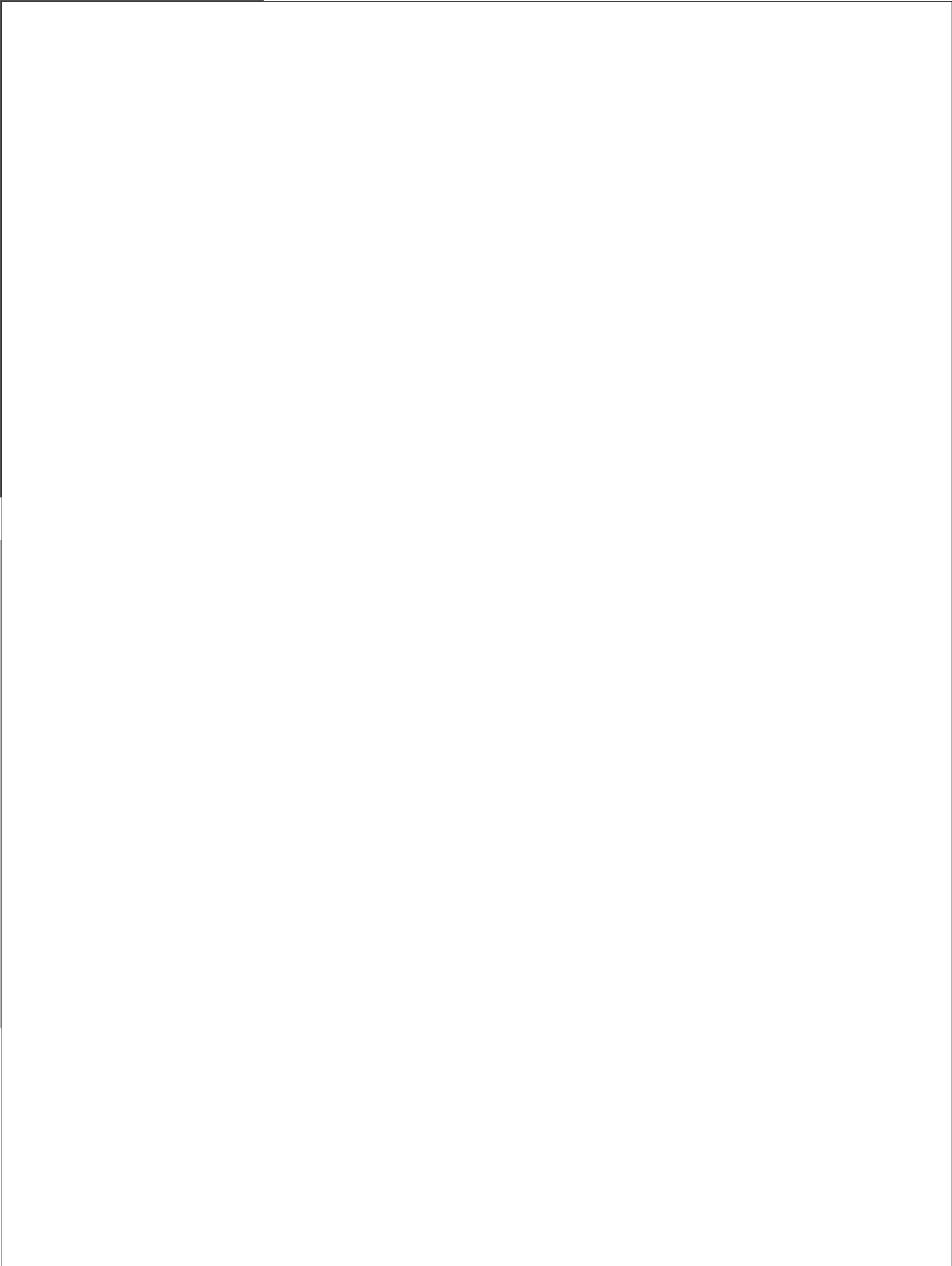
If the customer cancels the EPA:

- Prior to the date of the EPA, the customer must inform VTCT Skillsfirst by email (enquiries@skillsfirstassess.co.uk)
- On the day of the EPA, the customer must inform VTCT Skillsfirst by telephone (01212 705100 Ext 3)

Cancellation of an EPA within 10 working days prior to the assessment taking place will incur the **full cost** of the EPA. For further details, the cancellation policy is available on the booking platform or on our website.

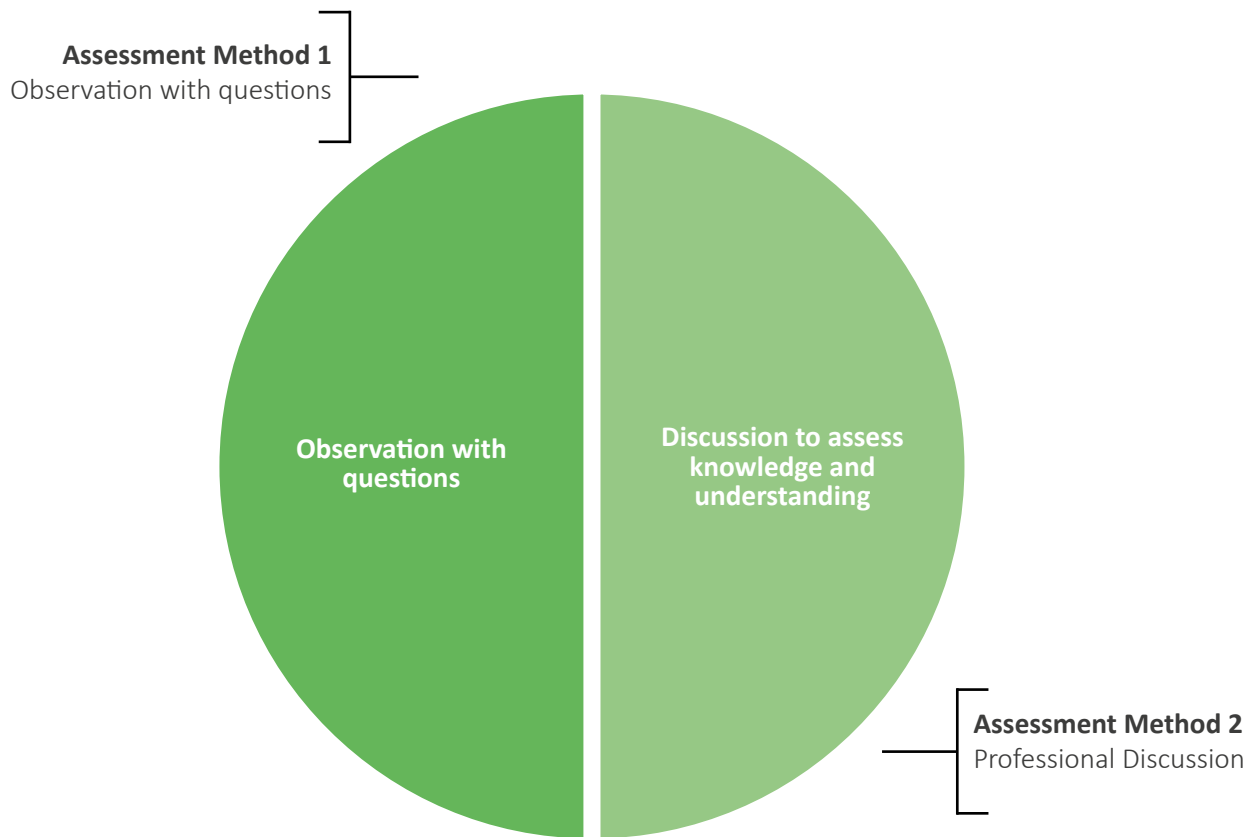
Should the apprentice wish to re-sit later, a new booking form will be required.

Notes



Overview of the End-point Assessment Period

The contribution of each Assessment Method and corresponding elements to the overall End-point Assessment grade is shown in the pie chart below:



Once the apprentice has submitted their evidence at the End-point Assessment Gateway Stage, they will then enter the End-point Assessment period.

The Teaching Assistant End-point Assessment consists of **2 Assessment Methods**:

Assessment Method	Assessed by	Overall Grading
Assessment Method 1 Observation with questions	Independent Assessors	Fail/Pass/Distinction
Assessment Method 2 Professional Discussion	Independent Assessors	Fail/Pass/Distinction

Please note: A maximum of one apprentice can be assessed at any one time by the Independent Assessors during Assessment Method 1, Observation with questions, and Assessment Method 2, Professional Discussion.

How the End-point Assessment is graded

The overall grade for the End-point Assessment will be based on the grades achieved in the 2 assessment methods: Observation with questions and Professional Discussion.

All end-point assessment methods must be passed for the end-point assessment to be achieved overall.

Assessment Method 1: Observation with questions

The Observation with questions will be graded a Fail/Pass/Distinction using the grading criteria on pages 19-21.

Assessment Method 2: Professional Discussion

The Professional Discussion will be graded a Fail/Pass/Distinction using the grading criteria on pages 26-28.

Overall Grading

Performance in the End-point Assessment determines the overall apprenticeship grade of:

- fail
- pass
- merit
- distinction

The grades from each individual assessment method are combined to determine the overall grade. If the apprentice fails one or more assessment methods, they will be awarded an overall EPA fail.

To achieve an overall pass, the apprentice should achieve at least a pass in all the assessment methods. To achieve an overall merit, the apprentice must achieve a pass in one assessment method and a distinction in the other. To achieve an overall distinction, the apprentice must achieve a distinction in both assessment methods.

Grades from the individual Assessment Methods will be combined in the following way to determine the overall grade of the Teaching Assistant End-point Assessment:

Observation with questions	Professional Discussion	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Length of End-point Assessment period

The End-point Assessment will be completed within a period lasting typically **3 months**, beginning when VTCT has confirmed that all the gateway requirements have been met by the apprentice.

If an End-point Assessment Method is not achieved, the failed Assessment Method should be re-sat or retaken within the End-point Assessment period, and in accordance with the requirements outlined in the Teaching Assistant Assessment Plan.

Order of Assessment Methods

The Assessment Methods for the End-point Assessment can be completed in any order. The result of one assessment method does not need to be known before starting the next.

Delivery and location of the End-point Assessment

The End-point Assessment Professional Discussion must take place in a suitable venue selected by VTCT Skillsfirst (for example the EPAO's or employer's premises). The professional discussion can also be conducted by video conferencing. The professional discussion must take place in a quiet room, free from distractions and influence.

The End-point Assessment Observation with questions must take place in the apprentice's normal place of work (for example, their employer's premises or a customer's premises).

Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition. Questioning that occurs after the observation must take place in a quiet room, free from distractions and influence.

Assessment Method 1: Observation with questions



Assessment Method 1: Observation with questions

Apprentices must be observed by an Independent Assessor completing their observation with questions in the apprentice's workplace. During the observation with questions, the apprentice will complete their day-to-day duties under normal working conditions. This will allow the apprentice to demonstrate the knowledge, skills and behaviours mapped to this assessment method through naturally occurring evidence.

This assessment method is used because an in-person, live observation of the apprentice's practice is the most valid way to assess competence in the KSBs. The Independent Assessors will observe the apprentice interacting with other professionals and learners, which is the most appropriate way to assess a teaching occupation.

The observation with questions must take place in the apprentice's normal place of work (for example their employer's premises or a customer's premises). Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition. Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

Delivery of the Observation with questions

The Observation with Questions must last for **110 minutes** over the same day. The observation may be split into discrete sections held on the same working day, to reflect the normal practice of the apprentice in their setting. The minimum time a discrete session can be is **15 minutes**.

The Independent Assessors must observe the apprentice working directly with a learner or a group of learners, either in the classroom or in an intervention. Observations may include set up of the learning environment and time post lesson/intervention to include learner and staff interaction, in addition to observation of the teaching.

Due to the nature of work for some teaching assistants, and safeguarding practices, there may be circumstances where direct observation is not possible due to restrictions imposed by the venue (for instance, within the secure estate or specific healthcare settings). In these circumstances, a video recording of the observation session may be approved by VTCT Skillsfirst, subject to confidentiality and GDPR requirements. This video recording will be viewed by the Independent Assessors alongside the apprentice at the apprentice's workplace, to replicate the observation process. The video must not leave the apprentice's workplace. The questioning component can then be conducted in the same way as they would for a typical, in-person, observation.

The questions must be asked directly after the observation. The Independent Assessors will ask a minimum of **4 questions** from a question bank provided by VTCT Skillsfirst, and may ask follow-up questions to clarify answers given by the apprentice; these will be kept to a minimum. The purpose of the questions is to clarify observations made by the Independent Assessors during the observation section of this assessment method and to capture further evidence against the knowledge, skills and behaviours that have not been directly observed.

The total duration of the observation with questions is 110 minutes, and the time included for questioning is included in the overall assessment time. The total time for questioning is 20 minutes.

The Independent Assessors will record the knowledge, skills and behaviours observed, those demonstrated in answers to questions, and the grade achieved. The apprentice's answers to questions will also be recorded. The Independent Assessors makes all grading decisions.

The Knowledge, Skills and Behaviours (KSBs) observed, and the answers to questions, will be documented by the Independent Assessors. The Independent Assessors has the discretion to increase the duration by up to 10% to allow the apprentice to respond to a question.

Knowledge, Skills and Behaviours

The End-point Assessment Observation with questions will cover the following Knowledge, Skills and Behaviours:

Knowledge requirements	Knowledge criteria
K2	The learning resources available to support learners and how to use them
K6	How technology can support learning
K8	Methods of formative assessment
K9	Methods of observing, recording and reporting
K12	Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning)
K13	How to adapt communication strategies to suit the audience and context

Skills requirements	Skills criteria
S1	Apply strategies to support and encourage the development of independent learners
S2	Adapt communication strategies for the audience and context
S3	Apply behaviour management strategies in line with organisational policy
S5	Communicate with teachers to ensure clarity of the TA's role
S6	Apply teaching strategies to deliver learning activities or interventions
S7	Build relationships with learners, teachers, other professionals and stakeholders
S9	Support the well-being and mental health of learners
S10	Observe, record, and report on learners in line with organisational procedures
S11	Apply methods of formative assessment
S12	Use up to date technology safely, to support learning
S13	Encourage safe use of technology by learners
S14	Adapt teaching strategies to support all learners (for example, scaffolding, open questioning)
S15	Identify and respond to pastoral and academic behaviours in learners
S16	Provide feedback to learners

Behaviours requirements	Behaviours criteria
B1	Act professionally and respectfully with the whole school community
B2	Be a positive role model, upholding and exemplifying the organisation's values
B6	Work collaboratively and constructively with the whole school community

Grading of the Observation with questions

This Assessment Method requires the apprentice to provide evidence that they have met all the knowledge, skills and behaviours outlined within the grade descriptors for the allocated grade. For example, the apprentice must evidence that all the criteria for a Pass grade have been demonstrated to achieve a Pass. To achieve a Distinction grade, the Pass criteria must be achieved as well as all the Distinction criteria.

Observation with questions

Pass criteria

The apprentice will achieve a Pass grade if they provide evidence to meet all the Knowledge, Skills and Behaviour requirements outlined below for the Observation with questioning Assessment Method.

Theme 1 – Delivery		
Grading criteria	Fail	Pass
Adapts and applies teaching strategies in delivery, using suitable learning resources to engage learners and support progress. (K2, K12, S6, S14)		
Delivers strategies to support the development of independence in learners. (S1)		

Theme 2 – Assessment		
Grading criteria	Fail	Pass
Applies observation methods and produces clear, accurate and concise records and reports of observations. (K9, S10)		
Chooses and applies formative assessment method(s), appropriate to the learning activity. Provides accurate feedback to learners based on the formative assessment. (K8, S11, S16)		

Theme 3 – Communication		
Grading criteria	Fail	Pass
Chooses and applies communication strategies with consideration for the audience and context of the message to be communicated. (K13, S2)		
Consults with the teacher to clarify their role during classroom or intervention delivery. (S5)		

Theme 4 – Pastoral

Grading criteria	Fail	Pass
Chooses and consistently applies behaviour management strategies in line with organisation policy, in response to learner pastoral or academic behaviour, and reflects organisational values in their own practice. (S3, S15, B2)		
Applies the use of strategies to support the mental health and wellbeing requirements of learners in line with organisational policy. (S9)		

Theme 5 – Technology

Grading criteria	Fail	Pass
Selects and operates technology that supports learning in line with organisational policy and safeguarding procedures. Models the safe use of technology to prepare learners to operate independently. (K6, S12, S13)		

Theme 6 – Relationships and role modelling

Grading criteria	Fail	Pass
Interacts professionally and respectfully with others to build relationships and collaborate. (S7, B1, B6)		

Observation with questions

Distinction criteria

The apprentice will achieve a Distinction grade in the Observation with questions if they provide evidence to meet all the Pass criteria and all the Distinction criteria below:

Theme 1 – Delivery	
Grading criteria	Distinction
Recognises when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery. (K2, K12, S6, S14)	

Theme 3 – Communication	
Grading criteria	Distinction
Combines and adapts verbal and non-verbal communication strategies to ensure learners remain engaged and achieve progress in learning. (K13, S2)	
Collaborates with the teacher proactively and adapts to changing need to ensure their activity has an impact on learning in line with the teacher’s guidance. (S5)	

Theme 4 – Pastoral	
Grading criteria	Distinction
Adapts and merges strategies to support the individual needs of the learner and tailor behaviour management strategies to proactively manage learner pastoral or academic behaviour. (S3, S15)	

Theme 5 – Technology	
Grading criteria	Distinction
Combines and adapts the use of different technologies in line with individual learner needs to ensure learning is accessible. (K6, S12)	

Assessment Method 2: Professional Discussion



Assessment Method 2: Professional Discussion

This Assessment Method will be in the form of a Professional Discussion, which will be appropriately structured to cover the Knowledge, Skills and Behaviours (KSBs) assigned and will focus on coverage of prior learning achieved during the on-programme stage of the apprenticeship standard. The purpose of the Independent Assessors's questions will be to draw out contextualised examples, further clarify knowledge, skills and behaviours demonstrated in the portfolio of evidence, and to assess the apprentice against the following themes:

- Learning and support
- Assessment
- Curriculum
- Child development
- Legislation and policy
- Professional development

The Professional Discussion can take place in a suitable venue selected by VTCT (for example, the apprentice's training provider or employer's premises). The Professional Discussion can be conducted on the same day as the observation (assessment method 1) at the workplace or alternatively by video conferencing on a separate day. The Professional Discussion will allow KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed.

The apprentice can use the portfolio of evidence from the on-programme stage of the apprenticeship standard to support the Professional Discussion. They can refer to and illustrate their answers with evidence from their portfolio. The portfolio of evidence is not assessed or graded by the Independent Assessors; however, it is used to inform the Professional Discussion.

Delivery of the Professional Discussion

The Professional Discussion must last for **90 minutes** and will be conducted and assessed by the Independent Assessors.

The Independent Assessors will ask a minimum of **10 questions** to provide the apprentice with the opportunity to cover the range of KSBs, and may ask follow-up questions where clarification is required. The Independent Assessors will make use of the full allocated time for questioning to allow the apprentice the opportunity to evidence occupational competence.

The Independent Assessors has the discretion to increase the assessment duration by up to 10% for the Professional Discussion to allow the apprentice to respond to a question.

The Professional Discussion will be conducted as follows:

- A 1:1 conversation, with no other parties involved
- Completed in an appropriate environment that is free from distractions and interruptions
- Both parties may refer to the apprentice's portfolio of evidence to support the Professional Discussion

The Independent Assessors will use the assessment tools and procedures that are set by VTCT Skillsfirst to evidence the Professional Discussion. The Independent Assessors will make all grading decisions.

Venue

The professional discussion must take place in a quiet room, free from distractions and influence. The professional discussion can take place in any of the following:

- Employer's premises
- Training provider's premises

Professional Discussion Assessment Requirements

This Assessment Method will be in the form of a Professional Discussion, which will be appropriately structured to cover the Knowledge, Skills and Behaviours (KSBs) assigned and will focus on coverage of prior learning achieved during the on-programme stage of the apprenticeship standard.

The Professional Discussion will allow KSBs which may not naturally occur in every workplace or within the Observation. The apprentice will use the portfolio of evidence from the on-programme stage of the apprenticeship standard to support the Professional Discussion.

The Professional Discussion assessment requirements are outlined below:

1. The Professional Discussion is conducted and assessed by the Independent Assessors.
2. The Professional Discussion is a 1:1 conversation between the apprentice and the Independent Assessors.
3. During the Professional Discussion, only the Independent Assessors can speak with the apprentice.
4. The Professional Discussion can be conducted on the same day as the observation (assessment method 1) at the workplace or alternatively by video conferencing on a separate day.
5. The Professional Discussion must be completed in an appropriate environment, i.e. a quiet room which is free from distractions and influence.
6. The Professional Discussion must last for **90 minutes**.
7. The apprentice must have access to their portfolio of evidence during the professional discussion.
8. The apprentice may refer to and illustrate their answers with evidence from their portfolio of evidence to support the Professional Discussion.
9. All questions will be generated by the Independent Assessors. The Independent Assessors will ask sufficient questions to provide the apprentice with the opportunity to cover the range of Knowledge, Skills and Behaviours. This will be a **minimum of 10 questions**.
10. The Independent Assessors will make use of the full allocated time for questioning to allow the apprentice the opportunity to evidence occupational competence.
11. The Independent Assessors has the discretion to increase the time by up to 10% for the Professional Discussion to allow the apprentice to respond to a question.
12. The Independent Assessors will use the assessment tools and procedures that are set by VTCT Skillsfirst to evidence the Professional Discussion. The Independent Assessors will make all grading decisions for the Professional Discussion.

Knowledge, Skills and Behaviours

The End-point Assessment Professional Discussion will cover the following Knowledge, Skills and Behaviours:

Knowledge requirements	Knowledge criteria
K1	The importance of providing feedback
K3	The stages of development for children and young people
K4	The principles of target setting to support the next steps in learning
K5	The impact of transition on learners and strategies to support them
K7	The learning, assessment and feedback cycle
K10	The curriculum intent, how it is implemented, and the intended impact
K11	Prevent, safeguarding and health & safety legislation, guidance, and procedures
K14	Types of learning intervention
K15	How to support learners' well-being, mental health and pastoral needs, including referral to other professionals or services
K16	The pastoral and academic behaviours learners will display
K17	The impact of enrichment activities on learners

Skills requirements	Skills criteria
S4	Adapt resources to support all learners
S8	Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety

Behaviours requirements	Behaviours criteria
B3	Respect and promote equality, diversity, and inclusion
B4	Be committed to improving their own delivery through reflective practice
B5	Work collaboratively and constructively with the whole school community

Professional Discussion

Pass criteria

The apprentice will achieve a Pass grade if they provide evidence to meet all the Knowledge, Skills and Behaviour requirements set out for the Professional Discussion and all the criteria below:

Theme 1– Learning and support		
Grading criteria	Fail	Pass
Describes the range of academic behaviours and pastoral needs learners may display, and the strategies and referral services available to educators to support learner's wellbeing and mental health. (K15, K16)		
Explains how resources can be adapted to meet the learning needs of all learners, and how the adaptation of resources can promote equality, diversity and inclusion within the organisation. (S4, B3)		
Describes the types of individual and group intervention available to support learners. (K14)		
Explains how they provide feedback to support progress in learning. (K1)		

Theme 2 – Assessment		
Grading criteria	Fail	Pass
Describes the stages of the learning, assessment and feedback cycle and how target setting is used to support learner’s academic progress. (K4, K7)		

Theme 3 – Curriculum		
Grading criteria	Fail	Pass
Describes the intent of the curriculum within their organisation, how their organisation implements the curriculum and what the intended impact of that curriculum is. (K10)		
Explains how enrichment activities benefit learners. (K17)		

Theme 4 – Child development

Grading criteria	Fail	Pass
Describe how a learner's background and experiences can impact upon how they learn, including the impact of transition. (K3, K5)		

Theme 5 – Legislation and policy

Grading criteria	Fail	Pass
Describes their responsibilities with regards to Prevent, safeguarding, and health & safety legislation and guidance, and how they apply their organisations' procedures to ensure compliance with this legislation. (K11, S8)		

Theme 6 – Professional development

Grading criteria	Fail	Pass
Describes how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery. (B4, B5)		

Professional Discussion

Distinction criteria

The apprentice will achieve a Distinction grade in the Professional Discussion if they provide evidence to meet all the Pass criteria and all the Distinction criteria below:

Theme 1 – Learning and support	
Grading criteria	Distinction
Explains their organisation’s process for reporting and referral to other professionals (internal or external), their role in the reporting and referral process, and how this can support the learner. (K15, K16)	
Analyses the reasons for adapting resources and the impact that adaptation can have on learners. (S4, B3)	

Theme 2 – Assessment	
Grading criteria	Distinction
Analyses the advantages and limitations of assessment methods and the impact of target setting within the learning, assessment and feedback cycle. (K4, K7)	

Theme 3 – Curriculum	
Grading criteria	Distinction
Explain how the curriculum within their setting fits within the broader curriculum the learner has been/will be exposed to across different stages of education. (K10)	

Theme 4 – Child development	
Grading criteria	Distinction
Explain how they apply theories of development to support learner’s academic and pastoral development. (K3)	

Theme 5 – Legislation and policy	
Grading criteria	Distinction
Explains how local and national policies and procedures for safeguarding including serious case reviews, can impact on organisational policies and procedures. (K11, S8)	

Re-sits and Retakes

An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

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

The employer and VTCT Skillsfirst will agree on the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

An apprentice will get a maximum EPA grade of merit for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.



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