

LEARNING AND SKILLS TEACHER APPRENTICESHIP STANDARD

Standard Code ST0149
Course Level 5
One Afternoon per week
Location: Lincoln
Funding Level £10,000
Duration 24mths including EPA

Course Description

This apprenticeship offers education and development to practising or aspiring teachers and trainers in the education, training and skills sector such as further education (FE) colleges, private sector training providers and the criminal justice system (offender learning/prison education). The apprenticeship develops participants' knowledge and understanding of the principles and practice of teaching, assessment and learning, and teachers' wider professional engagement in the sector. It offers a challenging, supportive and rewarding experience to promote informed, reflective and effective teaching and professional development.

The Learning and Skills Teacher (LST) is 'dual-professional', having first achieved competence in a vocational or subject specialism and then subsequently trained as a teacher. This means that many teachers in the Education and Training Sector (ETS) begin teaching as a second, or even later, career. The LST role is pivotal to the success of traineeship and apprenticeship programmes, in delivering effective vocational education and training that meets both learners' and employers' needs.

LSTs teach young people and adults (aged 16+) within all parts of the ETS, including: work based/independent training provision; further, adult and higher education; offender-learning; and the voluntary sector. LSTs are responsible for planning and delivering learning that is current, relevant, challenging, and that inspires learners to engage and achieve their full potential. LSTs collaborate closely with colleagues and other ETS professionals in supporting learner progress. LSTs ensure the physical, psychological and social wellbeing of learners.

Off the Job Training

A key requirement of an Apprenticeship is Off-the-job training. This must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period. Off-the-job training must be directly relevant to the apprenticeship standard and must take place within the apprentice's normal working hours.

The new learning must be documented and reflected on through the Learner Journal on their e-portfolio.

Entry Requirements

The Apprentice will need to be in a relevant role and show a willingness to undertake the knowledge, skills and behaviours required. They will also need to have Level 2 Maths and English (GCSE at Grade 4/C or above or equivalent) or be prepared to attend a block study period for Maths and English if this is required.

Individual employers may set any entry requirements but these may typically include:

- Competence in vocational and/or specialist subject at an appropriate level
- Confirmation of current vocational/specialist subject knowledge
- Up to date knowledge of workplace practice
- A willingness to continue to develop personal ICT skills to a level in-line with the LST role
- Reference to the Education and Training Foundation's (2016) Minimum Core Guidance, and any subsequent updates.

Once they have been accepted on to the programme all apprentices will be required to attend a Lincoln College Induction. Apprentices will require access to a tablet/computer to access their e-portfolio.

Knowledge, Skills and Behaviours

KNOWLEDGE

Principles of effective programme design

- How to organise and combine syllabus outcomes into meaningful/realistic learning opportunities.
- Current and emerging workplace practice.
- Evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities.

Principles of effective learning

- How to engage learners in maintaining ground-rules for safe and effective learning.
- The causes of unfair disadvantage and barriers to learning, and ways to overcome them.
- Mathematics and English in the vocational context and opportunities and support for their development.
- How to ensure that learning activities actively engage and challenge all learners.
- When best to use learning resources to support learners without excluding others.
- Current and emerging learning technologies and how they can be used safely and effectively.

Principles of individualised (differentiated) learning

- Sources of current information, advice and guidance.
- Effective use of initial and diagnostic assessment and their application at the start of or during a programme.
- Ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task.
- How to involve learners in understanding their own progress, and updating their learning records and plans.
- Valid processes of Assessment for Learning and ways to ensure that ILPs support the entire learning journey.
- Recognised coaching techniques and the circumstances in which referral may be necessary.
- How and where to access support for learners in achieving agreed developmental targets.

Quality assurance within the education context

- The requirements and implications of: organisational policies and procedures; OFSTED Education Inspection Framework (EIF); awarding organisations; funding agencies; legislation (e.g. equalities and safeguarding).
- Effective methods of securing valid feedback from stakeholders (e.g. learners, colleagues, employers) to support improvements, and how to triangulate feedback from a range of relevant sources.
- Ways to access personal and professional development and to maintain vocational currency.

- The use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners.
- Organisational, collaborative quality improvement strategies.

SKILLS

Plan learning to:

- Meet programme requirements and deliver learning outcomes in a realistic context.
- Ensure that learning activities are authentic in relation to workplace practice.
- Encourage learners to develop: autonomy and resilience; personal and interpersonal effectiveness; social awareness and respect for others; essential employability skills.

Design and deliver learning sessions and activities to:

- Engage learners to establish standards of behaviour, mutual respect and safe working.
- Avoid and overcome unfair disadvantage and barriers to learning.
- Develop mathematics and English skills necessary for vocational achievement.
- Actively engage and inspire all learners and encourage them to set challenging goals.
- Use resources that are inclusive and add value to learners' development.
- Use digital and mobile technologies in ways that are safe and support effective learning.

Facilitate individualised learning through:

- Access to up-to-date information, advice and guidance.
- Reference to initial and diagnostic assessment of learners' needs obtained at the start of and throughout the learner's journey.
- Varied learning activities that naturally allow all learners to contribute.
- Facilitate regular 360° feedback that empowers learners in their own development.
- Regular formative assessment processes and updated individual learning plans.
- Coaching (or referral) of learners to address unhelpful behaviours or viewpoints.
- Collaboration with relevant colleagues and professionals to support individual action plans.

Quality assure outcomes for learners through:

- Compliance with internal and external regulations, legislation and guidance in respect of: teaching; learning and assessment; recording, storing and sharing information relating to learners and learning the physical and psychological safety of all learners
- Seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning.
- Continually updating their own knowledge and skills as a teaching professional and a subject specialist.
- Using aggregated assessment data to review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners.
- Supporting organisational development and quality improvement interventions.

BEHAVIOURS

- Operate at all times to ethical and legal standards and within professional boundaries.
- Value diversity and actively promote equality of opportunity and inclusion.
- Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.
- Promote a passion for learning and high expectations of all learners.
- Model exemplary communication skills with learners and in all professional relationships.
- Be a role model for the effective use of current, digital and mobile technologies in support of teaching and learning.
- Underpin their practice by reference to professional standards and evidence-based teaching and learning.

Assessment

Assessment is done through a combination of practical tasks, written assignments, oral discussions and online tests throughout the programme.

- One to one support from a dedicated, professional assessor/instructor allocated to the learner for the duration of the programme.
- Work based assignments and projects to be completed in an e-portfolio.
- Case studies and in College course days as and when required for each learner.
- Job shadowing and mentoring, cross training in other departments.
- Independent learning and research as directed by the assessor.

- Review of progress every 4-10 weeks with the Apprentice, Manager and Assessor, evaluating and contributing to what has been learnt and what the next steps to take are.

End Point Assessment

There will be an End Point Assessment (EPA) as the final stage of an Apprenticeship. The Apprentice must demonstrate their learning to an independent end point assessor and the overall grade available is distinction, pass or fail.

The EPA process consists of two assessment processes:

(1) Professional Discussion (PD): The PD will last for 60 minutes (with a variance of +10% where the assessor has the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete this method of the EPA). In this time-period, the IA will ask the LST a minimum of 15 prepared questions, based on an evaluation of the TCS and OP in relation to the relevant themes to be assessed and their associated KSBs. The purpose of the questioning will be to confirm the validity and sufficiency of the evidence presented in the professional discussion in relation to the relevant KSBs mapped to this assessment method within the context of the Themes. The LST apprentice will have the TCS to use as evidence in the PD. The TCS and OP is described more fully, below, followed by the grading criteria for the relevant themes to be assessed during the PD.

(1a) Thematic Case-Study (TCS): It is expected that the apprentice's narrative will demonstrate proficiency in English, in-line with being able to support vocational learners' English language skills development, as indicated by K/S6 in the Standard. The TCS should not exceed 4500 words (+ 10%), excluding the annexes and must be endorsed as authentic by the employer.

(1b) Online Presentation (OP): The apprentice will prepare, record (e.g. Youtube, Vimeo, etc) 20 minute (variance +10%) online presentation. The recording of the presentation must include visual authentication of the apprentice's delivery. The topic to be presented will be their explanation of, 'How I have developed my use of mobile and digital technologies to support teaching, learning and learning support, during the last 2 years'.

2) Teaching Observations: Apprentices will be observed delivering 2 teaching sessions, enabling direct assessment of the professional behaviours, knowledge and skills. It is also essential that the LST is observed teaching 'normally' with 'real' learners and that the TO is, in no way, simulated. At least one of the observations will be in a formal setting, for example a lecture theatre, workshop or classroom (minimum 60 minutes). The second observation could be carried out in a different teaching environment, for example the natural work environment. The duration of the two teaching observations, combined, will be 120 minutes (variance +10% where the assessor has the discretion to increase the time of the teaching observations by up to 10% to allow the apprentice to complete this method of the EPA). A further 20 minutes question and answers (with a variance of +10% where the assessor has the discretion to increase the time of the questioning by up to 10% to allow the

apprentice to complete this method of the EPA) should be set-aside, during and/or following both TOs.

The question and answer session is to: clarify any aspects of the TOs; explore KSBs that the LST was unable to demonstrate, naturally, during the observed sessions.

Qualifications

Outcomes of this standard **must** include:

- Level 5 Diploma in Education and Training or equivalent
- Level 2 Safeguarding
- All the above outcomes must be achieved before the end-point assessment.

Progression

With the employer's approval, the **LST** could progress onto curriculum/training leadership roles following an adequate period of experience teaching at this level, within the sector

Fees

As an Apprentice, you will pay no course fees. However, your employer may have to pay towards your training as well as providing you with a wage. All Apprentices must receive a minimum wage of £4.30 per hour within their first year of training from their employer, although they can, and often do, pay more. In the second and subsequent years of an Apprenticeship programme, the national minimum wage for your age would apply.

If you are an employer and want to find out more information regarding employer contributions and any further costs related to the Apprenticeship programme, please contact our dedicated Apprenticeship team at employers@lincolncollege.ac.uk

Business Benefits

Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry. Ensuring they include:

- Relevant Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation.
- Widening participation Apprenticeship standards provide opportunities to employees that may not previously have been available.
- Development tools A cost effective way to train your employees to undertake specific roles in your business.
- Return on Investment On average, an apprentice who has completed their course will increase business productivity by £214 per week (CEBR, 2015).