

# **END-POINT ASSESSMENT GUIDE**

**VTCT Skills Level 3 End-point Assessment for  
ST0454 – Teaching Assistant (AP01)**

Please note, the contents of this booklet are subject to change at any time due to regulatory requirements. Therefore, it is imperative for the user of this document to verify they are in fact using the most up to date version. This can be done by checking it matches the version published on our website at: <http://www.vtctskills.org.uk>

# End-point Assessment Guide - Content

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# VTCT Skills Level 3

## End-point Assessment for

### ST0454 – Teaching Assistant (AP01)

#### 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. They will spend a minimum of 20% off-the-job training.

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 Skills 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, or Distinction.

# Level 3 Teaching Assistant

## Apprenticeship Standard Summary Table

<b>On-programme Stage</b> <i>(typically 18 months)</i>	<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>
<b>End-point Assessment Gateway Stage</b>	<ul style="list-style-type: none"> <li>• The employer is satisfied that the apprentice is consistently working at, or above, the level of the occupational standard</li> <li>• The apprentice must already hold/or achieve a qualification for English and Mathematics at Level 2 or equivalent</li> </ul> <p>Apprentices must develop and submit the following:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence to underpin the Professional Discussion</li> </ul>
<b>End-point Assessment Stage</b>	<p><b>Assessment Method 1: Observation with questions</b></p> <p>This Assessment Method will be assessed using the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p><b>Assessment Method 2: Professional Discussion</b></p> <p>This Assessment Method will be assessed using the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p><b>Overall End-point Assessment and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>
<b>Re-sits and re-takes</b>	<ul style="list-style-type: none"> <li>• Re-take and re-sit grade cap: pass</li> </ul>

# Teaching Assistant Apprenticeship Standard

## Occupational Profile

Teaching Assistants work in Primary, Special and Secondary education across all age ranges encompassing special educational needs and emotional vulnerabilities. The primary role of the Teaching Assistant is to support the class teacher to enhance learners' learning either in groups or individually, ensuring learners understand the work set, know their learning objectives and stay on task in order to make progress.

Promoting self-belief, social inclusion and a high self-esteem play an integral part to learners' wellbeing; ensuring learners thrive in a positive, nurturing, safe environment. It is an active role supporting the learner to access the curriculum. They are good role models, act with honesty and integrity, take part in team meetings; contribute to planning and class activities. Promoting fundamental British values through spiritual, moral, social and cultural development and positive behaviours are crucial in contributing to improved pupil progress and development.

### **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

## The Gateway Stage

To meet the minimum requirements set out in the apprenticeship standard an apprentice needs to:

- Display occupational competency
- Have achieved or be exempt from Functional Skills English and Mathematics Level 2
- Submit the required portfolio of evidence to support the professional discussion
- Complete the EPA within a period lasting, maximum 3 months post-gateway
- Meet the minimum duration for their apprenticeship training – typically 18 months

Only apprentices who complete the gateway successfully can start the End-point Assessment.

The employer, in conjunction with the Apprenticeship Provider, will formally sign-off that the apprentice has met the minimum requirements in regard to the knowledge, skills and behaviours outlined in the standard. The apprentice must also confirm that they are ready to progress to the End-point Assessment stage of the apprenticeship standard. Both the employer and Apprenticeship 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.

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 End-point Assessment.

A copy of the standard should be available during the gateway meeting to ensure all parties have a clear overview of what is required. This is located in the link below: <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. The following areas will be covered as part of the observation:

### **Skills:**

- Communication and teamwork
- Working with teachers to securely assess
- Using technology
- Problem solving/ability to motivate pupils

## Assessment Method 2: Professional discussion

The following will be covered as part of the Professional Discussion:

### Knowledge:

- Understanding how pupils learn and develop
- Technology
- Working with teachers to understand and support assessment for learning
- Curriculum
- Keeping children safe in education

### Skills:

- Developing strategies for support

### Behaviours:

- Building relationships/embracing change
- Adding value to education
- Promoting equality, diversity and inclusion
- Professional standards and personal accountability

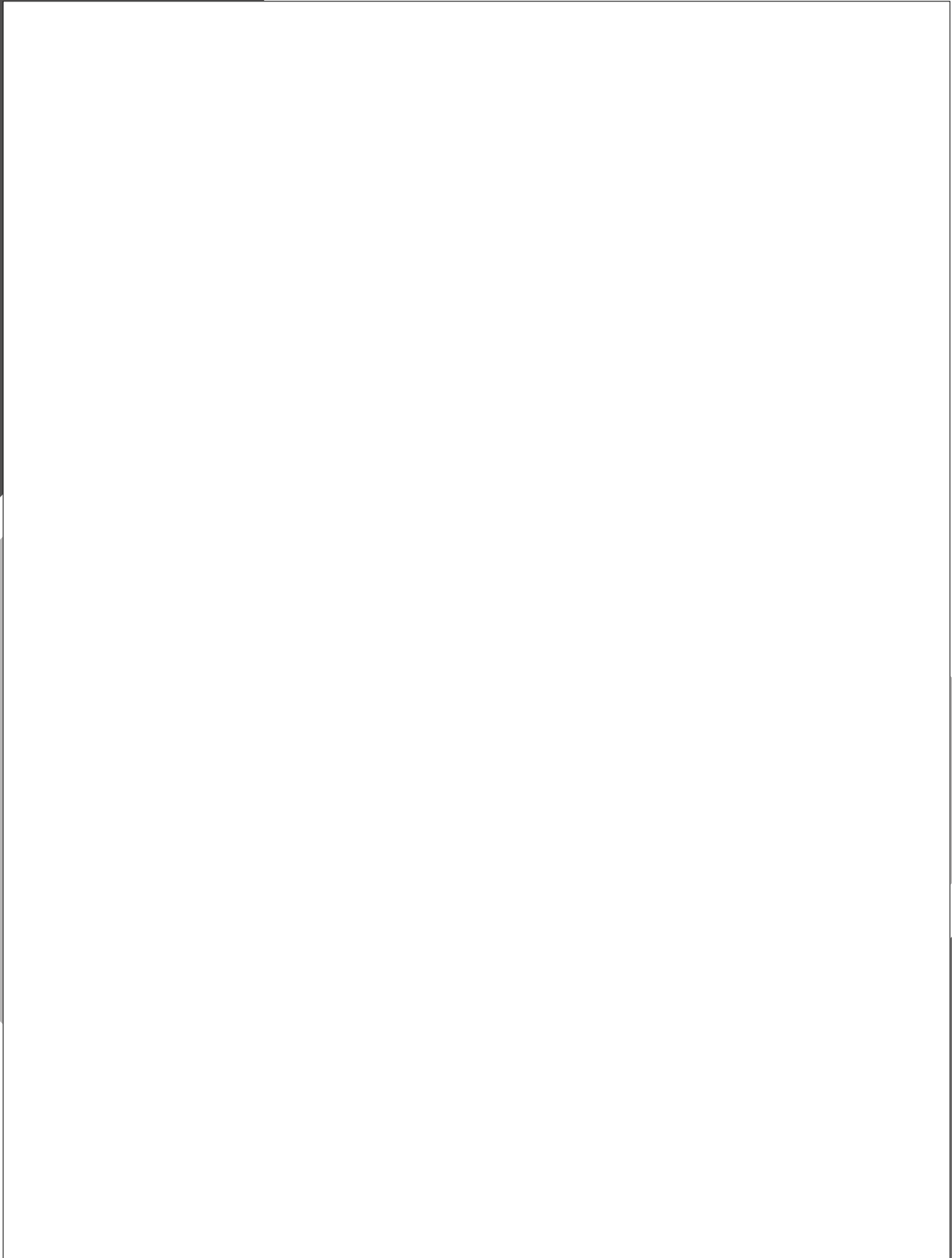
## Portfolio of evidence requirements for Gateway Stage

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 mapped to 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 and up to a maximum of 15, which may comprise of the following:
  - Feedback from Performance Management review system
  - Evidence of pupil progression
  - Work produced by the Teaching Assistant. For example, interventions
  - Evidence from practical observations and general observations obtained over time
  - Observations carried out by competent Teaching Assistants and HLTAs, Line Managers, Class Teachers and Mentors
  - Assessor Reviews
  - Naturally occurring pieces of evidence. For example, feedback from visitors/parents
  - Details of any training and courses attended
  - Notes from professional discussions
- The portfolio of evidence can be in any format, as long as it is legible and can be uploaded electronically to VTCT Skills 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
- The portfolio of evidence must be submitted to VTCT Skills at the Gateway Stage
- A completed 'Portfolio of Evidence Reference Record' is required to be uploaded alongside the portfolio of evidence



# Notes



# Scheduling

## Registering an Apprentice for End-point Assessment

You can register your apprentices for EPA via VTCT Skills 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 Skills 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](mailto: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 the EPA System

## Reasonable Adjustments

It is the responsibility of the Apprenticeship 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](mailto: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 Skills 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 Skills 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 Assessor 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:

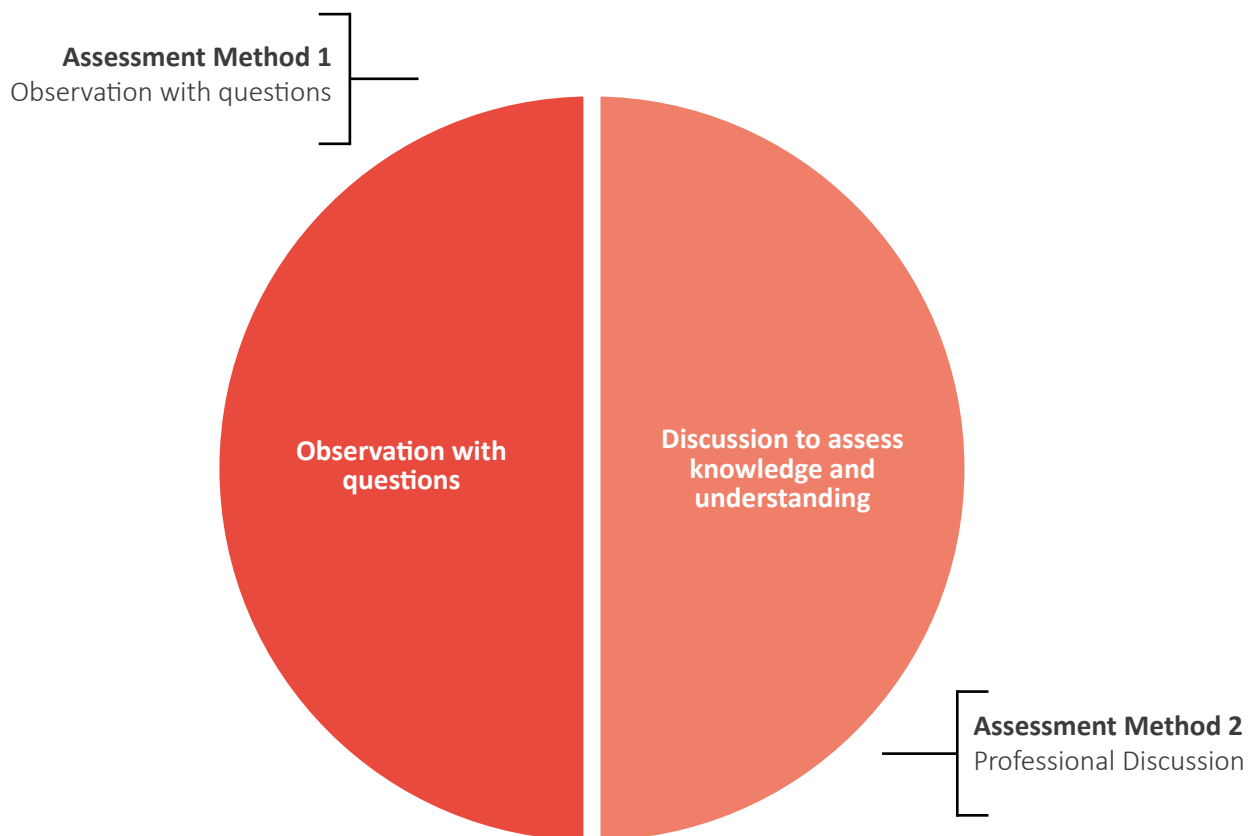
- Prior to the date of the EPA, the customer must inform VTCT Skills by email ([enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk))
- On the day of the EPA, the customer must inform VTCT Skills by telephone (0121 270 5100 Ext.3)

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.

# 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
<b>Assessment Method 1</b> Observation with questions	Apprenticeship Assessor	Fail/Pass/Distinction
<b>Assessment Method 2</b> Professional Discussion	Apprenticeship Assessor	Fail/Pass/Distinction

**Please note:** A maximum of one apprentice can be assessed at any one time by the Independent Assessor 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 17-19.

## Assessment Method 2: Professional Discussion

The Professional Discussion will be graded a Fail/Pass/Distinction using the grading criteria on pages 25-31.

## Overall Grading

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

- Fail
- Pass
- 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 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	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
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 Skills 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 Skills (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 Assessor 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 and reflect their day-to-day activity. 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 **120 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 Assessor 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 Skills, subject to confidentiality and GDPR requirements. This video recording will be viewed by the Independent Assessor 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 Assessor will ask questions from a bank provided by VTCT Skills, 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 Assessor 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 120 minutes, and the time included for questioning is included in the overall assessment time. The total time for questioning is 15 minutes.

The Independent Assessor 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 Assessor makes all grading decisions.

The Knowledge, Skills and Behaviours (KSBs) observed, and the answers to questions, will be documented by the Apprenticeship Assessor. The Independent Assessor 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:

Skills requirements	Skills criteria
<b>S2</b>	Communication and teamwork
<b>S3</b>	Working with teams accurately
<b>S4</b>	Using technology
<b>S5</b>	Problem solving/ability to motivate pupils

## 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 all of the Pass criteria to achieve a Pass grade. 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.

<b>S2 – Communication and teamwork</b>		
Grading criteria	Fail	Pass
Ability to provide effective support for colleagues in line with the responsibilities of your role. Work well within a team and contribute effectively to the planning and implementation of joint actions. Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and teamwork. Be a role model to all pupils. Ability to comply with all requirements and expectations for confidentiality of information in a timely manner. Demonstrates the ability to converse respectfully and in a way the child understands. Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships. Ability to support online safety and adhere to school policy.		

### S3 – Working with teachers to accurately assess

Grading criteria	Fail	Pass
Evidence how they feedback appropriately to learners and to teachers. Able to complete assessments in the required format given by teacher. Able to ensure agreed contributions are accurate, complete and up to date. Gives feedback to learners to promote independence. Use age related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy. Evidence how to access school system to input information, for example: assessment data.		

### S4 – Using technology

Grading criteria	Fail	Pass
Ability to access the school system to complete electronic registers. Ability to support learners and ensure the safe use of technology. Demonstrates the use of ICT to advance pupils learning. Evidence how they promote the importance of health, safety and security and access to programs.		

### S5 – Problem solving/ability to motivate pupils

Grading criteria	Fail	Pass
Ability to use a range of motivational resources to engage children's learning. Evidence how they respond to children's emotional and learning needs and recognising the difference. Ability to use a range of techniques to help problem solving and promote independent learning. Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning.		

## 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:

S2 – Communication and teamwork	
Grading criteria	Distinction
Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements.	

S3 – Working with teachers to accurately assess	
Grading criteria	Distinction
Evidence a dynamic adaptation of language skills relevant to the group of pupils you are interacting with.	
Use assessment data to improve next steps and planning.	

S4 – Using technology	
Grading criteria	Distinction
Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher.	

S5 – Problem solving/ability to motivate pupils	
Grading criteria	Distinction
Demonstrate how they support pupils to reflect on their learning, identify the progress they have made and how to improve.	
Demonstrate evidence of where they have made an impact.	

## Assessment Method 2: Professional Discussion



## Assessment Method 2: Professional Discussion

This assessment will take the form of a professional discussion which will be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. The professional discussion is a two-way discussion which involves both the Independent Assessor and the apprentice actively listening and participating in a formal conversation. The apprentice leads the discussion. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- The professional discussion is a valid way to draw out KSBs, in particular behaviours. It allows for the apprentice to provide a range of examples to be brought forward during the discussion
- It will allow the apprentice to demonstrate the application of skills and behaviours as well as knowledge

The Independent Assessor will conduct and assess the professional discussion. The professional discussion will last 90 minutes. The Independent Assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The underpinning portfolio will have been submitted in line with VTCT Skills requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The Independent Assessor will review the portfolio and will use the contents of the portfolio to identify discussion topics for the professional discussion.

The Portfolio of Evidence should contain a minimum of 10 pieces of evidence and a maximum of 15 which may comprise the following:

- Feedback from Performance Management review system
- Evidence of pupil progression
- Work produced by the Teaching Assistant for example, interventions
- Evidence from practical observations and general observations obtained over time
- Observations carried out by competent Teaching Assistants and HLTAs, Line Managers, Class Teachers and Mentors
- Assessor Reviews
- Naturally occurring pieces of evidence for example, feedback from visitors/parents
- Details of any training and courses attended
- Notes from professional discussions

The Professional Discussion will be conducted as follows:

- The professional discussion is a structured two-way conversation between the apprentice and an Independent Assessor
- The professional discussion 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 apprentice and the Independent Assessor will have access to their own copies of the portfolio of evidence throughout the professional discussion and both can refer to it as needed.

The professional discussion will be graded fail, pass or distinction. The portfolio of evidence underpins the professional discussion and will not be assessed or graded.

The professional discussion will take place in a quiet room, free from distractions and influence.

## Delivery of the Professional Discussion

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

The Independent Assessor will ask **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 Assessor will make use of the full allocated time for questioning to allow the apprentice the opportunity to evidence occupational competence.

The Independent Assessor 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 Assessor will use the assessment tools and procedures that are set by VTCT Skills to evidence the Professional Discussion. The Independent Assessor 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
- Apprenticeship 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 Assessor.
2. The Professional Discussion is a 1:1 conversation between the apprentice and the Independent Assessor.
3. During the Professional Discussion, only the Independent Assessor 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 Assessor. The Independent Assessor 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 Assessor will make use of the full allocated time for questioning to allow the apprentice the opportunity to evidence occupational competence.
11. The Independent Assessor 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 Assessor will use the assessment tools and procedures that are set by VTCT Skills to evidence the Professional Discussion. The Independent Assessor 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
<b>K1</b>	Understanding how pupils learn and develop
<b>K2</b>	Technology
<b>K3</b>	Working with teachers to understand and support assessment for learning
<b>K4</b>	Curriculum
<b>K5</b>	Keeping children Safe in Education

Skills requirements	Skills criteria
<b>S1</b>	Developing strategies to support and encourage pupils to move towards independent learning

Behaviours requirements	Behaviours criteria
<b>B1</b>	Building relationships/embracing change
<b>B2</b>	Adding value to education
<b>B3</b>	Promoting equality, diversity and inclusion
<b>B4</b>	Professional Standards and personal accountability
<b>B5</b>	Team working, collaboration and engagement



# 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:

K1 – Understanding how pupils learn and develop		
Grading criteria	Fail	Pass
<p>Share findings from delivered sessions in a required format. Produces and implements visual aids appropriate to the situation, with evidence of a positive outcome, uses alternative communication and strategies to effectively support learning and promote independence.</p> <p>Evidence knowledge of several resources and strategies that are available, explaining how these can be used to support more than one group of learners including those from vulnerable groups, special educational needs and those with an additional learning support requirement.</p> <p>Evidences an understanding of common transitions that children will experience during their education, for example: moving up to the next class or key stage.</p> <p>Evidence knowledge of how a pupil's background and experiences can impact on their learning.</p> <p>Understand the different learning styles and adapt approach accordingly depending on the children they are supporting.</p> <p>Understand that pupils have different preferred ways of learning, and be able to adapt tasks to meet pupil's interests and needs.</p>		

K2 – Technology		
Grading criteria	Fail	Pass
<p>Evidence knowledge of specific computer programs and APPs that are used in school and evidence how these are used in teaching and learning, for example: Scratch for computer programming.</p> <p>Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources.</p> <p>Describes how to assist children in their ICT lessons and show them how to log on and use specific programs.</p>		

### K3 – Working with teachers to understand and support assessment for learning

Grading criteria	Fail	Pass
Actively participate, on a daily basis, in the assessment of children and young people's development.		
Describe how to use a required given format to record observations.		
The ability to offer and share constructive feedback on learning.		
An understanding of age-related expectations for all age groups that they work with and the next steps for their progress.		
An understanding of the range of assessments: such as summative.		

### K4 – Curriculum

Grading criteria	Fail	Pass
An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within.		
The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities.		

### K5 – Keeping Children Safe in Education

Grading criteria	Fail	Pass
Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and legislation.		
Evidences an understanding of the Threshold document 'Keeping Children Safe in Education' document.		
Complete Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy.		
Able to identify who the Designated/Deputy Safeguarding Officer is in school.		
Describe how to implement requirements of safeguarding procedures as stated in schools safeguarding policy.		
Be able to correctly discuss online safety procedures within school.		
Discuss understanding of school's health and safety and first aid procedures, including knowledge of behavioural strategies and reporting to parents.		

### S1 – Develop strategies to support and encourage pupils to move forward towards independent learning

Grading criteria	Fail	Pass
<p>Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning.</p> <p>Follow and implement the school's behaviour policy.</p> <p>Demonstrates more than one behaviour management strategy in a classroom setting. Contribute to reviews of behaviour including bullying and attendance.</p> <p>Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery.</p> <p>Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs.</p>		

### B1 – Building relationships/embracing change

Grading criteria	Fail	Pass
<p>Describe that they are a flexible, professional and approachable member of the working team.</p> <p>Evidence how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail.</p> <p>Evidence how they follow the schools code of conduct and behaviour expectations in line with the Staff Handbook.</p> <p>Describe how they promote the schools aims, values and ethos and be diplomatic.</p>		

### B2 – Adding Value to education

Grading criteria	Fail	Pass
<p>Describe how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning.</p>		

B3 – Promoting equality and diversity and inclusion		
Grading criteria	Fail	Pass
Evidence how they demonstrate acceptance and respect for children's individuality.		
Evidence how they have treated all pupils equally throughout school.		

B4 – Professional standards and personal accountability		
Grading criteria	Fail	Pass
Demonstrate and evidence a clear understanding of the work behaviours as set out in the schools Staff Handbook.		
Evidence that they have an understanding of the role of the Teaching Assistant and what they are required to do to support their professional learning and development.		
Complete a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery.		
Describe how they are accountable for set tasks and meeting timescales.		

B5 – Team working, collaboration and engagement		
Grading criteria	Fail	Pass
Discuss good teamwork and solid communication within their role. Work together as a team incorporating liaison with outside agencies.		
Describe confidence in their ability to address and resolve issues through 1 to 1 review.		

# 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:

K1 – Understanding how pupils learn and develop	
Grading criteria	Distinction
Demonstration of knowledge of a range of methods for teaching enhancement Evidence their knowledge of development theory and how this is used for the development of the pupils they are working with in a staged approach to their cognitive and social growth.	

K2 – Technology	
Grading criteria	Distinction
Being able to describe positives and negatives of using different technologies in the support of learning Report issues to the ICT co-ordinator and log faults for the technician to address.	

K3 – Working with teachers to understand and support assessment for learning	
Grading criteria	Distinction
The ability to use assessment format to record children learning An understanding of the advantages and disadvantages with using different observations methods and assessments, Ability to use correct and accurate assessment to construct feedback to pupils and teachers.	

K4 – Curriculum	
Grading criteria	Distinction
The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons. Evidence an understanding of the National Curriculum across all key stages and be able to implement this into children's learning.	

<b>K5 – Keeping Children Safe in Education</b>	
<b>Grading criteria</b>	<b>Distinction</b>
Describe an understanding of how Serious Case reviews inform changes to school procedures.  Evidence of working with/be able to explain the roles of external agencies to keep children safe.	

<b>S1 – Develop strategies to support and encourage pupils to move forward towards independent learning</b>	
<b>Grading criteria</b>	<b>Distinction</b>
Use of effective questioning skills and dialogue that deepens children’s understanding. Use of developmental feedback to encourage learner’s independence. Ability to provide considered feedback on the effectiveness of behaviour management strategies.  Successfully use a range of behaviour strategies.	

<b>B1 – Building relationships/embracing change</b>	
<b>Grading criteria</b>	<b>Distinction</b>
Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm.  Evidence how they action and accept new ideas for activities to meet all children’s needs.	

<b>B2 – Adding Value to education</b>	
<b>Grading criteria</b>	<b>Distinction</b>
Evidence when they have taken a proactive lead in supporting children and colleagues.	

<b>B3 – Promoting equality and diversity and inclusion</b>	
<b>Grading criteria</b>	<b>Distinction</b>
Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual	

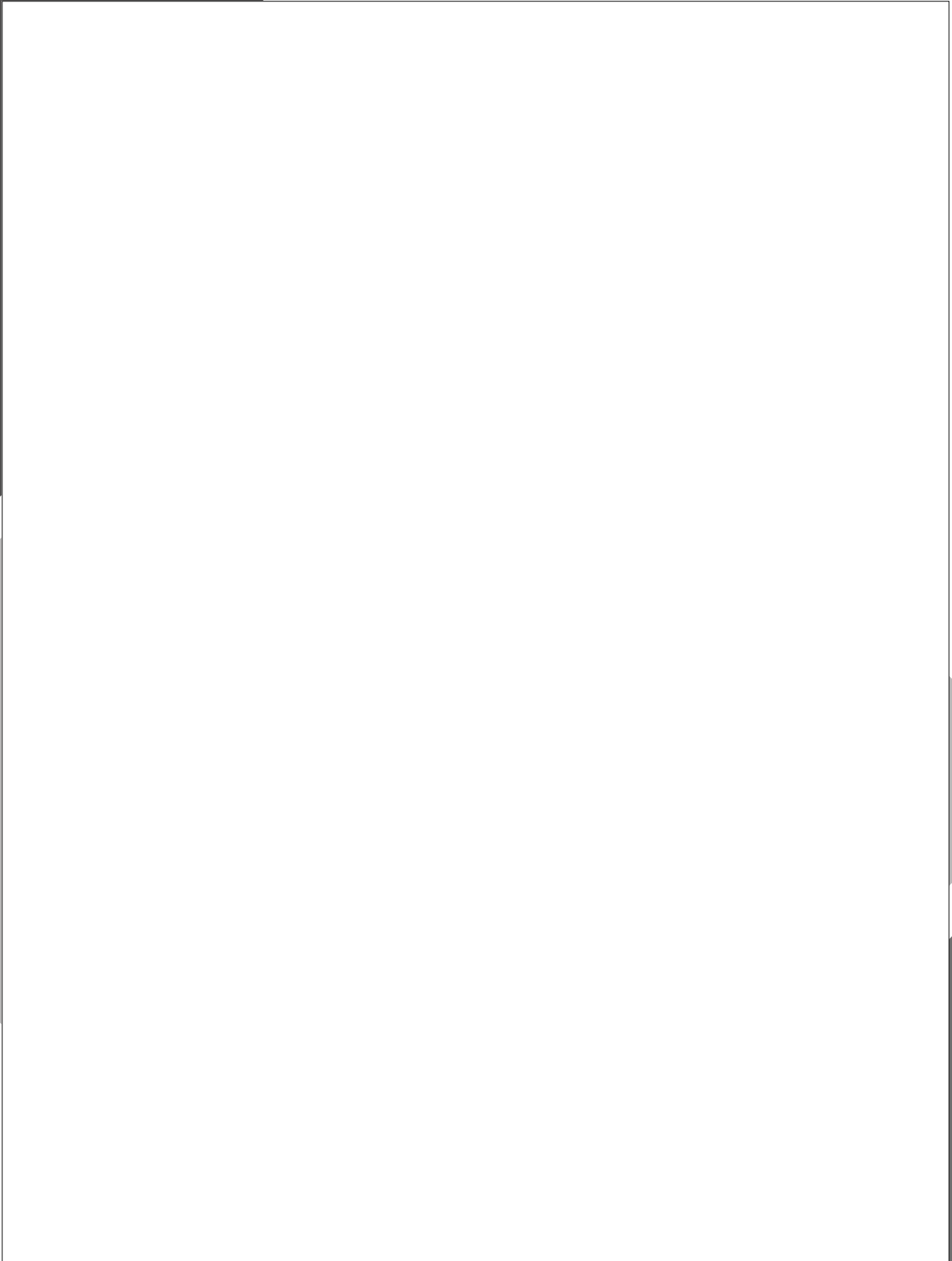
#### **B4 – Professional standards and personal accountability**

<b>Grading criteria</b>	<b>Distinction</b>
Demonstrate and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills.  Evidence when they have independently looked to improve skills, knowledge and practice.  Ability to use reflection to improve and identify key areas for personal growth.	

#### **B5 – Team working, collaboration and engagement**

<b>Grading criteria</b>	<b>Distinction</b>
Describe evidence of working with Agencies for example School Nurse.  Provides evidence of working alongside any outside agency and implementing suggested strategies.	

# Notes





# 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 Skills 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 pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.



[www.vtctskills.org.uk](http://www.vtctskills.org.uk)

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