End-Point Assessment
Teaching Assistant Level 3 V1.1
Support Pack

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CONTENTS

INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Teaching Assistant Level 3 apprenticeship standard. This document is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice Teaching Assistant.

An apprentice for the Teaching Assistant Level 3 standard should have a minimum of 12 months on programme prior to End-Point Assessment.

This document is divided into sections covering the relevant aspects of EPA for the Level 3 Teaching Assistant.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide, you will find references to End-Point Assessment. This information has been outlined in the Institute for Apprenticeships and Technical Education, Teaching Assistant Assessment Plan. For reference, you can find this document:

Teaching Assistant L3 EPA Plan (instituteforapprenticeships.org)

EPA TIMESCALE

Register with NQual

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

This is when the employer, apprentice, and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 10 working days prior to EPA.

Gateway

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.

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

EPA Approved

Assessment

The apprentice will complete an Observation with Questioning and Professional Discussion Underpinned by a Portfolio of Evidence.

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

Results

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GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for the End-Point Assessment.

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.

Gateway requirements for the Teaching Assistant Level 3 apprenticeship outline that the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **A completed portfolio of evidence**

The Gateway form must be sent to NQual a minimum of 10 working days before End-Point Assessment is carried out along with the evidence listed above.

All EPA activity will take place no later than 3 months from Gateway approval.

You can request the NQual Gateway form by emailing: *admin@nqual.co.uk*

PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a portfolio during the on-programme phase of the apprenticeship, and this will be uploaded electronically via ACE360.

The portfolio should only contain evidence related to the KSBs that will be assessed by this assessment method. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Although the portfolio will not be directly assessed, it will be used by the End-Point Assessor to prepare for the Professional Discussion component. The Portfolio of Evidence should contain typically 10 discrete pieces of evidence, such as:

- workplace policies and procedures
- safeguarding and 'Prevent' certificates
- records of continuing professional development
- mentor observation records
- peer observations or peer training records
- witness statements
- annotated photographs

This list is not exhaustive and other evidence sources can be included. Evidence included in the portfolio should be anonymised before submission. The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice.

COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Teaching Assistant Level 3 apprenticeship standard has two assessment methods. These are an Observation with Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence.

Observation with Questioning

Apprentices will be observed completing their day-to-day duties under normal working conditions. Simulation is not permitted during the observation.

The observation must take a total of 110 minutes with 90 minutes (+10%) for the observation element and 20 minutes for questioning.

The Independent End-Point 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.

The observation may be split into discrete sessions held on the same working day to reflect the normal practice of the apprentice in their setting. The minimum time a session can be is 15 minutes.

The purpose of the questioning is to clarify observations made and to capture further evidence against the KSBs that has not been directly observed. Questioning should take place in a quiet room, free from distractions and influence and will be recorded by the assessor.

Professional Discussion Underpinned by a Portfolio of Evidence

The Portfolio of Evidence will be submitted at Gateway. The Independent End-Point Assessor will review the portfolio prior to the Professional Discussion. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

The Professional Discussion is a formal 2-way discussion between the apprentice and the Independent End-Point Assessor, to establish understanding and application of the knowledge, skills and behaviours mapped to this assessment method. The following themes will be assessed:

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

The apprentice will be asked at least 10 questions. Follow-up questions will be asked where clarification is required.

This professional discussion will take 90 minutes (+10% to complete the final response, if required). The discussion can take place remotely or face-to-face. The assessment methods can be completed in any order.

END-POINT ASSESSMENT METHODS TABLE

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

Learning Outcomes	What is Required	Observation with Questioning	Professional Discussion Supported by a Portfolio of Evidence
Knowledge			
K1	The importance of providing feedback.		✓
K2	The learning resources available to support learners and how to use them.	✓	
K3	The stages of development for children and young people.		✓
K4	The principles of target setting to support the next steps in learning.		✓
K5	The impact of transition on learners and strategies to support them.		✓
K6	How technology can support learning.	✓	
K7	The learning, assessment, and feedback cycle.		✓
K8	Methods of formative assessment.	✓	
K9	Methods of observing, recording, and reporting.	✓	
K10	The curriculum intent, how it is implemented, and the intended impact.		✓
K11	Prevent, safeguarding and health & safety legislation, guidance, and procedures.		✓
K12	Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).	✓	
K13	How to adapt communication strategies to suit the audience and context.	✓	
K14	Types of learning intervention.		✓

K15	How to support learner's well-being, mental health, and pastoral needs, including referral to other professionals or services.		✓
K16	The pastoral and academic behaviours learners will display.		✓
K17	The impact of enrichment activities on learners.		✓
Skills			
S1	Apply strategies to support and encourage the development of independent learners.	✓	
S2	Adapt communication strategies for the audience and context.	✓	
S3	Apply behaviour management strategies in line with organisational policy.	✓	
S4	Adapt resources to support all learners.		✓
S5	Communicate with teachers to ensure clarity of the TA's role.	✓	
S6	Apply teaching strategies to deliver learning activities or interventions.	✓	
S7	Build relationships with learners, teachers, other professionals, and stakeholders.	✓	
S8	Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.		✓
S9	Support the well-being and mental health of learners.	✓	
S10	Observe, record, and report on learners in line with organisational procedures.	✓	
S11	Apply methods of formative assessment.	✓	
S12	Use up to date technology safely, to support learning.	✓	
S13	Encourage safe use of technology by learners.	✓	

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S14	Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).	✓	
S15	Identify and respond to pastoral and academic behaviours in learners.	✓	
S16	Provide feedback to learners.	✓	
Behaviour			
B1	Act professionally and respectfully with the whole school community.	✓	
B2	Be a positive role model, upholding and exemplifying the organisation's values.	✓	
B3	Respect and promote equality, diversity, and inclusion.		✓
B4	Be committed to improving their own delivery through reflective practice.		✓
B5	Engage with research to establish best practice.		✓
B6	Work collaboratively and constructively with the whole school community.	✓	

GRADING & CRITERIA

These assessments will result in an apprentice achieving a Fail, Pass, Merit or Distinction. This decision is dependent on whether the apprentice has met the standard and its End-Point Assessment criteria. To achieve a Pass grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment. To achieve an overall Merit, the apprentice must achieve a Pass in one assessment method and a Distinction in the other method. To achieve an overall EPA Distinction, the apprentice must achieve a Distinction in both assessment methods.

Grading results will be communicated to the apprentice within 10 working days of the completion of the final component.

Assessment Breakdown

Grades allocated for each component will be Fail, Pass and Distinction.

The final grade will be decided based on the following combinations:

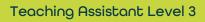| Assessment Method 1: Observation with Questions	Assessment Method 2: Professional Discussion, Underpinned by a Portfolio of Evidence	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below separated into Observation with Questioning and Professional Discussion Supported by Portfolio of Evidence.

Grading Descriptors for Observation with Questioning

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
Delivery	Adapts and applies teaching strategies in delivery, using suitable learning resources to engage learners and support progress. (K2, K12, S6, S14) Delivers strategies to support the development of independence in learners. (S1)	Recognises when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery. (K2, K12, S6, S14)	**Pass** Demonstrates tailored teaching methods such as discussion, group work, and Q&A activities. Resources should be relevant to the topic, age, and accessibility of all learners. Gives learners opportunities to be independent such as giving choice, ownership, collaboration, peer learning, and positive reinforcement *(this is not an exhaustive list)*. **Distinction** Can identify cues, both nonverbal and verbal, of learning needed and can act to adapt the level of challenge.
Assessment	Applies observation methods and produces clear, accurate, and concise records and reports of observations. (K9, S10) Chooses and applies formative assessment method(s), appropriate to the learning activity. Provides accurate feedback to learners based on the formative assessment. (K8, S11, S16)		**Pass** Gives verbal or written reports on observations made. Select the appropriate formative assessment method, such as observation, questioning, peer assessment or self-assessment, and gives feedback to learners *(this is not an exhaustive list)*.

Communication	Chooses and applies communication strategies with consideration for the audience and context of the message to be communicated. (K13, S2) Consults with the teacher to clarify their role during classroom or intervention delivery. (S5)	Combines and adapts verbal and non-verbal communication strategies to ensure learners remain engaged and achieve progress in learning. (K13, S2) Collaborates with the teacher proactively and adapts to changing need to ensure their activity has an impact on learning in line with the teacher's guidance. (S5)	**Pass** Uses effective communication strategies such as active listening, empathy, examples, and visuals when interacting with learners *(this is not an exhaustive list)*. **Distinction** Uses verbal and non-verbal communication strategies such as, demonstrating enthusiasm, questioning, body language and facial expressions *(this is not an exhaustive list)*. Works with the teacher to ensure activities have an impact, and to support a range of individual needs.
Pastoral	Chooses and consistently applies behaviour management strategies in line with organisation policy, in response to learner pastoral or academic behaviour, and reflects organisational values in their own practice. (S3, S15, B2) Applies the use of strategies to support the mental health and well-being requirements of learners in line with organisational policy. (S9)	Adapts and merges strategies to support the individual needs of the learner and tailor behaviour management strategies to proactively manage learner pastoral or academic behaviour. (S3, S15)	**Pass** Builds positive relationships, uses open communication, and implements preventative measures to support a positive learning environment. Can identify how organisation values reflect in their practice. Promotes positive mental health and well-being through encouraging mindful activities, building trust and rapport with learners, being mindful of diverse needs, and working with stakeholders to collaborate, such as parents, and school counsellors *(this is not an exhaustive list)*. **Distinction** Combines and tailors behavioural management strategies such as positive reinforcement,

			setting clear expectations, and opportunities for reflection, *(this is not an exhaustive list)* to manage behaviours.
Technology	Selects and operates technology that supports learning, ensuring it is operated in line with organisational policy and safeguarding procedures. Models the safe use of technology to prepare learners to operate independently. (K6, S12, S13)	Combines and adapts the use of different technologies in line with individual learner needs to ensure learning is accessible. (K6, 12)	**Pass** Uses technology such as text-to-speech, screen readers, learning apps and programmes while supporting learners to be mindful of privacy and security following the organisation's GDPR Guidance.
Relationships and Role Modelling	Interacts professionally and respectfully with others to build relationships and collaborate. (S7, B1, B6)		

Grading Descriptors for Professional Discussion Underpinned by a Portfolio of Evidence
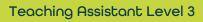
KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
Learning and Support	Describes the range of academic behaviours and pastoral needs learners may display, and the strategies and referral services available to educators to support learner's well-being and mental health. (K15, K16) Explains how resources can be adapted to meet the learning needs of all learners, and how the adaptation of resources can promote equality,	Explains their organisation's process for reporting and referral to other professionals (internal or external), their role in the reporting and referral process, and how this can support the learner. (K15, K16) Analyses the reasons for adapting resources and the impact that adaptation can have on learners. (S4, B3)	**Pass** Can describe academic behaviours such as lack of engagement, anxiety, bullying or disruptive behaviours learners may display and the ways to support learners to improve their well-being and mental health. Understands the meaning of equality, diversity and inclusion and can explain how resources are

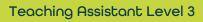|			
	diversity, and inclusion within the organisation. (S4, B3) Describes the types of individual and group intervention available to support learners. (K14) Explains how they provide feedback to support progress in learning. (K1)		used to support all learners, such as content, format, different assessment methods, and different activities. Can discuss support available to individuals and groups such as individualised learning plans, mentoring, counselling, small group teaching, peer assessment etc. *(This is not an exhaustive list.)* **Distinction** Can discuss in-depth, and is able to analyse, the reasons for adapting resources to suit their learners considering learning difficulties, inclusivity, motivation, time constraints and needs for assessment *(this is not an exhaustive list)*. Can provide examples of how to report and refer to internal and external professionals, for example, safeguarding personnel, social services, speech and language therapists, other professional therapists *(this is not an exhaustive list)*.
Assessment	Describes the stages of the learning, assessment, and feedback cycle and how target setting is used to support learner's academic progress. (K4, K7)	Analyses the advantages and limitations of assessment methods and the impact of target setting within the learning, assessment, and feedback cycle. (K4, K7)	**Pass** Consider discussion planning, preparation, delivery, formative assessment, summative assessment, SMART Targets, and reflection. Understand how the feedback cycle can support learners. **Distinction** Can discuss in depth the advantages and disadvantages of assessment methods and

			target setting such as formative, summative, SMART targets and learner reflection *(this is not an exhaustive list)*.
Curriculum	Describes the intent of the curriculum within their organisation, how their organisation implements the curriculum and what the intended impact of that curriculum is. (K10) Explains how enrichment activities benefit learners. (K17)	Explain how the curriculum within their setting fits within the broader curriculum the learner has been/will be exposed to across different stages of education. (K10)	**Pass** Shows understanding of the curriculum, how it is implemented and its impact. Can discuss the benefits of enrichment activities such as dance, visual arts, music, sports, and language. *(This is not an exhaustive list).* **Distinction** Explain how the curriculum within setting that you are working at supports the different stages of education such as early childhood education, primary education, secondary education, and higher education.
Child Development	Describe how a learner's background and experiences can impact upon how they learn, including the impact of transition. (K3, K5)	Explain how they apply theories of development to support learner's academic and pastoral development. (K3)	**Pass** Understand how a learner's background and experience can impact on their learning and school life. **Distinction** Explain how theories such as Piaget, Bandura's Social Learning theory and Plato can be applied to support learners in their development *(this is not an exhaustive list).*

Legislation and Policy	Describes their responsibilities with regards to Prevent, safeguarding, and health & safety legislation and guidance, and how they apply their organisations' procedures to ensure compliance with this legislation. (K11, S8)	Explains how local and national policies and procedures for safeguarding including serious case reviews, can impact organisational policies and procedures. (K11, S8)	**Pass** Can describe Prevent, Safeguarding and relevant legislation used such as the Safeguarding Vulnerable Groups Act and Keeping Children Safe in Education document *(this is not an exhaustive list)*. Can provide examples of how they practice Prevent, Safeguarding and Health & Safety. **Distinction** Can discuss in depth how serious case reviews such as death of a child, concerns about how agencies have worked together or when a child has suffered serious harm can impact the organisation's policies. Serious case reviews can be those discussed within the media.
Professional Development	Describes how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery. (B4, B5)		

Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Merit. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK PROFESSIONAL DISCUSSION & OBSERVATIONS

It is the responsibility of the employer and training provider to complete Mock Professional Discussions and Observations with the apprentice and it is the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

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admin@nqual.co.uk
www.nqual.co.uk
01925-931-684