



# End-Point Assessment

Learning & Skills Teacher Level 5 (V1.4)  
Support Pack

nqual.

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## INTRODUCTION

This document sets out the requirements, guidance and advice relating to the End-Point Assessment (EPA) for the Learning and Skills Teacher Level 5 Apprenticeship Standard. It is intended for apprentices, employers and training providers involved in preparing for and undertaking EPA.

Apprentices must complete a minimum of 12 months on programme before entering EPA and must meet all gateway requirements outlined within the assessment plan.

This guide is divided into sections covering the key stages and requirements of EPA, including gateway, assessment methods, grading, and re-sit and re-take

arrangements for the Learning and Skills Teacher Level 5 apprenticeship.

Should you require any further information beyond the guidance provided in this document, please contact [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

This guide contains information relating to the End-Point Assessment (EPA) for the Learning and Skills Teacher Level 5 apprenticeship standard. The content is based on the Skills England Assessment Plan for this standard.

[\*Learning & Skills Teacher L5 EPA Plan \(Skills England\)\*](#)



## EPA TIMESCALE

### Register with NQual

Training Providers should register apprentices For EPA with NQual a minimum of 90 days before the assessment. Providers will pay a registration fee of £30.

### Gateway

This is when the employer confirms that the apprentice is ready for End-Point Assessment. The EPAO will confirm that all gateway requirements have been met. All evidence should be uploaded to NQual a minimum of 10 working days prior to EPA.

### EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

### EPA Approved

NQual will send an invoice for the remaining fee once EPA is approved.

### Assessment

The apprentice will complete a Lesson observation and professional dialogue and a Professional Discussion Underpinned by a Portfolio of Evidence.

### Results

Results will be communicated within 10 working days of Final assessment. If the apprentice passes, the EPAO will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, the EPAO will send details to the learner and training provider outlining feedback and next stages.

## GATEWAY

This section outlines the requirements that must be met before an apprentice can enter End-Point Assessment (EPA).

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

To enter Gateway, apprentices must have:

- Employer confirmation of readiness for EPA.
- Achieved English and maths in line with apprenticeship funding rules.
- A completed Portfolio of Evidence to underpin the Professional Discussion.

The Gateway form and supporting evidence must be submitted to NQqual at least 10 working days before the planned EPA date.

EPA activities will typically be completed within three months of Gateway approval.

To request a Gateway form, please contact [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

## PORTFOLIO OF EVIDENCE

The apprentice will compile a Portfolio of Evidence during their apprenticeship to support the Professional Discussion Underpinned by a Portfolio of Evidence. The portfolio must be submitted electronically via ACE360 as part of the Gateway process.

The portfolio should contain evidence mapped to the knowledge, skills and behaviours (KSBs) assessed within the Professional Discussion. Evidence may include written statements, reports, video extracts, observation documents, reports and feedback from managers and peers, although this is not an exhaustive list.

The portfolio will typically contain 15 pieces of evidence. A portfolio mapping document should also be included to demonstrate how the evidence relates to the relevant KSBs. The portfolio must include two pieces of evidence that are records of observations of the apprentice teaching, with the accompanying lesson plan, and support materials for the observed lesson.

The portfolio is not directly assessed. However, it will be reviewed by the Independent End-Point Assessor and used to support and inform questioning during the Professional Discussion.

## COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Learning and Skills Teacher Level 5 apprenticeship standard consists of two assessment methods. These are a Lesson Observation and Professional Dialogue and a Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below.

### Lesson Observation and Professional Dialogue

The Lesson Observation and Professional Dialogue will last a total of 1 hour and 45 minutes, broken down into a 60-minute observation with 45-minute professional dialogue. An increase of 10% can be allowed for the apprentice to finish a task or respond to a question.

The Observation cannot be stimulated and can take place in the apprentice's workplace, conducted face-to-face or remotely using video conferencing software with an Independent End-Point Assessor. The lesson observation must involve a minimum of five learners and be delivered as part of the apprentice's usual teaching duties.

Apprentices must supply NQual with a lesson plan on the day of the assessment, either printed and handed to the assessor or via email on the day of the assessment. Evidence should be naturally occurring and be produced as part of the apprentice's typical working practice, in line with the expectations of their employer.

All evidence should be anonymised prior to submission, and the employer's policies regarding the sharing of information must be followed.

### Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a two-way discussion between the apprentice and the Independent End-Point Assessor. It provides the apprentice with the opportunity to demonstrate their knowledge, skills and behaviours (KSBs) through a structured professional conversation.

The Professional Discussion will last 90 minutes. The Independent End-Point Assessor may extend the assessment by up to 10% to allow the apprentice to complete their final response. Where appropriate, reasonable adjustments may be applied in line with NQual's reasonable adjustments policy.

A minimum of 12 questions will be asked, with additional follow-up questions used where necessary to seek clarification or gather further evidence. Apprentices should familiarise themselves with the Pass and Distinction criteria in preparation for the assessment.

The Portfolio of Evidence must be submitted to NQual at Gateway. The portfolio is not directly assessed but may be referred to throughout the Professional Discussion to support responses and demonstrate competence against the required KSBs.

The portfolio must include two pieces of evidence: records of observations of the apprentice teaching, with the accompanying lesson plan, and support materials for the observed lesson.

## END-POINT ASSESSMENT METHODS TABLE

The table below highlights criteria that will be covered in each assessment component. Please review these details, as they will provide guidance on what will be covered in each assessment component.

| Learning Outcomes | What is Required                                                                                        | Lesson Observation and Professional Dialogue | Professional Discussion Underpinned by a Portfolio of Evidence |
|-------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------|
| Knowledge         |                                                                                                         |                                              |                                                                |
| K1                | The pedagogical theory and how to apply this theory to practice.                                        | ✓                                            |                                                                |
| K2                | How to support contextualised opportunities to develop English and maths.                               | ✓                                            |                                                                |
| K3                | The principles of designing, planning, and organising curriculum.                                       | ✓                                            |                                                                |
| K4                | Methods for creating and adapting inclusive learning resources.                                         | ✓                                            |                                                                |
| K5                | Evidence-based inclusive teaching, learning and assessment strategies.                                  | ✓                                            |                                                                |
| K6                | Strategies to engage and challenge all learners.                                                        | ✓                                            |                                                                |
| K7                | How to implement ongoing initial and diagnostic assessment to inform planning and progression.          |                                              | ✓                                                              |
| K8                | Techniques to involve learners in taking ownership of their own progress.                               |                                              | ✓                                                              |
| K9                | Application of principles and practices of assessment and feedback.                                     |                                              | ✓                                                              |
| K10               | How to promote and foster a safe and supportive learning environment.                                   | ✓                                            |                                                                |
| K11               | Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment.            |                                              | ✓                                                              |
| K12               | The range of support available for learners related to health, wellbeing and safeguarding.              |                                              | ✓                                                              |
| K13               | Sources of current information, advice, and guidance to support progression opportunities for learners. |                                              | ✓                                                              |

|               |                                                                                                                                                                                                                                  |   |   |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| K14           | The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks.                                                                                     |   | ✓ |
| K15           | Techniques to develop collaborative relationships.                                                                                                                                                                               |   | ✓ |
| K16           | Communication techniques and how to adapt these for different audiences, including leading difficult conversations.                                                                                                              |   | ✓ |
| K17           | Coaching and mentoring principles and techniques.                                                                                                                                                                                |   | ✓ |
| K18           | Strategies for quality improvement.                                                                                                                                                                                              |   | ✓ |
| K19           | Ways to access personal and professional development, and to maintain sector or subject specific currency.                                                                                                                       |   | ✓ |
| K20           | Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety.                                                                            |   | ✓ |
| <b>Skills</b> |                                                                                                                                                                                                                                  |   |   |
| S1            | Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice.                                                                                                             | ✓ |   |
| S2            | Identify, consider and take steps to minimise the impact of barriers to learning.                                                                                                                                                | ✓ |   |
| S3            | Contextualise English and mathematics in a way that promotes understanding of key topics.                                                                                                                                        | ✓ |   |
| S4            | Use varying teaching and assessment methods depending on the learning environment and learners' needs.                                                                                                                           | ✓ |   |
| S5            | Encourage learners to set challenging goals.                                                                                                                                                                                     |   | ✓ |
| S6            | Promote understanding of equality and diversity and sustainable development.                                                                                                                                                     |   | ✓ |
| S7            | Demonstrate through their teaching the wider context (such as policy, economic, societal, technological, legal, cultural and environmental) in which education operates, recognising the implications for professional practice. | ✓ |   |

|     |                                                                                                                                                                                                                                  |   |   |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| S8  | Design and use resources that are inclusive and add value to learners' development.                                                                                                                                              | ✓ |   |
| S9  | Engage and inspire all learners.                                                                                                                                                                                                 | ✓ |   |
| S10 | Identify and set outcomes to reach the full potential of each individual learner.                                                                                                                                                |   | ✓ |
| S11 | Provide ongoing and constructive learner feedback.                                                                                                                                                                               | ✓ |   |
| S12 | Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey.                                                                           |   | ✓ |
| S13 | Encourage learners to develop autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change. |   | ✓ |
| S14 | Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners.                                                              |   | ✓ |
| S15 | Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people or adults in accordance with statutory provisions.                                                         | ✓ |   |
| S16 | Prepare learners for their transition through education, further training, and into employment.                                                                                                                                  |   | ✓ |
| S17 | Comply with internal and external regulations, legislation and guidance such as teaching, learning and assessment, recording, storing and sharing information relating to learners.                                              | ✓ |   |
| S18 | Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders.                                                                                 | ✓ |   |
| S19 | Engage learners to establish standards of behaviour, mutual respect and safe working.                                                                                                                                            | ✓ |   |
| S20 | Challenge learners to address inappropriate behaviour or viewpoints.                                                                                                                                                             |   | ✓ |
| S21 | Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD).                                       |   | ✓ |

|            |                                                                                                                                                                        |   |   |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| S22        | Be proactive in seeking and responding to Feedback From varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice. |   | ✓ |
| S23        | Manage their own time through preparation and prioritisation, time management, and responsiveness to change.                                                           | ✓ |   |
| S24        | Act within the statutory Frameworks which set out their professional duties and responsibilities.                                                                      | ✓ |   |
| S25        | Use innovative and up-to-date digital and online technologies in a way that is safe to improve teaching, learning and assessment.                                      | ✓ |   |
| Behaviours |                                                                                                                                                                        |   |   |
| B1         | Be resilient and adaptable when dealing with challenge and change, maintaining Focus and self-control.                                                                 |   | ✓ |
| B2         | Underpin their practice by reference to the Education and Training Foundation professional standards and evidence-based teaching and learning.                         |   | ✓ |
| B3         | Committed to continuous professional development.                                                                                                                      |   | ✓ |
| B4         | Acts in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders.                               |   | ✓ |
| B5         | Ethical, Fair, consistent and impartial, valuing equality, diversity and championing British values within professional boundaries.                                    | ✓ |   |
| B6         | Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism.                                  |   | ✓ |

## GRADING & CRITERIA

The EPA is graded as Fail, Pass or Distinction, based on the apprentice's performance against the assessment criteria. To achieve an overall Pass, apprentices must achieve at least a Pass in both assessment methods. To achieve an overall Distinction, apprentices must achieve a Distinction in both assessment methods.

Results will typically be communicated within 10 working days of the final assessment. Grades awarded for each assessment method will be Fail, Pass or Distinction.

The overall EPA grade is determined by combining the grades achieved in both assessment methods, as shown below.

### Assessment Breakdown

| Assessment Methods 1:<br>Lesson Observation and<br>Professional Dialogue | Assessment Methods 2:<br>Professional Discussion Underpinned<br>by a Portfolio | Overall Grading |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------|
| Fail                                                                     | Any Grade                                                                      | Fail            |
| Any Grade                                                                | Fail                                                                           | Fail            |
| Pass                                                                     | Pass                                                                           | Pass            |
| Pass                                                                     | Distinction                                                                    | Pass            |
| Distinction                                                              | Pass                                                                           | Pass            |
| Distinction                                                              | Distinction                                                                    | Distinction     |

The Pass and Distinction descriptors can be found in the tables below, separated into Lesson observation and professional dialogue and Professional Discussion Underpinned by a Portfolio of Evidence.

### Grading Descriptors for the Lesson Observation and Professional Dialogue

| Learning Outcome                                                                      | Pass Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Distinction Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching</b><br>K1, K2<br>S1, S2, S3, S4, S7                                       | <p>Uses various teaching and assessment methods through integration of subject and pedagogic research to enhance teaching practice. Demonstrates their ability to identify and minimise the impact of barriers to learning, adapting their teaching style to the circumstances and the needs of the learner. (K1, S1, S2, S4)</p> <p>Demonstrates how they contextualise English and maths to promote understanding of key topics and support progression. (K2, S3)</p> <p>Demonstrates through their teaching the wider context in which education operates, understanding the implications of these on professional practice. (S7)</p> | <p>Provides considered justification, based on subject and pedagogic research, for the teaching, learning and assessment techniques they use, distinguishing between different barriers to learning and analysing the impact of their teaching approach in overcoming these barriers. (S1, S2, S4)</p> <p>Analyses opportunities to contextualise the wider teaching context and develop English and maths within their teaching practice. (K2, S3, S7)</p> |
| <b>Planning</b><br>K3, K4<br>S8                                                       | <p>Demonstrates the principles of designing, planning, and organising curriculum.</p> <p>Uses resources which have been designed to be inclusive and explains the methods for creating and adapting resources to support learners' development. (K3, K4, S8)</p>                                                                                                                                                                                                                                                                                                                                                                         | <p>Provides considered justification for creating inclusive learning resources and adapting curriculum and evaluates their use in adding value to learners' development. (K3, K4, S8)</p>                                                                                                                                                                                                                                                                   |
| <b>Learner Progress</b><br>K5, K6<br>S9, S11                                          | <p>Applies strategies to ensure they engage, inspire, and challenge all learners, whilst providing them with constructive feedback to support learning and progression. (K5, K6, S9, S11)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learner Support, Wellbeing and Information, Advice, and Guidance</b><br>K10<br>S15 | <p>Demonstrates safeguarding procedures for children, young people or adults in accordance with statutory provisions to foster a safe and supportive learning environment. (K10, S15)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Analyses opportunities to foster a safe and supportive learning environment through their teaching practice that safeguards young people or adults in accordance with statutory provision, legislation, and guidance. (K10, S15)</p>                                                                                                                                                                                                                     |
| <b>Regulation and Guidance</b><br>S17, S24                                            | <p>Demonstrates through their teaching practice how they comply with internal and external regulations and statutory frameworks, professional duties and responsibilities, legislation and guidance. (S17, S24)</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                     |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                           |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b><br>S18, S19    | Adapts communication style, method and terminology to the circumstances and the needs of the audience, engaging learners to establish standards of behaviour, mutual respect and safe working. (S18, S19)                                                                    | Justifies their communication style, method and the terminology used to engage learners in a mutually respectful way. (S18, S19)                                                                          |
| <b>Professionalism</b><br>S23<br>B5 | Demonstrates their time management through preparation, prioritisation, and response to change.<br><br>Demonstrates ethical, fair, consistent, and impartial behaviour, valuing equality, diversity and championing British values within professional boundaries. (S23, B5) | Correlates their own good practice of time management through preparation, prioritisation, and response to change with positive outcomes for learners, which are ethical, fair, and consistent. (S23, B5) |
| <b>Technology</b><br>S25            | Uses and promotes digital and online technologies in a way that is safe to enhance teaching, learning, and assessment. (S25)                                                                                                                                                 | Evaluates their safe use of digital and online technologies and the ways in which their approach enhances teaching, learning, and assessment. (S25)                                                       |

## Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

| Learning Outcome                                        | Pass Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Distinction Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching</b><br>K8<br>S5, S6                         | Explains how they have motivated learners to set challenging goals and how they work with learners to set clear goals, timescales or outcomes so that they can take ownership of their own progress. Describes how they promote understanding of equality and diversity and sustainable development. (K8, S5, S6)                                                                                                                                                                                                                                                                                                                                            | Justifies approach taken to motivate learners to set challenging goals. (S5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learner Progress</b><br>K7, K9<br>S10, S12, S13, S14 | Explains how they use principles of assessment and data, through different stages of the student experience, to inform planning and progression for cohorts and individual learners. (K9, S10, S14)<br><br>Explains how they use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learner's journey. (K7, S12)<br><br>Explains how they support learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change. (S13) | Considers how different principles and practices of both initial and ongoing diagnostic assessment and feedback are used to inform their planning and progression. (K7, K9)<br><br>Considers and contrasts how their personal values may have affected the learner in the achievement of their goals, drawing on data to justify decisions and provide evidence of gaps for individuals and groups. (S14)<br><br>Evaluates how assessment informs practice that stretches learners to meet their potential, reflecting on the challenges encountered along the way. (S12, S13) |

|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learner support, wellbeing and information, advice, and guidance</b><br>K11, K12, K13<br>S16 | <p>Explains the different barriers to learning and finds solutions to address them. (K11)</p> <p>Promotes the range of support available for learners related to health, wellbeing, safeguarding and sources of current information, advice, and guidance to support progression opportunities for learners. (K12, K13)</p> <p>Prepares learners for their transition through education, further training, and into employment. (S16)</p>                                                                                                                                                                                                                                                                                                                                                                   | <p>Considers how barriers to learning might affect individual learners differently and puts in place support that responds to individual needs. (K11, K12)</p> <p>Evaluates a range of approaches that prepare learners for appropriate transition drawing on an appropriate range of information, advice and guidance. (K13, S16)</p>                           |
| <b>Regulation and Guidance</b><br>K14                                                           | <p>Demonstrates an understanding of requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks. (K14)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Communication</b><br>K15, K16, K17<br>S20                                                    | <p>Demonstrates techniques to develop collaborative relationships, uses a range of communication techniques, and understands how to adapt these for different audiences, including leading difficult conversations. (K15, K16)</p> <p>Demonstrates coaching and mentoring principles and techniques and challenges learners to address inappropriate behaviour or viewpoints. (K17, S20)</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Justifies how different techniques have been considered and utilised effectively to engage with others in a variety of situations and to achieve a range of outcomes, including challenging learners. (K15, K16, S20)</p>                                                                                                                                     |
| <b>Professionalism</b><br>K18, K19<br>S21, S22<br>B1, B2, B3, B4                                | <p>Designs and demonstrates strategies for quality improvement, including ways they have sought and responded to feedback and have used this to improve their practice, referring to Education and Training Foundation professional standards and evidence-based teaching and learning in their practice. (K18, S22, B2)</p> <p>Explains how they reflect and use research to determine the effectiveness of their own practice and maintain ongoing development in their subject specialism. (K19, S21, B3)</p> <p>Explains how they have been resilient and adaptable when dealing with challenge and change, maintaining focus and self-control, acting in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders. (B1, B4)</p> | <p>Evaluates how different sources of information have been analysed and the results used to improve their teaching with reference to relevant standards frameworks. (S22, B2)</p> <p>Evaluates approaches to personal development and analyses the way that their teaching practice has impacted and been informed by their approach to CPD. (K19, S21, B3)</p> |
| <b>Technology</b><br>K20                                                                        | <p>Explains and describes when they have demonstrated a good understanding of digital, online, and emerging technologies and understands and promotes principles of digital and online safety. (K20)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                  |

**Sustainability****B6**

Models where appropriate sustainable practices and promotes sustainable development principles, values and goals in relation to their subject specialism. (B6)

**Re-sit / Re-take**

If an apprentice fails one or more assessment methods, they will be offered the opportunity to undertake a re-sit or re-take of the failed assessment method(s). The decision to proceed with a re-sit or re-take will be made by the employer.

A re-sit is typically completed within 2 months of the EPA outcome notification, while a re-take is typically completed within 4 months, depending on the amount of additional training required. All failed assessment methods must be re-sat or re-taken within 6 months of the EPA outcome notification; otherwise, the entire EPA will need to be undertaken again.

Where an assessment method is re-sat or re-taken, the maximum overall EPA grade that can be awarded is Pass. Re-sits and re-takes are not available to apprentices wishing to improve a Pass grade.

**MOCK PROFESSIONAL DISCUSSION**

It is the responsibility of the employer and training provider to support the apprentice in preparing for End-Point Assessment, including the completion of mock professional discussions. Apprentices are also responsible for preparing for their EPA and should practise responding to questions relevant to the knowledge, skills and behaviours being assessed.

Professional Discussion preparation materials will be provided to training providers when learners are registered with NQual. A mock professional discussion should typically last no longer than 90 minutes and should be used as a preparation activity to familiarise apprentices with the format and expectations of the assessment.



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