

End-Point Assessment

SPECIFICATION AND GUIDANCE

NCFE Level 3
Teaching Assistant

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Introduction to End-Point Assessment

What is End-Point Assessment?

End-point assessment (EPA) is a synoptic assessment at the end of the apprenticeship programme. EPA is carried out by an Independent End-Point Assessor (IEPA) who has not been part of the teaching and learning.

End-Point Assessment for Teaching Assistant

The assessment plan that accompanies the Teaching Assistant standard contains a combination of assessment methods designed to test the apprentice's knowledge, skills and behaviours (KSBs) in line with the requirements for synoptic testing under the apprenticeship reforms. The assessment plan can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

NCFE's assessment of this standard has been developed to meet the requirements of this plan and we have produced a number of documents (including this one) that tell you everything you need to know about EPA with us.

Other guidance materials available on the EPA Resource Library include:

- direct booking guidance
- SEPA User Guide
- NCFE's EPA policies and procedures
- assessment platform guides
- FAQs document
- overall EPA guidance
- standard specific guidance including digital templates, additional support documents, sample or exemplar materials, and the Gateway declaration form and requirements checklist.

NCFE's assessment approach is digital first and we have an online platform to manage every aspect of EPA – from access to advice and guidance, to booking and sitting assessments. Face-to-face delivery is available at an extra cost.

The EPA for the Teaching Assistant consists of 2 assessments:

- Observation with Questions
- Professional Discussion underpinned by a Portfolio of Evidence.

Each EPA method covers distinct criteria from the standard.

The Learning and Assessment Journey

On-programme

An apprentice will typically spend 18 months on-programme (this means in training before Gateway) working towards competence as a Teaching Assistant; however, they **must** spend a minimum of 12 months on-programme. NCFE recommends that in order to drive quality and consistency through on-programme learning, Independent Training Providers (ITPs) and employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- ITPs may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Employers and ITPs should carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors. They should agree how any issues or development requirements are to be resolved together.

It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard. These examples can then be reviewed on-programme at intervals agreed by the employer and ITP; for example, at 3, 6 and 9 months. These can be part of the apprentice's Portfolio of Evidence.

Roles and Responsibilities

The table below indicates the roles each individual is expected to undertake, in order to assist the apprentice through the on-programme training and prepare them for EPA.

<p>Apprentice</p>	<ul style="list-style-type: none"> • participates fully in their training and development to improve their KSBs • actively contributes to their performance review • undertakes the minimum required off-the-job training as per the ESFA funding rules, arranged by the employer and ITP • contributes to the decision on the timing of their EPA • understands the purpose and the importance of EPA • meets all Gateway requirements • submits any policies and procedures as requested by NCFE • prepares for and completes the EPA.
<p>Employer</p>	<ul style="list-style-type: none"> • supports the apprentice throughout their training and development to achieve the KSBs outlined in the standard to the best of their ability • conducts reviews to monitor progress • arranges the minimum required off-the-job training to be undertaken by the apprentice as per the ESFA funding rules • ensures the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-Gateway elements of the EPA, and that any required supervision during this time is in place • is not involved in the delivery of the EPA • determines when the apprentice is ready to attempt the EPA • confirms arrangements with NCFE for the EPA (including providing access to any employer-specific documentation as required, for example company policies) • passes the certificate to the apprentice upon receipt from NCFE.
<p>Independent Training Provider</p>	<ul style="list-style-type: none"> • provides ongoing training for the apprentice • provides tools and processes to support the apprentice • carries out regular reviews with the apprentice and employer • works with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitors their progress during the on-programme period • conducts training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • advises the employer when they think the apprentice is ready to undertake the EPA • plays no part in the EPA itself.
<p>NCFE</p>	<ul style="list-style-type: none"> • devises and administers the EPA tools • recruits and trains IEPAs • ensures IEPAs are occupationally competent, have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 2 years or significant experience of the occupation or sector • maintains robust quality assurance processes • requests any required workplace policies and procedures from the employer at Gateway • operates induction training for IEPAs when they begin working for NCFE on this standard.
<p>Independent End-Point Assessor</p>	<ul style="list-style-type: none"> • understands the standard and assessment plan • complies with the IQA requirements of NCFE and the assessment plan • is independent of the apprentice, their employer and ITP(s) • determines the final apprenticeship grade.

Guide to Gateway

Judgement on whether the apprentice is ready for the EPA is taken by the employer, who should gather views from the ITP and the apprentice to inform this decision. Apprentices should not be put forward for the EPA before they are ready. At the point of Gateway, the employer must formally sign off that the apprentice has met the minimum requirements. This will happen during a meeting involving the apprentice and their line manager. The mandatory Gateway Declaration form can be found on the EPA Resource Library and **must** be submitted in full to NCFE before the apprentice can be put forward for Gateway.

Minimum requirements:

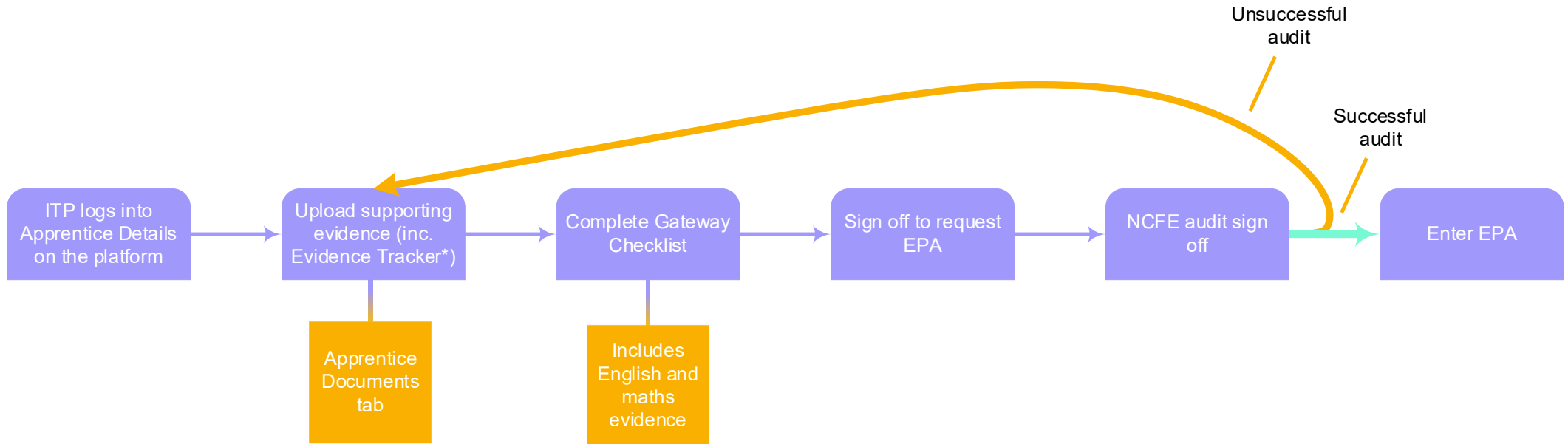
- Level 2 English and maths - for those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3; a British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language
- a Portfolio of Evidence to underpin the Professional Discussion
- the Gateway Declaration form must be fully completed by the ITP and submitted to NCFE before entering Gateway.

Once the Gateway audit has been completed and the apprentice has been put forward for Gateway, the apprentice will be allocated an IEPA.

All elements of the EPA are typically completed within 3 months of a successful Gateway audit.

The following diagram shows the steps required for entrance into Gateway.

Applying for EPA



**The mandatory Evidence Tracker can be found in the Templates section on the EPA Resource Library.*

Assessment Guidance

Overview

The EPA is a collection of assessments that offers confirmation of occupational competence within a specific industry. The trailblazer group for Teaching Assistant have selected an Observation with Questions and a Professional Discussion underpinned by a Portfolio of Evidence, which must be generated during the on-programme stage of the apprenticeship. Apprentices will be provided with the opportunity across all assessments to demonstrate the KSBs set out within the standard and associated assessment plan of the apprenticeship.

Observation with Questions

Structure	A one-to-one observation of normal work, within the usual working environment followed by questioning.
What will be covered	<p>Knowledge: K2, K6, K8, K9, K12, K13</p> <p>Skills: S1, S2, S3, S5, S6, S7, S9, S10, S11, S12, S13, S14, S15, S16</p> <p>Behaviours: B1, B2, B6</p> <p>Full details of KSBs can be found in Appendix I.</p>
Duration	<p>110 minutes in total (+10% to allow the apprentice to complete their last task or respond to a question if necessary). This is broken down into:</p> <ul style="list-style-type: none"> • Observation of Practice (90 minutes) • Questions (20 minutes).
Mode of delivery	Face-to-face delivery (there will be no additional charge for this EPA method if digital delivery has been selected overall).
Supporting documents	<ul style="list-style-type: none"> • Glossary of Terms • Useful Reading and Links <p>Appendix I</p> <ul style="list-style-type: none"> • Grading Descriptors.

Key Considerations and Information

In the Observation with Questions, an IEPA observes the apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs mapped to this assessment method through naturally occurring evidence. Simulation is not permitted during the Observation.

The IEPA will observe the apprentice, as this is the most appropriate way to assess a teaching occupation, interacting with other professionals and learners. This method can occur during the apprentice's normal working day, therefore reducing the impact for the employer. The duration of the Observation allows the apprentice to demonstrate the mapped KSBs, and the opportunity to be observed working in a range of contexts, in line with their normal practice. For example:

- supporting whole classes
- small groups
- individuals.

The Observation must be conducted within the apprentice's usual place of work, made up of intervals of at least 15 minutes duration and must take place on the same day. In addition, the Observation with Questioning must take 110 minutes over the same day. Questions must only take place after the full 90 mins of Observation activity have been completed. The apprentice will also be given at least 2 weeks' notice of the agreed Observation date to support their preparation.

The IEPA 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 time to set up the learning environment and time for post lesson/intervention. This includes any learner and staff interaction, in addition to the Observation of the teaching.

Following the Observation there will be a questioning session lasting 20 minutes. This is to clarify observations that have been made by the IEPA during the Observation, and to capture further evidence against any KSBs that may not have been directly observed. The IEPA must ask at least 4 questions, follow-up questions are allowed. The IEPA will ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the Observation and will be kept to a minimum.

The Observation and responses to questions will be assessed holistically by the IEPA during this assessment method.

Grading

Fail	The apprentice must meet 100% of the Observation with Questions Pass criteria and 100% of the Observation with Questions Distinction criteria set out within the assessment plan and within Appendix I of this document.
Pass	The apprentice must meet 100% of the Observation with Questions Pass criteria set out within the assessment plan and within Appendix I of this document.
Distinction	The apprentice must meet 100% of the Observation with Questions Pass criteria and 100% of the Observation with Questions Distinction criteria set out within the assessment plan and within Appendix I of this document.

Full grading descriptors can be found in Appendix I.

Professional Discussion underpinned by a Portfolio of Evidence

Structure	A structured, two-way, free-flowing conversation designed to provide the opportunity to demonstrate the relevant knowledge, skills and behaviours.
What will be covered	<p>Knowledge: K1, K3, K4, K5, K7, K10, K11, K14, K15, K16, K17</p> <p>Skills: S4, S8</p> <p>Behaviours: B3, B4, B5</p> <p>Full details of KSBs can be found in Appendix I.</p>
Duration	90 minutes (+10% to allow the apprentice to finish their final point, if necessary).
Mode of delivery	Online conferencing platform - (a face-to-face assessment is available at an additional charge).
Supporting documents	<ul style="list-style-type: none"> • Glossary of Terms • Useful Reading and Links <p>Appendix I</p> <ul style="list-style-type: none"> • Grading Descriptors <p>EPA Resource Library</p> <ul style="list-style-type: none"> • Digital documents to support the Portfolio of Evidence.*

**Digital templates can be found on the EPA Resource Library. Templates provided are not mandatory for use but are provided as additional support, apart from the Evidence Tracker which must be used.*

Key Considerations and Information

The Professional Discussion itself will last for 90 minutes; this may be increased by 10% to allow the apprentice to finish their final point, if necessary. It is possible for employers to be present in the room up to the point that the assessment begins but they must leave before the commencement of the discussion. The Professional Discussion must also be conducted in a room suitable for any controlled assessment, which is to be free of distractions, prompts and must be quiet. Any assessment that is interrupted may be invalidated.

The Professional Discussion is a synoptic assessment to assess the KSBs set out within the assessment plan. This is not a question and answer session and should be a free-flowing, two-way conversation between and apprentice and the IEPA. The IEPA will ask at least 10 questions. Follow-up questions may be asked where clarification is required.

At the point of Gateway, apprentices will have submitted a Portfolio of Evidence that has been generated during their on-programme learning. This is not assessed by the IEPA but can be used by the apprentice during the Professional Discussion to further enhance the discussion and underpin the information being discussed. Therefore, it is essential that both the IEPA and the apprentice have access to the Portfolio of Evidence during the Professional Discussion.

The Portfolio of Evidence

The Portfolio will typically contain 10 discrete pieces of evidence and must not exceed 25 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include any of the following:

- workplace policies and procedures
- safeguarding and prevent certificates
- records of continuing professional development
- mentor observation records
- peer observations or peer training records
- witness testimonies
- annotated photographs.

This is not a definitive list; other evidence sources can be included. Evidence included in the Portfolio should be anonymised prior to 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 testimonies) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the Portfolio of Evidence should contain a statement from the employer and apprentice confirming this.

The apprentice must have access to their portfolio of evidence during the Professional Discussion.

Grading

Fail	The apprentice fails to meet 100% of the Professional Discussion Pass criteria set out within the assessment plan and within Appendix I of this document.
Pass	The apprentice must meet 100% of the Professional Discussion Pass criteria set out within the assessment plan and within Appendix I of this document.
Distinction	The apprentice must meet 100% of the Professional Discussion Pass and Distinction criteria set out within the assessment plan and within Appendix I of this document.

Full grading descriptors can be found in Appendix I.

Awarding the Final Grade

Grade Aggregation

	Grading				Weighting
Observation with Questions	Pass	Pass	Distinction	Distinction	1/2
Professional Discussion	Pass	Distinction	Pass	Distinction	1/2
Final Grade	Pass	Merit	Merit	Distinction	

If an apprentice fails any assessment, the EPA will be deemed an overall Fail.

Reasonable Adjustments

For instructions and support with reasonable adjustments, please refer to the *Reasonable Adjustments and Special Considerations Policy*, which can be downloaded from the EPA Resource Library.

Re-sits and Re-takes

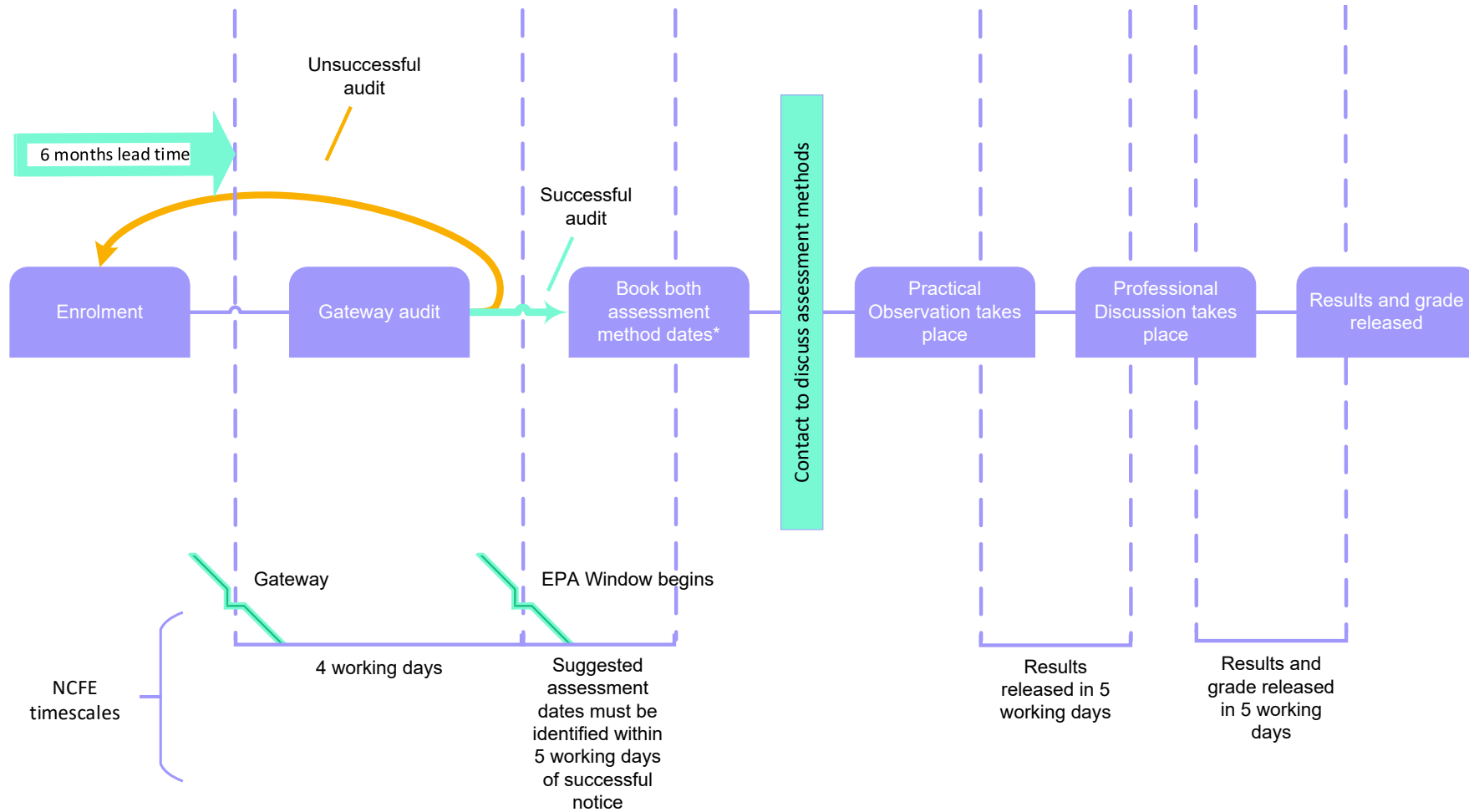
An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. An apprentice should have a supportive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

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

Failed assessment methods **must** be re-sat or re-taken within a 6 month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

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

Timelines



*NCFE must have at least 5 working days' notice of the first suggested assessment date. Please refer to the EPA Booking Guidance on the EPA Resource Library. This is a recommended order of assessment; however, assessments can be taken in any order.

Additional Information

Enquiries About Results (EARs) and Appeals

If a centre believes an apprentice's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with the *Enquiries about Results and Assessment Decisions Policy*, which is available on the EPA Resource Library.

Complaints

Complaints can be submitted on the NCFE website by completing the Making a Complaint webform and following the NCFE Complaints Procedure.

Useful Links and Reading Materials

To fully prepare for the EPA, this list has been compiled to be used as additional study material.

Legislation and Frameworks

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/national-curriculum>

<https://www.hse.gov.uk/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/organisations/ofsted>

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Useful Sources of Further Information

<https://www.headstogether.org.uk/programmes/mentally-healthy-schools/>

<https://campaignresources.phe.gov.uk/schools/resources/exam-stress-lesson-plan-pack>

<https://youngminds.org.uk/>

<https://www.rospa.com/>

<https://www.nspcc.org.uk>

<https://www.thinkuknow.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/>

<https://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx>

<https://www.nhs.uk/conditions/Fabricated-or-induced-illness/Pages/Introduction.aspx>

<https://www.childline.org.uk/>

<https://www.literacytrust.org.uk>

<https://naldic.org.uk/>

<https://www.challengingbehaviour.org.uk/>

<https://www.playengland.org.uk>

Glossary of Terms

Term	Meaning
Assessment	Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
British Values	Moral principles that reflect life in modern Britain.
Code of Practice	A set of written rules which explains how people working in a particular profession should behave.
Communication	The imparting or exchanging of information by speaking, writing, or using some other medium.
Curriculum	The outline of lessons and topics to be taught in a school or college.
Development	Development is a process that creates growth, progress and positive change.
Ethos	The set of beliefs and ideas of a community such as school or college.
Equality, Diversity and Inclusion	Equality ensures everyone has access the same opportunities, diversity means valuing the differences between people, and inclusion is a measure of how safe and welcome people feel in their environment.
Feedback	Feedback is information given to the learner about their performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.
Formative Assessment	Formative assessment monitors student learning and provides ongoing feedback to staff and students.
Intervention	Action taken to become intentionally involved in a situation in order to improve it or prevent it from getting worse.
Legislation	The act or process of making or enacting laws.
Managing Risk	Supporting individuals to exercise their choices and rights, recognising the balance between managing risk and enabling independence, choice and control.
Pastoral	The part of work of teachers that involves giving help and advice on personal matters rather than educational learning.
Partnership Working	Partnerships can be formed between individuals, agencies or organisations with a shared interest.
Policies and Procedures	Documents put in place to explain how organisations will deal with issues when they arise and to show that they operate in a fair and consistent way towards all employees.

Term	Meaning
Prevent	The Prevent strategy aims to identify people at risk of committing terrorist acts and intervene.
Referral	The act of referring someone or something for consultation, review, or further action.
Reflective Practice	A way of studying your own experiences to improve the way you think and work.
Safeguarding	Protecting people's health, wellbeing and human rights, and enabling them to live.
Scaffolding	A method used to move students to a greater level of understanding by taking steps to increase knowledge and skills.
Special Educational Needs (SEN)	Learning difficulties or disabilities that make it harder for children to learn than most children of the same age.
Stakeholder	A person with an interest in a school, college or learners. Such people may be professionals who work outside of the learning environment (e.g. Speech Therapist).
Transition	A period of change from one state to another.
Values	The principles that help you to decide what is right and wrong, and how to act in various situations.
Wellbeing	A combination of a person's physical, mental, emotional and social health factors.

Command Words

Verb	Meaning
Assess	Evaluate or estimate the quality of a given topic.
Analyse	Separate information into component parts. Make logical, evidence-based connections between the components.
Calculate	Work out the value of something, showing relevant working.
Choose	Select from a range of alternatives (Multiple Choice Question).
Compare	Identify similarities and/or differences.
Complete	Finish a task by adding to given information.
Consider	Review and respond to given information.
Define	Give a definition or specify meaning of an idea or concept.
Describe	Give an account of or set out characteristics or features.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.
Evaluate	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Explain how	Give a detailed account of a process or way of doing something.
Give examples	Answers should include relevant examples in the context of the question.
Identify	Name or otherwise characterise.
Justify	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.

Verb	Meaning
Label	Add names, indicating their correct position to an image or diagram.
List	Give a selection of answers, as many as the question indicates.
Name	Identify using a recognised technical term.
Outline	Set out the main characteristics or features.
Show	Provide structured evidence to reach a conclusion.
State	Express in clear, brief terms.
Summarise	Brief statement of the main points.
Suggest (what/why/how)	Present a possible cause or solution. Apply knowledge to a new situation to provide a reasoned explanation.
Work out	Perform one or a set of steps or calculation to arrive at an answer.

Appendix I – Grading Descriptors

Observation with Questions

The Observation with Questions is graded Fail, Pass or Distinction. In order to achieve a Pass apprentices must meet all of the Pass criteria from this section. To achieve a Distinction apprentices must meet all Pass and all Distinction criteria from this section. In all cases a Fail means that the Pass criteria has not been met.

KSBs	Pass Criteria	Distinction Criteria
Delivery		
<p>The learning resources available to support learners and how to use them. (K2)</p>	<p>Adapts and applies teaching strategies in delivery, using suitable learning resources to engage learners and support progress. (K2, K12, S6, S14)</p> <p>Delivers strategies to support the development of independence in learners. (S1)</p>	<p>Recognises when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery. (K2, K12, S6, S14)</p>
<p>Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning). (K12)</p>		
<p>Apply strategies to support and encourage the development of independent learners. (S1)</p>		
<p>Apply teaching strategies to deliver learning activities or interventions. (S6)</p>		
<p>Adapt teaching strategies to support all learners (for example, scaffolding, open questioning). (S14)</p>		

KSBs	Pass Criteria	Distinction Criteria
Assessment		
Methods of formative assessment. (K8)	<p>Applies observation methods and produces clear, accurate and concise records and reports of observations. (K9, S10)</p> <p>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)</p>	N/A
Methods of observing, recording, and reporting. (K9)		
Observe, record, and report on learners in line with organisational procedures. (S10)		
Apply methods of formative assessment. (S11)		
Provide feedback to learners. (S16)		
Communication		
How to adapt communication strategies to suit the audience and context. (K13)	<p>Chooses and applies communication strategies with consideration for the audience and context of the message to be communicated. (K13, S2)</p> <p>Consults with the teacher to clarify their role during classroom or intervention delivery. (S5)</p>	<p>Combines and adapts verbal and non-verbal communication strategies to ensure learners remain engaged and achieve progress in learning. (K13, S2)</p> <p>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)</p>
Adapt communication strategies for the audience and context. (S2)		
Communicate with teachers to ensure clarity of the TA's role. (S5)		

KSBs	Pass Criteria	Distinction Criteria
Pastoral		
Apply behaviour management strategies in line with organisational policy. (S3)	Chooses and consistently applies behaviour management strategies in line with organisation policy, in response to learner pastoral or academic behaviour, and reflects organisational values in their own practice. (S3, S15, B2) Applies the use of strategies to support the mental health and wellbeing requirements of learners in line with organisational policy. (S9)	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)
Support the wellbeing and mental health of learners. (S9)		
Identify and respond to pastoral and academic behaviours in learners. (S15)		
Be a positive role model, upholding and exemplifying the organisation's values. (B2)		
Technology		
How technology can support learning. (K6)	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, S12)
Use up-to-date technology safely, to support learning. (S12)		
Encourage safe use of technology by learners. (S13)		

KSBs	Pass Criteria	Distinction Criteria
Relationships and role modelling		
Build relationships with learners, teachers, other professionals and stakeholders. (S7)	Interacts professionally and respectfully with others to build relationships and collaborate. (S7, B1, B6)	N/A
Act professionally and respectfully with the whole school community. (B1)		
Work collaboratively and constructively with the whole school community. (B6)		

Professional Discussion

The Professional Discussion is graded Fail, Pass or Distinction. In order to achieve a Pass apprentices must meet all of the Pass criteria from this section. To achieve a Distinction apprentices must meet all Pass and all Distinction criteria from this section. In all cases a Fail means that the Pass criteria has not been met.

KSBs	Pass Criteria	Distinction Criteria
Learning and support		
The importance of providing feedback. (K1)		
Types of learning intervention. (K14)	Describes the range of academic behaviours and pastoral needs learners may display, and the strategies and referral services available to educators to support learner's wellbeing and mental health. (K15, K16)	
How to support learner's wellbeing, mental health and pastoral needs, including referral to other professionals or services. (K15)	Explains how resources can be adapted to meet the learning needs of all learners, and how the adaptation of resources can promote equality, diversity and inclusion within the organisation. (S4, B3)	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)
The pastoral and academic behaviours learners will display. (K16)	Describes the types of individual and group intervention available to support learners. (K14)	Analyses the reasons for adapting resources and the impact that adaptation can have on learners. (S4, B3)
Adapt resources to support all learners. (S4)	Explains how they provide feedback to support progress in learning. (K1)	
Respect and promote equality, diversity, and inclusion. (B3)		

KSBs	Pass Criteria	Distinction Criteria
Assessment		
<p>The principles of target setting to support the next steps in learning. (K4)</p>	<p>Describes the stages of the learning, assessment and feedback cycle and how target setting is used to support learner's academic progress. (K4, K7)</p>	<p>Analyses the advantages and limitations of assessment methods and the impact of target setting within the learning, assessment and feedback cycle. (K4, K7)</p>
<p>The learning, assessment, and feedback cycle. (K7)</p>		
Curriculum		
<p>The curriculum intent, how it is implemented, and the intended impact. (K10)</p>	<p>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)</p> <p>Explains how enrichment activities benefit learners. (K17)</p>	<p>Explains 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)</p>
<p>The impact of enrichment activities on learners. (K17)</p>		
Child Development		
<p>The stages of development for children and young people. (K3)</p>	<p>Describes how a learner's background and experiences can impact upon how they learn, including the impact of transition. (K3, K5)</p>	<p>Explains how they apply theories of development to support learner's academic and pastoral development. (K3)</p>
<p>The impact of transition on learners and strategies to support them. (K5)</p>		

KSBs	Pass Criteria	Distinction Criteria
Legislation and Policy		
Prevent, safeguarding and health and safety legislation, guidance, and procedures. (K11)	Describes their responsibilities with regards to Prevent, safeguarding, and health and 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 on organisational policies and procedures. (K11, S8)
Comply with legislation, guidance, and procedures for Prevent, safeguarding and health and safety. (S8)		
Professional Development		
Be committed to improving their own delivery through reflective practice. (B4)	Describes how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery. (B4, B5)	N/A
Engage with research to establish best practice. (B5)		



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