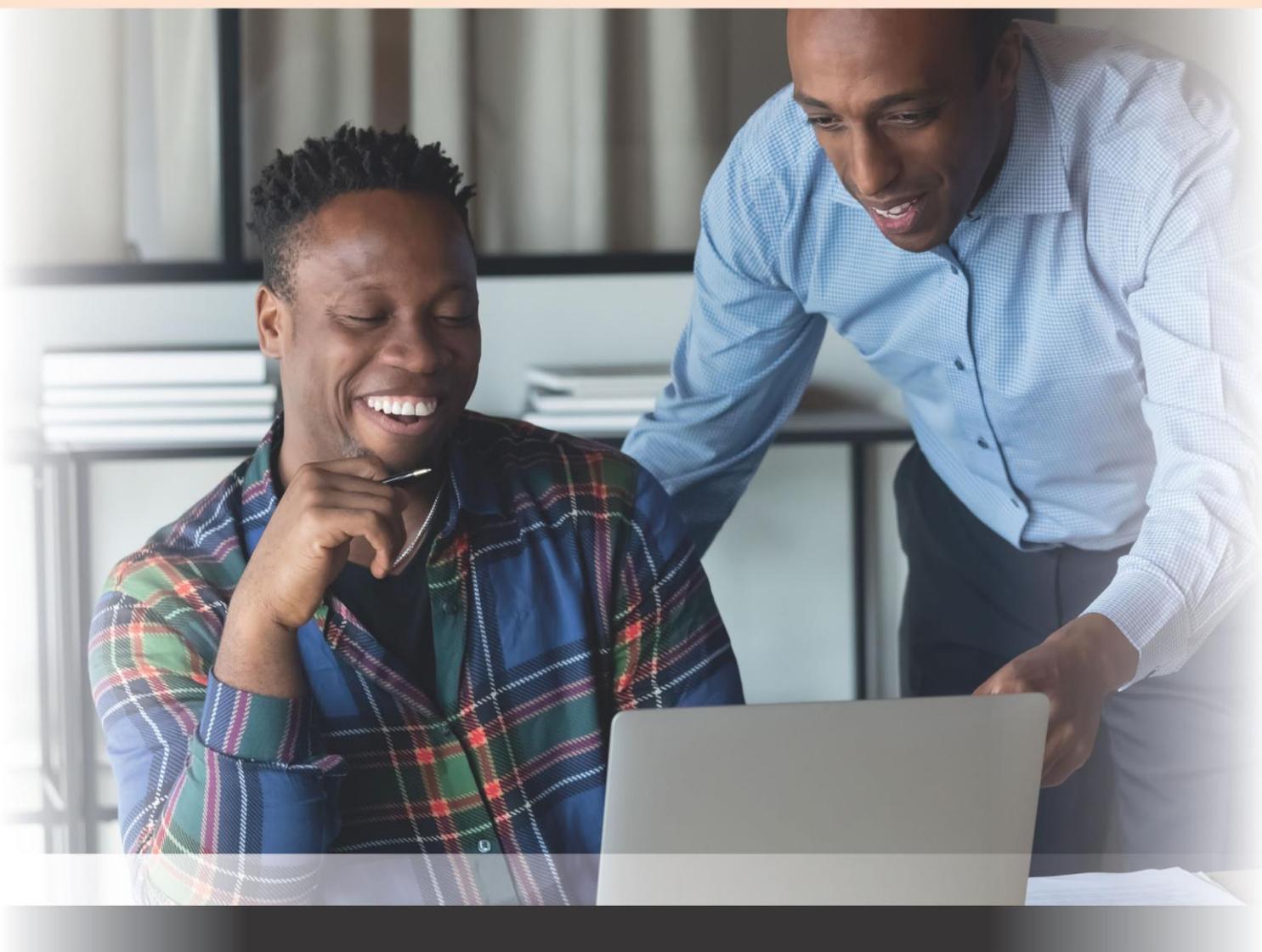




# Highfield Level 4 End-Point Assessment for ST1379 Learning and Skills Mentor

End-Point Assessment Kit



# Highfield Level 4 End-Point Assessment for ST1379 Learning and Skills Mentor

## EPA Kit

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#### Versions

ST1379 / v1.3

LSM v4.0

# How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Learning and Skills Mentor apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 4 Learning and Skills Mentor apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

## **In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessment

# Introduction

## Standard overview

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A Learning and Skills Mentor supports individuals and groups with their learning and development towards agreed goals. They will do this by working within ethical and legal frameworks to ensure a high standard of mentoring practice. They will work collaboratively with stakeholders to inclusively meet the individual needs of the mentee. They will be committed to their own professional development and reflective practice as a mentor and within their sector.

This occupation is found in the public, private and voluntary sectors in national and multinational organisations where training and development is required. They will typically work in an environment in their organisation where they are the knowledgeable other. They will work in a variety of locations and environments where mentoring activity may be undertaken face to face or remotely.

In their daily work, an employee in this occupation may interact with other professionals at any level of seniority in the organisation and the sector. The mentor may be responsible for completing their own work to specification, with minimal supervision, ensuring they meet set deadlines.

Typical job titles include academic mentor, learning mentor, occupational mentor, technical mentor, training mentor, tutor and vocational mentor.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Learning and Skills mentor apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are any qualifications specified by the employer
- completion of a portfolio through which the apprentice gathers evidence of their progress
- study days and training courses
- mentoring/buddy support
- regular performance reviews undertaken by the employer
- structured one-to-one reviews of their progress with their employer and/or training provider

### Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **10-16 discrete pieces of evidence**. Evidence may be used to demonstrate more than 1 knowledge, skill or behaviour as a qualitative approach is suggested as opposed to a quantitative approach. The portfolio should include evidence of the mentoring relationship between the apprentice and **2 mentees**.

The format and structure of the portfolio must be agreed between the employer and apprentice and will be presented electronically. All evidence must be anonymised prior to submission.

Evidence sources for the portfolio may include:

- workplace documentation/records, for example:
  - mentoring contracts
  - planning documents
  - mentoring logs
  - mentor and mentee reflective logs
  - observation reports
  - communication with peers/colleagues/other professionals about their own development
  - recordings of mentoring sessions

This is not a definitive list and other evidence sources can be included.

The portfolio 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 portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the

employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway, at least **2 weeks** before the professional discussion takes place. It is not directly assessed but underpins the professional discussion and will be used by the independent assessor to prepare questions for the assessment. Feedback following the review of the portfolio is not required.

## **Use of Artificial Intelligence (AI) in the EPA**

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Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

## **Additional, relevant on-programme qualification**

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There are no mandatory qualifications for apprentices for this standard, however, employers may also wish apprentices to achieve appropriate qualifications in education and training including mentorship. As this apprenticeship is classed as a dual profession, a qualification (at an appropriate level) in the apprentices' vocational/subject specialism

may also be required by the employer. Employers may wish to choose a relevant Highfield qualification to help structure the on-programme delivery.

## Readiness for end-point assessment

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For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below:
  - raising safeguarding and protection concerns
  - sharing personal information

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Order of end-point assessments

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There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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# The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## **Specific considerations**

To support the delivery of the observation with questioning, it is Highfield's approach that if the assessor is observing the apprentice remotely, the 2 recorded mentoring sessions should be made available to the assessor at least 1 working day before the assessment is due to take place.

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# Gateway

## How to prepare for gateway

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After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

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The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield . If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

### Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

### ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

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## The Learning and Skills Mentor apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Theoretical concepts	
Knowledge	Skills
<p><b>K4 Mentoring</b> theory and models, including maintain good practice and protocols within the mentoring relationship</p> <p><b>K12</b> Theories and models of evaluation and reflection</p>	<p><b>S12</b> Apply theories and models of evaluation and reflection to support mentee development</p>
Observation with questioning	
Pass criteria	Distinction criteria
<p><b>TC1</b> Selects and applies relevant <b>mentoring, reflection and evaluation theories and models</b> while maintaining good practice and protocols with the mentee. Justifies the choice of mentoring, reflection and evaluation theories and models used (K4, K12, S12)</p>	<p><b>TC2</b> <i>Adapts the use of planned <b>mentoring, reflection and evaluation theories and models</b> to reflect changing circumstances (K4, K12, S12)</i></p>
Amplification and guidance	
<p><b>Mentoring</b> is defined as when someone shares their knowledge, skills, and experience with another person to help them progress. It is a collaborative learning relationship between the mentor and the mentee and is normally over a longer period than a coaching programme and takes a broader approach.</p> <p><b>Mentoring, reflection and evaluation theories and models</b></p> <ul style="list-style-type: none"> <li>• Four stages of mentoring: <ul style="list-style-type: none"> <li>○ preparing – getting to know the mentee and building rapport. Creating context for the learning partnership.</li> </ul> </li> </ul>	

- negotiating – the business stage of the mentoring relationship. Creating learning goals, a learning agreement, shared responsibilities, ground rules and boundaries.
- enabling growth – the work stage, supporting the mentees learning and challenging assumptions. Providing useful feedback to help them achieve their desired learning goals.
- closure – reflection stage, assessing the value of the mentoring and celebrating success achieved. Identifying any further areas for growth and learning.
- Frameworks that help explain how mentoring works and what benefits they can bring such as:
  - one-on-one mentoring:
    - the mentor, who will be more experienced, offers guidance, advice and support to the mentee who will be less experienced
    - in this scenario, the aim is typically career progression or skill enhancement, wherein the mentee acquires expertise and understanding in a specific domain through discussions with a seasoned mentor in that specific field
  - group mentoring:
    - this model entails 1 or more mentors offering guidance and advice to several mentees simultaneously, resembling one-on-one mentoring but involving more than 2 participants. It encompasses 3 types of group mentoring:
      - one mentor guiding multiple mentees
      - multiple mentors advising multiple mentees
      - peer mentoring among mentees
    - this approach fosters a stronger sense of support and community among mentees, while also providing diverse perspectives on their career development
    - it proves highly effective for organisations aiming to cultivate a cohort of future leaders
  - peer mentoring:
    - two individuals with comparable levels of experience offer each other guidance and support in peer mentoring relationships. These connections typically form informally and spontaneously between individuals who share similar interests or goals.
  - flash mentoring:
    - this format involves mentors and mentees convening for brief periods, which could consist of a single session or short 15-minute meetings held weekly over a few weeks:
      - the purpose of these encounters is to address specific issues or challenges that can be resolved swiftly, eliminating the need for multiple meetings spanning several months
  - mosaic mentoring:

- an increasingly popular hybrid model that has emerged recently which encourages individuals to:
      - explore multiple mentoring pathways to optimise learning outcomes
      - collaborate with several mentors to acquire new skills or accomplish specific projects
      - seek out various mentoring models tailored to their needs
    - this style offers individuals a significant advantage by providing ample context for the area they wish to explore and learn about
- Reflection and evaluation theories and models include:
  - GROW - Sir John Witmore, 1992:
    - a goal-oriented model that focuses on four stages: Goal, Reality, Options, and Will. It helps mentors and mentees set specific and achievable goals, assess the current situation, explore possible solutions, and commit to actions.
  - 3 C's - Connection, Communication and Collaboration:
    - connection goes beyond a mere acquaintance. It's the establishment of a deep and meaningful bond between mentor and mentee. This connection is nurtured through shared experiences, genuine interest, and mutual respect.
    - communication is the lifeline of mentorship. Open and honest dialogue paves the way for effective guidance. Mentors share their insights, experiences, and even past mistakes, fostering a sense of trust.
    - collaboration is the engine that propels the mentorship journey forward. Both mentor and mentee actively participate, combining their strengths and perspectives to achieve the mentee's goals.
  - OSCAR (Outcome, Situation, Choices, Actions, and Review) or OSKAR (Outcome, Scale, Know-how, Affirm + Action, and Review):
    - this model helps mentors guide mentees toward achieving their desired outcomes by focusing on their current situation, exploring their choices, acting, and reflecting on their progress
  - Kolb's Learning Cycle:
    - concrete experience, reflective observation, abstract conceptualization, and active experimentation
    - it helps mentors and mentees learn from their experiences, reflect on their observations, apply their concepts, and test their hypotheses
  - Driscoll's What Model:
    - Driscoll based his model of the 3 What's on the key questions asked by Terry Borton in the 1970s:
      - what?
      - so what?
      - now what?
    - By asking these 3 simple questions experiences can be analysed and learnt from:
      - describe what the situation or experience was to set it in context. This gives us a clear idea of what we are dealing with.

- reflect on the experience by asking 'so what?' - what did we learn because of the experience?
- think about the action we will take because of this reflection. Will we change a behaviour, try something new or carry on as we are?
- Kirkpatrick:
  - an evaluation model that measures 4 levels of outcomes: reaction, learning, behaviour and results
  - it helps mentors and mentees evaluate the effectiveness of their mentoring programme, the extent of their learning, the change in their behaviour and the impact on their performance
- Mentoring evaluation:
  - collection of feedback from mentors and mentees and identifying areas for improvement
  - use of quantitative and qualitative measures to assess outcomes
  - evaluation can include retention, personal growth and increases in knowledge of the mentees

## Communication

Knowledge	Skills
<p><b>K2 How to establish and manage a mentoring contract</b></p> <p><b>K7 Methods of communication</b> to maintain the mentoring relationship and review progress towards agreed outcomes</p> <p><b>K8 Questioning and listening techniques</b></p> <p><b>K9 Methods for providing feedback</b> to inform progression</p> <p><b>K11 How to provide accurate and relevant vocational/pastoral advice</b> and guidance to meet mentee needs, including points of <b>referral to other professional services</b></p>	<p><b>S2</b> Establish and maintain mentoring contracts with mentees and where relevant, other stakeholders</p> <p><b>S8</b> Maintain mentoring relationship through a non-judgemental and objective approach</p> <p><b>S9</b> Use questioning techniques to encourage reflection and progression</p> <p><b>S10</b> Provide <b>feedback</b> to the mentee to inform progression</p> <p><b>S11</b> Inform, advise and guide the mentee to support development toward agreed outcomes</p>
Observation with questioning	
Pass criteria	<i>Distinction criteria</i>
<p><b>C1</b> Uses relevant communication, questioning and <b>listening techniques</b> to support mentee progression towards agreed outcomes. Delivers non-judgemental <b>feedback</b> to support mentee progression towards agreed outcomes (K7, K8, K9, S8, S9, S10)</p> <p><b>C2</b> Applies empathetic listening skills to inform, advise and guide the mentee towards agreed outcomes (S11)</p>	<p><b>C5</b> <i>Adapts communication and questioning techniques to accommodate changing mentee needs and to overcome barriers to mentee reflection and progression (K7, K8, S8, S9)</i></p>
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	<i>Distinction criteria</i>
<p><b>C3</b> Describes <b>how to establish and manage the mentoring contract</b> and explains ways in which this can be managed, and where relevant including other stakeholders (K2, S2)</p>	<p><b>C6</b> <i>Evaluates the methods of establishing and managing the mentoring contract for the mentor, mentee and other stakeholders considering the impact on the practice of themselves and others (K2, S2)</i></p>

**C4** Explains how to provide accurate and **relevant vocational/pastoral advice** and guidance to meet mentee needs, including points of **referral to other professional services** (K11)

### Amplification and guidance

#### How to establish and manage a mentoring contract

- A formal agreement between a mentor and a mentee that establishes the terms, expectations, and parameters of their mentoring relationship
- Establishing and managing a contract involves:
  - defining the purpose and goals
  - clarifying roles and responsibilities
  - establishing boundaries
  - setting expectations for communication
  - determining the duration of the relationship
  - establishing meeting logistics
  - developing a schedule
  - discussing and aligning expectations for feedback
  - addressing potential challenges
  - agreeing on evaluation and review
  - documenting the agreement
  - regularly reviewing and updating
  - providing flexibility

#### Mentoring contract

- A document that outlines the goals, expectations, and responsibilities of both the mentor and the mentee. It should also be reviewed and updated regularly to reflect any changes or progress in the mentoring objectives. Some of the elements that a mentoring contract may include are the:
  - purpose and scope of the mentoring relationship
  - duration and frequency of the mentoring sessions
  - preferred mode and method of communication and meetings time scales
  - specific goals and outcomes that the mentee wants to achieve
  - goals and outcomes of organisation if they are a stakeholder in the mentoring programme

- roles and expectations of both the mentor and the mentee

### **Methods of communication**

- Communication and meetings may be in person or via video conferencing
- The mentor should be skilled in verbal communication, non-verbal communication, listening, written communication and visual communication

### **Listening techniques**

- Active listening:
  - is a skill that involves paying attention to what the mentee is saying, without interrupting, judging, or giving advice
  - also involves using verbal and non-verbal cues to show interest and encouragement, such as nodding, smiling, or saying "I see" or "go on"
  - the key to active listening is to 'hear' the whole message from the mentee and so this will involve not just the spoken words but also the tone and body language which may infer additional information
- Sympathetic listening:
  - used to really understand how someone is feeling
  - when someone is sharing difficult or emotional stories, it's important to be present and use your sympathetic listening skills
  - being a sympathetic listener means being empathetic and compassionate when listening to someone, offering support and actively listening to what the person is saying
  - helps to create a safe and understanding space for a person to share their stories and to get the help they need
- Comprehensive listening:
  - used when you need to understand the deeper meaning of what someone is saying
  - requires more effort than other types, as it requires you to analyse speech patterns, body language, and be aware of subtle nuances
  - using comprehensive listening can help gain a better understanding of a person's ideas and feelings
  - helps to accurately interpret the message someone is trying to convey
- Empathetic or therapeutic listening:
  - used to help someone by requiring a mentor to be nonjudgmental and understand their feelings
- Critical listening:
  - used to assess and evaluate the information being heard
  - requires an active evaluation of the facts in order to make an informed decision
  - need to be able to recognise logical fallacies and understand the difference between facts and opinions

- essential to truly understand what someone is saying and make informed decisions
- Summarising:
  - briefly restating the main points or themes of what the mentee has said, to confirm understanding and highlight key issues or actions
    - For example, "So let me see if I got this right. You want to improve your communication skills, and you have identified some areas that you need to work on."

#### **Feedback**

- Essential component of learning and development
- Helps learners to identify their strengths and areas for improvement, and to monitor their progress towards their goals
- Should be given in a clear, constructive and timely manner, using specific examples and evidence to support the evaluation
- Should also be aligned with the learning objectives and criteria, and provide guidance on how to improve in the future

#### **Relevant vocational/pastoral advice**

- Learner should be able to cite relevant pastoral advice that can seek to support a mentee who needs guidance or counsel with any issues or psychological problems that they might have
- Depending on the sector or industry the mentor should be equipped with the relevant vocational knowledge and experience to offer practical vocational advice and referencing to outside bodies or professional memberships

#### **Referral to other professional services**

- A mentor should also be aware of the available resources and services within the organisation that can support the mentee's development, such as career counselling, academic support, health and wellness programs, or financial aid
- A mentor should be able to refer the mentee to these services when appropriate and follow up with them to ensure they receive the assistance they need

Implementation		
Knowledge	Skills	Behaviours
<b>K13 Approaches to sustainable mentoring practice</b>	<p><b>S1</b> Conduct <b>sustainable mentoring practice</b> within organisational and professional boundaries, and legal and ethical requirements, including safeguarding</p> <p><b>S3</b> Conduct mentoring sessions according to agreed plans</p> <p><b>S4</b> Implement established mentoring tools and techniques to help the mentee work towards agreed outcomes</p>	<p><b>B1</b> Demonstrate and promote sustainable practices with mentee</p> <p><b>B2</b> Work to <b>ethical and legal standards</b> within professional boundaries</p> <p><b>B4</b> Demonstrate and encourage <b>mutual respect</b>, displaying a deep understanding of <b>equality and diversity</b>, with and between learners, colleagues and appropriate agencies</p>
Observation with questioning		
Pass criteria	Distinction criteria	
<p><b>I1</b> Demonstrates sustainable practices within organisational and professional boundaries, legal and ethical requirements (K13, S1, B1)</p> <p><b>I2</b> Implements <b>relevant mentoring tools and techniques</b> to support progress towards agreed outcomes within <b>ethical and legal standards</b> and professional boundaries (S3, S4, B2)</p> <p><b>I3</b> Demonstrates <b>mutual respect</b> displaying a deep understanding of <b>equality and diversity</b>, with and between learners, colleagues and appropriate agencies (B4)</p>	<p><b>I4 Adapts the use of mentoring tools and techniques, and the planned approach to the mentoring session, to accommodate changing mentee needs while considering <b>equality and diversity</b> requirements (S3, S4, B4)</b></p>	
Amplification and guidance		
<p><b>Sustainable mentoring practice</b></p> <ul style="list-style-type: none"> <li>• Sustainability of the mentoring programme may involve the ability of participants to afford time and resources to the programme</li> </ul>		

- Sustainability in the wider sense has been defined as 'meeting the needs of the present without compromising the ability of future generations to meet their own needs
- Model good practices of environmental, social and economic sustainability in the mentoring activities and interactions
- Educate and inspire the mentee to adopt sustainable practices in their personal and professional development
- Monitor and evaluate the impact of the mentoring process on the sustainability outcomes and seek feedback for improvement
- Reflect on their own learning and growth as a mentor and a sustainable practitioner and share the insights with the mentee and other stakeholders

#### **Ethical and legal standards**

- Always follow ethical and legal standards and professional boundaries when using tools and techniques
- Respect the mentee's confidentiality, autonomy, diversity and dignity
- Avoid any conflicts of interest, abuse of power, or inappropriate behaviour that could harm the mentee or the mentoring relationship
- Adhere to the relevant standards and regulations that apply to the organisation within the mentoring context and ensure compliance with the relevant policies
- Good practice can be found at European Mentoring and Coaching Council (EMMC) which also provides accreditation

#### **Mutual respect**

- Ensuring confidentiality of the mentor mentee relationship
- Evidence of request has been applied consistently to the mentee and other stakeholders
- How trust was earned with the mentee, showing honesty, giving constructive feedback and being professional

#### **Equality and diversity**

- Equality means ensuring everyone in a setting has equal opportunities, regardless of their abilities, their background or their lifestyle
- Diversity means appreciating differences between people and treating people's values, beliefs, cultures and lifestyles with respect

#### **Relevant mentoring tools and techniques**

- Active listening
- SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goals
- Constructive feedback
- Building trust

- Use of open questions

**Adapts the use of mentoring tools and techniques**

- Conducting mentoring sessions according to agreed plans is important for several reasons:
  - it helps to establish clear goals and expectations for both the mentor and the mentee
  - it provides a structure and a timeline for the mentoring process, which can enhance the effectiveness and efficiency of the learning outcomes
  - it enables regular feedback and evaluation, which can promote mutual trust and respect between the mentor and the mentee
  - it allows for flexibility and adaptation, as the plans can be revised and updated based on the changing needs and circumstances of the mentoring relationship

## Monitoring

Knowledge	Skills
<p><b>K5</b> Organisational and legal <b>requirements for recording, storing and sharing personal information</b></p> <p><b>K15</b> The role of <b>supervision</b> in supporting the mentor</p>	<p><b>S5</b> Maintain records of mentoring practice, complying with quality, confidentiality and data protection requirements</p> <p><b>S7</b> Assess and review <b>progress and achievement</b> of agreed outcomes and revise action plans as appropriate</p> <p><b>S13</b> Monitor and <b>reflect on own mentoring practice</b>, including feedback from <b>supervision</b>, to develop self</p>
Observation with questioning	
Pass criteria	<i>Distinction criteria</i>
<p><b>M1</b> Reviews the <b>progress and achievement</b> of agreed outcomes and implements revisions as appropriate (S7)</p>	<p><i>No distinction criteria</i></p>
Professional discussion underpinned by portfolio of evidence	
Pass criteria	<i>Distinction criteria</i>
<p><b>M2</b> Describes how to <b>maintain records of mentoring practice</b>, explaining how they comply with the organisational and legal <b>requirements for recording, storing and sharing personal information</b> (K5, S5)</p> <p><b>M3</b> Explains the ways in which they monitor and reflect on their own mentoring practice and <b>supervision</b> to develop self (K15, S13)</p>	<p><i>No distinction criteria</i></p>
Amplification and guidance	
<p><b>Requirements for recording, storing and sharing personal information</b></p> <ul style="list-style-type: none"> <li>• Confidentiality: <ul style="list-style-type: none"> <li>○ in mentoring involves responsibility by the mentor and the mentee to ensure that information discussed between them should be treated with the utmost confidence</li> </ul> </li> </ul>	

- is important for the protection of both and for building a trusting relationship
- **General Data Protection Regulations (GDPR) and Privacy:**
  - one fundamental principle is transparency. Mentors and mentees should be informed about how their data will be used, who will have access to it, and for how long
  - consent to collect and process personal data should be freely given, specific, informed and unambiguous and this should be discussed in the initial meeting with the mentee and be included in the mentoring contract

### **Supervision**

- Mentor supervision involves sharing anonymised mentoring experiences with a mentor supervisor, offering a structured process for professional assistance
- It provides a confidential framework within a collaborative dynamic, allowing for exploration of mentoring practices, tasks, processes and challenges
- The main objective is to empower the mentor to enhance their ethical competency, confidence and creativity, thereby ensuring optimal service to mentees
- It emphasises a trusting and collegial professional relationship, rather than adopting a policing role

### **Progress and achievement**

- **Goals for a mentee:**
  - private (those that the mentee has chosen themselves) - should remain entirely confidential between the mentor and the mentee unless the mentee chooses to share these
  - public (those that the organisation as a prime stakeholder in the development of the mentee have chosen) - an overview of how mentoring programme is progressing can be shared with the organisational stakeholder, without going into detail and the mentee should be made aware of this in the contracting phase
  - mixture of the two
- recording the key details of each mentoring session, such as the date, time, duration, topics discussed, goals set, feedback given and received, and action plans agreed upon
- recording the journey and achieving key milestones within the mentoring programme, such that programme goals are met

### **Reflect on own mentoring practice**

- Use of a recognised reflective model to reflect on a mentoring session or programme and what was learned by the mentor

#### **Maintain records of mentoring practice**

- Storing the records securely in a way that protects the confidentiality and privacy of the mentee and the mentor, such as:
  - using password-protected files
  - encrypted devices
  - locked cabinets
- The specific security arrangements will be as per the organisation, and the mentor should be fully versed in these and inform the mentee accordingly and how to comply with GDPR
- Showing knowledge of what aspects of the mentoring programme can and cannot be shared with the programme sponsors (normally HR or the mentees line manager)

Professional practice		
Knowledge	Skills	Behaviours
<p><b>K1</b> The <b>roles and responsibilities of a mentor</b>, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding</p> <p><b>K3</b> How to <b>plan for mentoring sessions</b> and review and revise action plans</p> <p><b>K10</b> The <b>impact of their own values, beliefs and behaviours on mentoring practice</b></p> <p><b>K14</b> Opportunities for continuing professional development</p> <p><b>K16</b> <b>Evidence-based practice informed by own research</b></p>	<p><b>S14</b> Apply evidence based mentoring practice informed by own research</p>	<p><b>B3</b> Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control</p> <p><b>B5</b> Committed to improving their own professional practice in relation to mentoring</p>
<b>Professional discussion underpinned by portfolio of evidence</b>		
Pass criteria	Distinction criteria	
<p><b>PP1</b> Explains the <b>roles and responsibilities of a mentor</b> identifying opportunities for <b>continual professional development</b> in own practice and identifies the organisational and professional boundaries, legal and ethical requirements of mentoring (K1, K14, B5)</p> <p><b>PP2</b> Explains how to <b>plan for mentoring sessions</b> to ensure they are prepared and explains how they review, and revise action plans on an ongoing basis (K3)</p>	<p><b>PP6</b> <i>Analyses own values, beliefs and behaviours with regard to mentoring practice, how they have adapted when dealing with challenge and change, and the potential impact of these on the agreed outcomes for mentees (K10, B3)</i></p> <p><b>PP7</b> <i>Analyses the impact of CPD on their own practice (K14)</i></p> <p><b>PP8</b> <i>Analyses the impact of evidence-based practice on outcomes for mentees (K16, S14)</i></p>	

**PP3** Explains the impact of own values, beliefs and behaviours on mentoring practice (K10)

**PP4** Explains the importance of personal **resilience and adaptability** when dealing with challenge and change, maintain focus and self-control (B3)

**PP5** Illustrates how they apply evidence-based practice informed by research to their mentoring planning and delivery (K16, S14)

### Amplification and guidance

#### Roles and responsibilities of a mentor

- A mentor can:
  - assist in the development of the skills and knowledge of the mentee
  - share their career journey and facilitate introductions to expand the mentee's network
  - direct a mentee towards opportunities for career initiation or advancement
  - aid the mentee in setting goals and taking actionable steps
  - offer fresh perspectives on challenges
  - provide the mentee with guidance and referrals to additional support as needed
- A mentor is someone who shares their knowledge, skills and/or experience, to help another to develop and grow
- A mentor will have industry, sector or job role (for example, director level) experience
- Roles and responsibilities include:
  - demonstrate a sincere interest in aiding someone in attaining their personal development goals
  - strive for deeper understanding to clarify the personal development objectives of the mentee
  - possess the necessary skills and experience for mentoring
  - share personal experiences to validate their capacity to help
  - enhance the mentee's skills, knowledge, confidence and motivation
  - offer diverse perspectives on problem-solving, career paths and opportunities
  - serve as a role model and facilitate connections with other role models
  - handle any conflicts of interest professionally

#### Plan for mentoring sessions

- Identify the goals and objectives of the mentoring relationship and align them with the mentee's needs and expectations and where appropriate the company goals.
- Schedule regular sessions with the mentee and communicate the agenda, expectations, and feedback methods in advance. Plan sessions accordingly but leave flexibility for issue that the mentee wishes to explore.
- Prepare relevant materials, resources, and activities to support the mentee's learning and development.
- Review the progress and outcomes of each session and provide constructive feedback to the mentee.
- Revise the action plans on an ongoing basis based on the mentee's feedback, performance, and changing needs.

#### **Impact of their own values, beliefs and behaviours on mentoring**

- A mentor will have their own values, beliefs and behaviours that shape their worldview and influence their interactions with others. These may include:
  - their personal, professional and cultural values
  - their ethical principles
  - their communication style
- It is important to be aware of how these factors affect their mentoring practice, as they can have both positive and negative impacts on the mentoring relationship and the mentee's development. For example:
  - a mentor's values and beliefs may help to empathise with one's mentee, to provide constructive feedback and to motivate them to achieve their goals
  - however, they may also create biases, assumptions or conflicts that hinder the mentee's learning or autonomy
  - therefore, mentors should reflect on their own values, beliefs and behaviours regularly and seek feedback from others to identify and address any potential issues or gaps in mentoring practice and seek to address any potential unconscious bias, affinity bias (a bias regarding similarity) or the halo effect (where one great feature or trait gives an unbalanced view)

#### **Evidence-based practice informed by research**

- The mentee should be fully informed of 'best practice', empirical research and relevant theories to best support the mentee with their chosen mentoring programme goals
- Relevance is the ability to show in practical terms how a theory or model can be effectively applied in real world practical terms

#### **Continual professional development (CPD)**

- Mentor CPD - 2 aspects:

- they stay up to date with developments and trends in their industry or sector
- they follow their development as a mentor:
  - the novice mentor – this individual is relatively new to mentoring. While not lacking in training or skill, they possess limited experience in the role of a mentor. Supervision is essential to ensure their skills align with both their own standards and the programme’s requirements.
  - the developing mentor – with some mentoring experience already gained, this mentor understands the guidelines within their specific scheme or context. Now, they must explore a broader range of approaches to enhance their effectiveness further.
  - the reflective mentor – this mentor boasts a significant amount of mentoring experience. They likely have familiarity with various mentoring theories and practices, seeking deeper critical reflection on their methods.
  - the reflexive mentor – this mentor is highly experienced, perhaps even serving as a mentor supervisor. They possess considerable expertise in mentoring and are adept at self-reflection.
- Professional development can be enhanced by regular mentor supervision sessions

#### **Resilience and adaptability**

- A resilient person is not someone who avoids or denies problems, but someone who faces and solves them.
- A mentor can learn from challenges, but they should be able to demonstrate a good level of emotional intelligence and an ability to reflect to look for how they may have handled situations better.
- One of the most important roles of a mentor is to provide emotional support to the mentee. This means listening empathically, validating their feelings, and acknowledging their challenges.
- The mentor should acknowledge that every mentee can be different with their learning style, background, strengths and weakness and individual goals and therefore whilst there may be some common areas to work on, each mentee and the mentoring programme goals will be unique.
- In business and organisations, the only constant is change. This can be in the culture of an organisation or of the technology used in production or communication. The mentee should be aware and well versed in any change that has or is occurring and how this might impact on the mentees learning goals.

<b>Assessment</b>	
<b>Knowledge</b>	<b>Skills</b>
<b>K6 Strategies to assess starting points of the mentee, including potential barriers to development</b>	<b>S6 Establish and use assessed starting points to establish agreed outcomes of the mentoring process</b>
<b>Professional discussion underpinned by a portfolio of evidence</b>	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<p><b>A1 Describes strategies to assess starting points of mentee, including potential barriers to development (K6)</b></p> <p><b>A2 Explains ways in which starting points can be established and how assessed starting points can be used to establish agreed outcomes of the mentoring process (S6)</b></p>	<p><b>A3 Analyses strategies to assess starting points and ways in which these can be used to establish agreed outcomes of the mentoring process (K6, S6)</b></p>
<b>Amplification and guidance</b>	
<p><b>Strategies to assess starting points</b></p> <ul style="list-style-type: none"> <li>• Asking open-ended questions that encourage the mentee to reflect on their experiences, challenges, achievements and expectations.</li> <li>• Using feedback tools such as: <ul style="list-style-type: none"> <li>○ surveys</li> <li>○ questionnaires</li> <li>○ interviews to gather information from the mentee and other relevant stakeholder sources (for example, colleagues, managers, customers) about their performance and potential</li> </ul> </li> <li>• Observing the mentee in action and providing constructive feedback on their skills, behaviours, and attitudes.</li> <li>• Exploring the mentee's learning style and preferences and suggesting appropriate resources and methods for their development.</li> <li>• Discuss mentoring topics such as: <ul style="list-style-type: none"> <li>○ skill-related</li> <li>○ career story</li> <li>○ conflict management</li> <li>○ remote versus inhouse teams</li> </ul> </li> </ul>	

- problem solving
- emotional intelligence
- decision making
- situational advice
- leadership topics
- Set initial expectations with the mentor and mentee informing each other what they expect from the relationship and agree a regular meeting schedule.
- The mentee's programme goals and any milestones should be agreed in writing by the mentee and the mentor and where applicable the sponsor. The above tools may be used in isolation or aggregated to arrive at programme goals.
- Conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) with the mentee to identify their current situation and future possibilities.
- Exploring a 360-degree feedback survey that the mentee has undertaken.
- Personality assessment tools such as:
  - DiSC (Dominance, influence, steadiness, conscientiousness)
  - Myer-Briggs Type Indicator (MBTI)

#### **Potential barriers to development**

- May include personal factors:
  - lack of confidence
  - motivation
  - time
- Interpersonal factors:
  - conflict
  - communication issues
  - lack of support
- Organisational factors:
  - culture
  - policies
  - resources

- time allocation
- The mentor should be aware of these barriers and help the mentee to overcome them by:
  - building trust and rapport with the mentee and creating a safe and supportive environment for learning
  - encouraging the mentee to set SMART goals and monitor their progress and achievements
  - providing positive reinforcement and recognition for the mentee's efforts and accomplishments
  - helping the mentee to identify and access relevant opportunities for learning and growth within and outside the organisation
  - challenging the mentee to step out of their comfort zone and try new things
  - assisting the mentee to develop coping strategies and resilience in the face of difficulties and setbacks
  - finding solutions to organisational issues such as resources needed or time allocated to mentoring sessions

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# Assessment summary

The end-point assessment for the Learning and Skills Mentor apprenticeship standard is made up of 2 assessment methods:

1. A **2-hour** (+10%) observation with questioning
2. A **60-minute** (+10%) professional discussion underpinned by a portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

## Observation with questioning

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Apprentices will be marked against the criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- To achieve a **distinction**, apprentices must achieve **all** of the **pass** criteria and **all** of the **distinction** criteria
- **Unsuccessful** apprentices will have **not** achieved **all** of the **pass** criteria

The observation will take place in the apprentice's normal place of work, but may be conducted remotely, as long as fair assessment conditions can be maintained.

## Professional discussion underpinned by a portfolio of evidence

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Apprentices will be marked against the criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- To achieve a **distinction**, apprentices must achieve **all** of the **pass** criteria and **all** of the **distinction** criteria
- **Unsuccessful** apprentices will **not** have achieved **all** of the **pass** criteria

The professional discussion may be conducted remotely, as long as fair assessment conditions can be maintained.

## Grading

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The apprenticeship includes pass, merit and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a **pass**, the apprentice is required to pass both assessment methods.

To achieve a **merit**, the apprentice must achieve a pass in one assessment method and a distinction in the other.

To achieve a **distinction**, the apprentice must achieve a distinction in both assessment methods.

The overall grade for the apprentice is determined using the matrix below:

Observation with questioning	Professional discussion underpinned by portfolio of evidence	Overall grade awarded
Fail	Any grade	<b>Fail</b>
Any grade	Fail	<b>Fail</b>
Pass	Pass	<b>Pass</b>
Pass	Distinction	<b>Merit</b>
Distinction	Pass	<b>Merit</b>
Distinction	Distinction	<b>Distinction</b>

## Retake and resit information

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If the apprentice fails 1 assessment method or more, they can take a re-sit or re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A resit does not need further learning, whereas a retake does. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within **2 months** of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required and is typically taken within **3 months** of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt.

Any EPA component resit/retake must be taken within a **6-month** period from the EPA outcome notification, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade **cannot** resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a **maximum grade of pass**, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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## Assessing the observation with questioning

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The independent assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work and simulation is not allowed. The assessor will only observe 1 apprentice at any 1 time. The apprentice will be given 14 days' notice of the observation with questioning.

The observation with questions will last a total of **2 hours**. This includes:

- **one live 30-minute** mentoring session
- **two 30-minute recordings** of mentoring sessions provided by the apprentice to the independent assessor who will review as part of the observation on the day of the assessment
- **30 minutes** of questioning

The live 30-minute mentoring session and the 2 30-minute recordings timings must be within plus or minus 10% of the required time, to allow for a natural conclusion to both the live mentoring session and the 2 recorded mentoring sessions. The independent assessor can increase the time of the observation with questioning by up to **10%**. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation with questions may be split into discrete sections held on the same working day.

The assessor will brief the apprentice on the format of the observation with questions, including the timescales that they will be working to, before the start of the observation. The time taken for this briefing is not included in the assessment time.

The observation with questions will take place in the apprentice's workplace, where the apprentice will complete their day-to-day duties under normal working conditions, for example, their employer's premises or a customer's premises. The assessor may observe and complete the questioning remotely. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

The location must reflect the normal practice for the apprentice and their mentee, this may include remote mentoring where the apprentice meets the mentee online. The independent assessor may observe and complete the questioning remotely.

Recorded and observed mentoring sessions may be one-to-one mentoring or group mentoring, reflecting the apprentice typical practice.

The recorded mentoring sessions must take place and be recorded post gateway. The recorded mentoring sessions may be with the same, or different mentees. In the

recorded mentoring sessions, the mentor and mentee must be visible in the recording. Audio only recordings will not be accepted.

In the event of a remote assessment of the observation with questioning, the 2 recorded mentoring sessions should be made available to the assessor at least **1 working day** before the assessment is due to take place.

The independent assessor must ask **at least 5 questions**. Follow-up questions are allowed where clarification is required.

The independent assessor must 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 with questions and should be kept to a minimum.

### **Before the assessment**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which Learning and Skills Mentor criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

### **Grading the observation with questioning**

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Observations with questioning criteria').

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- To achieve a **distinction** apprentices must achieve all of the **pass** and all of the **distinction** criteria
- **Unsuccessful** apprentices will have **not** achieved **all** of the **pass** criteria

## Observation with questioning mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questioning in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questioning should take place in a suitable location.
- a **30-minute** time slot should be available for each mentoring session and an additional **30 minutes** for questioning the observation, if it is intended to be a complete mock observation with questioning covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questioning and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questioning with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
  - theoretical concepts
    - Explain why you used that particular evaluation model during the session.
    - Explain how you adapted your plan for the session.
  - communication
    - Explain how you used empathetic listening skills during the session
    - Explain how you adapted your questioning techniques during the session.
  - implementation
    - Explain how you maintained professional boundaries during the session.
    - Explain how you considered equality and diversity during the session.
  - monitoring
    - Explain how you review the progress of agreed outcomes.

## Observation with questioning criteria

Throughout the **2-hour** (+10%) observation with questioning, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questioning by considering how the criteria can be met.

Theoretical concepts
<b>To pass, the following must be evidenced.</b>
<b>TC1</b> Selects and applies relevant mentoring, reflection and evaluation theories and models while maintaining good practice and protocols with the mentee. Justifies the choice of mentoring, reflection and evaluation theories and models used (K4, K12, S12)
<b>To gain a distinction, the following must be evidenced.</b>
<b>TC2</b> Adapts the use of planned mentoring, reflection and evaluation theories and models to reflect changing circumstances (K4, K12, S12)

Communication
<b>To pass, the following must be evidenced.</b>
<b>C1</b> Uses relevant communication, questioning and listening techniques to support mentee progression towards agreed outcomes. Delivers non-judgemental feedback to support mentee progression towards agreed outcomes (K7, K8, K9, S8, S9, S10)
<b>C2</b> Applies empathetic listening skills to inform, advise and guide the mentee towards agreed outcomes (S11)
<b>To gain a distinction, the following must be evidenced.</b>
<b>C5</b> Adapts communication and questioning techniques to accommodate the changing mentee needs and to overcome barriers to mentee reflection and progression (K7, K8, S8, S9)

Implementation
<b>To pass, the following must be evidenced.</b>
<b>I1</b> Demonstrates sustainable practices within organisational and professional boundaries, legal and ethical requirements (K13, S1, B1)
<b>I2</b> Implements relevant mentoring tools and techniques to support progress towards agreed outcomes within ethical and legal standards and professional boundaries (S3, S4, B2)
<b>I3</b> Demonstrates mutual respect displaying a deep understanding of equality and diversity, with and between, learners, colleagues and appropriate agencies (B4)
<b>To gain a distinction, the following must be evidenced.</b>
<b>I4</b> Adapts the use of mentoring tools and techniques, and the planned approach to the mentoring session, to accommodate changing mentee needs while considering equality and diversity requirements (S3, S4, B4)

Monitoring
<b>To pass, the following must be evidenced.</b>
<b>M1</b> Reviews the progress and achievement of agreed outcomes and implements revisions as appropriate (S7)
<b><i>To gain a distinction, the following must be evidenced.</i></b>
<i>No distinction criteria</i>

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## Assessing the professional discussion underpinned by a portfolio of evidence

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In the professional discussion underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

The apprentice must have access to their portfolio of evidence during the professional discussion. Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence during the professional discussion. However, the portfolio of evidence is not directly assessed.

The apprentice will be given 14 days' notice of the professional discussion. It will take place in a suitable environment and can be conducted by video conferencing. It will last for **60 minutes**. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The assessor will ask **at least 8 questions**. Follow-up questions are allowed where clarification is required.

The purpose of the independent assessor's questions will be to assess the following 4 themes:

- professional practice
- communication
- assessment
- monitoring

### Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Grading the professional discussion underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'professional discussion underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- To achieve a **distinction**, apprentices must achieve **all** of the **pass** criteria **and all** of the **distinction** criteria
- **Unsuccessful** apprentices will have **not** achieved **all** of the **pass** criteria

## Professional discussion underpinned by a portfolio of evidence mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio of evidence will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion underpinned by a portfolio of evidence should take place in a suitable location.
- a **60-minute** (+10%) time slot should be available to complete the professional discussion underpinned by a portfolio of evidence, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion underpinned by a portfolio of evidence and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner.

For example:

- professional practice
  - Explain your role in identifying opportunities for continual professional development in your own practice.
  - Using an example from your portfolio of evidence, explain the impact of evidence-based practice on outcomes for mentees.
- communication
  - Explain how you provide accurate and relevant pastoral advice.
  - Using evidence from your portfolio, evaluate the methods you use for managing mentoring contracts for mentees.
- assessment
  - Describe potential barriers to development.
  - Using evidence from your portfolio, explain how you establish agreed outcomes of the mentoring process.
- monitoring
  - Describe how you maintain records of mentoring practice.
  - Explain how you monitor and reflect on your own mentoring practice and supervision to develop yourself.

## Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **60-minute** (+ 10%) professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by a portfolio of evidence by considering how the criteria can be met.

Professional practice
<b>To pass, the following must be evidenced.</b>
<b>PP1</b> Explains the roles and responsibilities of a mentor identifying opportunities for continual professional development in own practice and identifies the organisational and professional boundaries, legal and ethical requirements of mentoring (K1, K14, B5)
<b>PP2</b> Explains how to plan for mentoring sessions to ensure they are prepared and explains how they review, and revise action plans on an ongoing basis (K3)
<b>PP3</b> Explains the impact of own values, beliefs and behaviours on mentoring practice (K10)
<b>PP4</b> Explains the importance of personal resilience and adaptability when dealing with challenge and change, maintaining focus and self-control (B3)
<b>PP5</b> Illustrates how they apply evidence-based practice informed by research to their mentoring planning and delivery (K16, S14)
<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>PP6</b> <i>Analyses own values, beliefs and behaviours with regard to mentoring practice, how they have adapted when dealing with challenge and change, and the potential impact of these on the agreed outcomes for mentees (K10, B3)</i>
<b>PP7</b> <i>Analyses the impact of CPD on their own practice (K14)</i>
<b>PP8</b> <i>Analyse the impact of evidence-based practice on outcomes for mentees (K16, S14)</i>

Communication
<b>To pass, the following must be evidenced.</b>
<b>C3</b> Describes how to establish and manage the mentoring contract and explains ways in which this can be managed, and where relevant including other stakeholders (K2, S2)
<b>C4</b> Explains how to provide accurate and relevant vocational/pastoral advice and guidance to meet mentee needs, including points of referral to other professional services (K11)
<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>C6</b> <i>Evaluates the methods of establishing and managing the mentoring contract for the mentor, mentee and other stakeholders considering the impact on the practice of themselves and others. (K2, S2)</i>

Assessment
<b>To pass, the following must be evidenced.</b>
<b>A1</b> Describes strategies to assess starting points of mentee, including potential barriers to development (K6)
<b>A2</b> Explains ways in which starting points can be established and how assessed starting points can be used to establish agreed outcomes of the mentoring process (S6)
<b>To gain a distinction, the following must be evidenced.</b>
<b>A3</b> <i>Analyses strategies to assess starting points and ways in which these can be used to establish agreed outcomes of the mentoring process (K6, S6)</i>

Monitoring
<b>To pass, the following must be evidenced.</b>
<b>M2</b> Describes how to maintain records of mentoring practice, explaining how they comply with the organisational and legal requirements for recording, storing and sharing personal information (K5, S5)
<b>M3</b> Explains the ways in which they monitor and reflect on their own mentoring practice and supervision to develop self (K15, S13)
<b>To gain a distinction, the following must be evidenced.</b>
<i>No distinction criteria</i>

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