Teacher Apprenticeship Assessment Guidance - Draft

Return to criteria tables [1]

This guidance is intended to be guidance, it is not prescriptive but will provide assessors and candidates with an interpretation of the criteria and the types of supporting evidence expected. We expect most if not all evidence to arise from practical day to day teaching practice. If you feel evidence gathering is a bureaucratic burden **please contact your Account Manager** because there is probably something going wrong!

Guide to interpreting the criteria

Activities supporting the assessment of this award (Link to shared resources which will be developed over time)

General Information

- The definition of a Level 7 qualification in the QCF is as follows:

"Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to accepting accountability for all related conduct research, or advanced technical and professional activity;

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decision making including use of supervision."

- All of the interpretation of the criteria that follows should keep this general contextual statement in mind.

- The criteria are designed to provide opportunities to support continuing professional development and provide opportunities to recognise progress and achievement. Appropriate levels of literacy, numeracy and ICT competence are assumed in providing evidence since these levels of competence are to be expected from a teacher's pupils as they leave school.

- The qualification is "subject neutral", it is about teaching competence of which subject competence is part.

- The specification for the certificates provides an outcome framework for assessment and is not intended to dictate any particular context for learning. Academies have flexibility to vary the methods and types of evidence provided. The main issue is that they provide convincing evidence that leads external third parties to believe that as a result of the teaching, pupils will achieve to their full potential.

Requirements

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- Standards against the criteria must be confirmed by a trained Assessor appropriately experienced in the type of work being assessed. It must be evidence based. What is appropriate experience will be determined by the Account Manager at the Appropriate Body.

- Assessors must as a minimum record assessment judgements as entries in the on-line mark book on the Markbook Site.

- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.

- Different approaches to learning will be required in order to match differing needs, for example, the needs of candidates with disabilities. The assessment quality assurance procedures are flexible and there is a reasonable adjustments policy agreed with Ofqual.

- There are two units to complete for the Diploma. When the candidate demonstrates secure, evidence based capability, against each of the criteria in a unit in the context of a range of classroom scenarios, they are entitled to a certificate for passing the unit and the overall Diploma when both units are passed.

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- We expect evidence for the units to be collected concurrently. Candidates should be capable of organising evidence autonomously and self-assessing with reasonable accuracy by the end of the induction. In level 7 qualifications this level of autonomy is assumed and it is highly desirable that teachers pass on similar skills to their pupils.

- There is a fully supported system for managing self-assessment and evidence provided. While it is not mandatory to use this, it is advised as it is likely to significantly reduce the bureaucratic overhead and develop useful skills to support pupils in their own assessment for learnining process.

- The evidence descriptions for the criteria below are illustrative rather than prescriptive. It is there to give prompts as to the type of thing that would be appropriate. Candidates and assessors should decide between them what is best and the experience should contribute to learning rather than be a bureaucratic exercise for its own sake.

- In terms of making the award, what matters is outcomes. Can the candidate securely meet the criteria? Are Assessors, Principal Assessors and Account Managers confident that the teacher is competent to teach well in the range of contexts for which they are qualified?

Certificates must be printed on TLM template paper provided there is a charge of 30p per template. All certificates

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can be authenticated directly free of charge.

Assessment Methods

Candidates should familiarise themselves with the assessment criteria. They should look for opportunities to match the criteria directly from their work. They should record evidence of this and they can use the on-line evidence system to do so, linking their evidence to the assessment criteria. If evidence is "non-recordable", for example, in a classroom discipline situation, they can simply record enough details of the situation in the style of a diary entry to demonstrate the particular competence and discuss this with their assessor. For more concrete evidence types such as a set of lesson plans, these can be uploaded as files to the system or better, if they are in web pages or similar format for sharing, they can simply make a URL link to the location. We appreciate that some candidates and assessors will need some support with IT skills and we are committed to provide this so contact your Account Manager. In general no-one needs to buy or install any software to manage their work effectively and the same methods can be used with pupils. Teachers in the 21st Century need to be equipped to empower their pupils to

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take advantage of new technologies and to reduce the time spent dealing with paper. We can provide additional training for anyone that needs it.

Candidates can use the criteria to determine their progress. They can score each of the criteria L, S, or H. N indicates no evidence and is the default start position. "L" indicates some capability but some help might still required to fully meet requirements or they need more practice to be sure. S indicates secure capability, H that the candidate is confident that they can operate beyond the requirements of the criterion. Candidates are required to achieve S or H on all the criteria to achieve the award. The assessor simply needs to confirm or reject the candidates self-assessment and can provide guidance on what to do next. This system is based on the National Strategies work for assessment for learning in the National Curriculum. It is therefore directly transferrable from trained teachers to pupils. The Account Manager will monitor evidence gathering and can provide advice and guidance on progress. When all the criteria are considered secure, the Assessor will request the award by clicking a button in the Markbook. The Account Manager will review the evidence and might ask for clarification or further

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evidence before confirming that the unit is passed. Once the Account Manger approves the award, the status of the assessment criteria is frozen and a certificate can be printed and authenticated directly from the web site.

Expansion of the criteria

The candidate will work co-operatively with their Assessor, Principal Assessor and Account Manager. They can take responsibility for their own work and organise assessment evidence to get the balance right between providing sufficient evidence for credibility and not over-burdening themselves with collecting and managing information.

1. Set high expectations

1.1 I can establish a safe environment for learning

The requirement is for the candidate to ensure that the learning environment is free from hazards and that pupils

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are confident to work without any undue concerns.

Evidence: Direct observation from the assessor, risk assessments, descriptions of actions taken to remove or prevent hazards, demonstration of familiarity and conformance to school health and

safety policies.

Additional information and guidance

The candidate should clearly have considered safety issues related to their work and demonstrate to their assessor

that they are familiar with relevant policy. Where relevant work eg in science is subject to specific regulations or

policy, candidates should show that they are familiar with the policy most importantly through practical application.

eg using goggles in laboratories and workshops, attention to hygiene when dealing with food or issues of internet

safety. The assessor should verify this through supervision over an extended period. Candidates can use evidence

from lesson planning related to safety.

Additional information and guidance

The candidate should talk about their work and say why they think IT might be useful to the task they are

attempting. They should be encouraged to communicate verbally and with help using electronic means. They

should be able to identify items from a computer based menu or a display of a range of applications or pieces of

information, observing the effect as advantageous to them or others. Varying the context to include more than

conventional desktop computers is important to demonstrate the increasing variety of computer technologies that

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provide advantages to people in every day life, for example, the immediate use of a mobile phone to contact the

emergency services on coming across an accident.

1.2 I can establish a stimulating environment for pupils

The candidate should demonstrate that their lessons are conducted in places and with resources that are

Evidence: Direct observation by the assessor; photographs of classroom display, field trips or practical equipment; motivating to pupils.

descriptions of use of books, internet or similar resources.

Additional information and guidance
The candidate should be able to demonstrate a range of evidence. Display of pupils' work should be at the heart of

this. Digital photographs are a quick and simple way to do this but any method is acceptable. Assessors should be

able to verify good practice from direct observation. Comments by pupils might be another source of evidence.

Involving pupils in developing their own learning environment and recording the outcomes is a legitimate strategy.

1.3 I can communicate positive values of mutual respect

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The candidate should set a good example as a result of the values they project both in formal lessons and

informally inside and outside school. They should treat pupils and colleagues as they would wish to be treated

Evidence: Direct observation, discussion of values with assessor, pupils and peers, diary style entries in the e-themselves.

portfolio, lesson objectives related to values and respect, follow up to disciplinary issues with specific children,

results from polling the views of pupils.

Additional information and guidance
Sharing values should be an inherent part of day to day working life. Candidates should realise that what might

seem humour to them could be hurtful to other people. Assessors should be prepared to point out any behaviour

they thnk is inappropriate early to give chance for time to change. Candidates should resond to this positively and

provide clear evidence of change.

1.4 I can set challenging goals for all pupils

The candidate should demonstrate that they have clear goals for pupils that will help them make clear learning

gains.

Evidence: Lesson plans, comments on work aimed at moving individuals on, tasks and activities that have inherent

challenges.

Additional information and guidance

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All lessons should have clear learning objectives that are communicated to pupils in terms that they can

understand. Feedback in lessons and marking should involve target setting and support in making improvements.

This can be done using traditional methods using comments in excercise books or files but it can also be supported

using on-line evidence provision and comments. Further evidence can come from formal and informal activities that

involve personal challenges.

1.5 I can demonstrate consistent positive attitudes

The candidate will demonstrate a "can do" approach to their work and convey this to pupils.

Evidence: This will mainly come from the assessor's observations and testimony of colleagues.

Additional information and guidance
The nature of this criterion implies that positive attitudes need to be sustained over time. It is not realistic to assess

this as "S" until towards the end of the induction period. The requirement is not for perfection in that pressure of

work can result in isolated instances of feeling less than positive in anyone. The important thing is not to convey

negatives to children and that the candidate demonstrates the capacity to control any negative tendencies and

conveys positive attitudes for prolonged periods most of the time. als for all pupil.

1.6 I can demonstrate high standards of behaviour and values expected of pupils

The candidate will set a good example and will not tolerate poor behaviour by pupils in classes or around the

school.

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Evidence: Direct observation by the assessor, recording instances of bad behaviour, the actions taken and the outcomes.

Additional information and guidance
The candidate should demonstrate to the assessor that they have the capacity to be a good role model. Keeping a diary of instances of challenging behaviour, the action taken and the outcome will help provide evidence of what works and what doesn't in different circumstances. Early on especially, this will also help assessors/mentors help the candidate in iomproving their strategies. Values include taking an interest in learning and self-betterment.

2. Manage behaviour effectively

2.1 I can implement clear rules and routines for behaviour in classrooms
Candidates should plan work in conjunction with the school's behaviour policies and work with colleagues to reinforce rules and routines through practical implementation.

Evidence: Lesson plans, assessor observations, recorded effect on consistency of behaviour

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Additional information and guidance

There are two dimensions to this criterion. One is setting the rules and routines and the other is applying them.

Both aspects need to be secure. Behaviour is not always precisely predictable but the candidate should

demonstrate an ability to link cause and effect with greater certainty as time goes on. Candidates should reflect on

instances where things do not go as planned and show that they are broadening their understanding of behaviour

management. Implementing rules and routines is not guaranteed to be effective in all circumstances and

candidates should be able to distinguish between unusal outcomes and those that are predictable.

2.2 I can take responsibility for promoting good and courteous behaviour
Candidates should accept responsibility for the behaviour of their pupils and take appropriate and timely action to

actively promote appropriate behaviour that includes a good balance of encouragement and rewards as well as

sanctions.

Evidence: Assessor observations, documented strategies for praise and rewards, involvement of colleagues,

feedback from pupils.

Additional information and guidance
The key aspect is that the candidate accepts that it is their responsibility to achieve good behaviour outcomes. This

should be just as much about positive incentives, motivators and rewards as it is about applying rules and

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sanctions. Inexperienced candidates will need support particularly early on but they should not become over-

dependent on this.

2.3 I can contribute to the strength of the school's behaviour policy
Contributions should be specific and include individual actions and actions in conjunction with colleagues.

Evidence: Assessor observations, documented incidents.
Additional information and guidance
The candidate should contribute to any on-going policy development or support of colleagues through specific

documented actions in making policy practically effective. They should communicate well with senior staff

responsible for discipline and/or behaviour.

2.4 I can expect and achieve high standards of behaviour

Evidence:
Additional information and guidance

2.5 I can establish a clear framework for discipline

Evidence:
Additional information and guidance

2.6 I can manage groups effectively

Evidence:
Additional information and guidance

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Links
[1] https://theingots.org/community/teaching_diploma

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