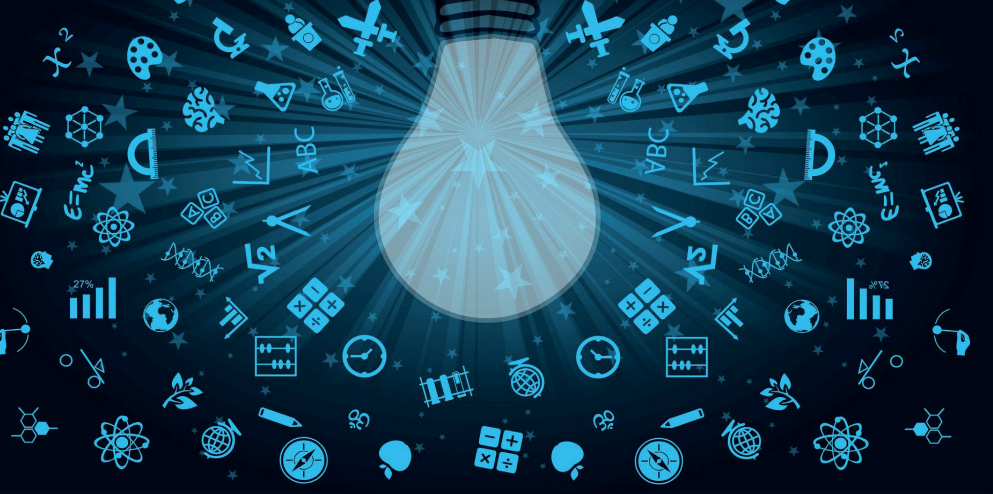


Apprenticeship Further Education, Learning and Skills Teacher Level 5



QUALIFICATION OBJECTIVES

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.

This occupation is found in all parts of the Further Education and Skills Sector (FES), primarily but not exclusively in settings where students are aged 14 and above.

Teaching can be delivered at a range of levels including entry level basic skills to level 3 including, academic, vocational and technical education, up to post-graduate qualifications; it will also cover a broad range of both academic and technical subject/sector areas.

Many Further Education, Learning and Skills Teachers are dual professionals, drawing on their vocational as well as academic qualifications to provide a high-quality learning experience.

QUALIFICATION OPPORTUNITIES

Learners on this Apprenticeship Standard will complete the Level 5 Diploma in Education and Training or equivalent. Learners without Level 2 English and Maths will need to achieve this level prior to taking the end point assessment. Although completion of this Apprenticeship does not convey a specific professional status, it is expected that many learners will want to proceed to such status (e.g. Qualified Teacher Learning and Skills (QTLS) status) – and the occupational standard provides an appropriate foundation from which to do so.

Learners may also want to refer to relevant professional standards developed by sector bodies in order to identify appropriate progression opportunities, which could include both academic qualifications at higher levels, or practice specialisms, as well as progression into leadership and management roles (e.g. curriculum and quality managers).

QUALIFICATION DELIVERY

The completion of this Apprenticeship Standard will require blended training delivery. IPS will offer our employers and learners a versatile training experience, a flexible approach to employer and learner needs and a mix of virtual and face-to-face visits. Ongoing relationship building and support from a qualified IPS Trainer to help support the learner develop skills and progress the Apprentice portfolio building, to prepare the learner for End Point Assessment.

The awarding organisation for the diploma in Education and Training is City and Guilds, at present the only awarding organisation that offer the End Point Assessment is NOCN.

Entry

Whilst there are no specific legal or regulatory requirements, employers will expect individuals to have already acquired competence in the vocational or subject specialism. Requirements can be determined by individual employers, and will vary depending on the range and level of subjects to be taught, but might typically include:

- Competence in vocational, academic and/or specialist subject(s) at an appropriate level, depending on the programmes they will be teaching
- Experience of working in a relevant vocational or industrial sector, where appropriate
- Confirmation of current vocational/specialist subject knowledge
- Evidence of strong skills in literacy and numeracy
- Ability to use a range of digital skills and software to deliver teaching and learning, to support wider professional tasks in-line with Further Education, Learning and Skills Teacher Role

Duration

The minimum duration for this Apprenticeship Standard is 24 months.

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.

Level

This Apprenticeship Standard is set at Level 5.

Functional Skills

To complete this Apprenticeship, the learner must pass Level 2 English and maths before entering Gateway.

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20% OFF THE JOB TRAINING

Detail of how the 20% off-job-training will be met:

The Education and Skills Funding Agency (ESFA), on behalf of the government, have incorporated into the Apprenticeship funding rules a requirement that all Apprentices must have at least 20% of their Apprenticeship as “off the job training”. The reason for this is to ensure that a quality programme is delivered by the employer and the training provider, which adds value to the Apprenticeship. This will benefit not only the learner, but also the employer, who will then end up with a skilled, well-rounded employee by the end of the Apprenticeship. Off the Job Training (OJT) can include training that is delivered at the Apprentice’s normal place of work, but must not be delivered as part of their normal working duties. Training towards Functional Skills in maths and English is not allowed to count towards the 20%.

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

WHAT IS COVERED?

- Promote a passion for learning and set high expectations of all students and support their personal and skills development
- Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them
- Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice
- Plan, deliver and evaluate effective evidence-based teaching using assessment, relevant systems and technology to support learning
- Work in a manner that values diversity and actively promote equality of opportunity and inclusion by responding to the needs of all students
- Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training
- Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students
- Undertake relevant roles and duties, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change
- Support students with their next steps for progression and learning by providing appropriate information, advice and guidance

END POINT ASSESSMENT

Apprentices access End Point Assessment following a gateway discussion with their employer, as well as a Training Manager from IPS, where entry requirements are discussed, checked and recorded, including the functional skill requirements for the standard.

The Level 5 Further Education, Learning and Skills Teacher assessment will include the following types of assessment:

- Professional Discussion
- Two Teaching Observations

Learners must:

Complete and evidence 100 hours of teaching practice

APPRENTICE COMPLETION CERTIFICATE

Upon completion, the Apprentice will be graded with a Fail, Pass or Distinction.