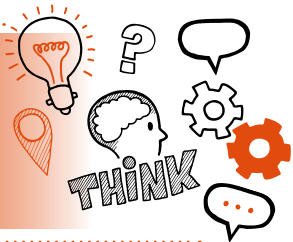


# Think about Observation with Questioning Level 4 ST1379 Learning and Skills Mentor v1.2



On the day of this assessment you will carry out:



A 90-minute observation followed by a 30-minute question session



Remote or face-to-face



In a location that reflects normal practice



With an end-point assessor



## Key point

The observation is split into 3 components: 1 live 30-minute mentoring session, 2 30-minute recorded sessions that are assessed on the day of assessment and 30 minutes of questioning.





## Do

- Review the criteria associated with the observation - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Ensure that you are prepared for both a live mentoring session and two recorded mentoring sessions to be assessed as part of your assessment
- Be prepared to answer at least 5 questions and any follow-up questions that your assessor may ask



## Don't

- Forget to bring your ID
- Forget to plan
- Forget to adhere to the timings you have been given and let your colleagues/mentees know when the observation will be taking place



## Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



## Resits

- If you do not achieve a pass result on the observation, you can resit the assessment



## Use the table below to plan and prepare for the observation with questioning.

**(P)** indicates pass criteria

**(D)** indicates distinction criteria

Assessment criteria	Key points to remember
<b>Theoretical Concepts</b>	
<p><b>(P)</b> Select and apply relevant mentoring, reflection and evaluation theories and models while maintaining good practice and protocols with the mentee, Justify the choice of mentoring, reflection and evaluation theories and models used (K4, K12, S12)</p>	
<p><b>(D)</b> Adapt the use of planned mentoring, reflection and evaluation theories and models to reflect changing circumstances (K4, K12, S12)</p>	

## Assessment criteria

## Key points to remember

### Communication

**(P)** Use relevant communication, questioning and listening techniques to support mentee progression towards agreed outcomes. Deliver non-judgemental feedback to support mentee progression towards agreed outcomes  
(K7, K8, K9, S8, S9, S10)

**(P)** Apply empathic listening skills to inform, advise and guide the mentee towards agreed outcomes  
(S11)

**(D)** Adapt communication and questioning techniques to accommodate changing mentee needs and to overcome barriers to mentee reflection and progression  
(K7, K8, S8, S9)

### Implementation

**(P)** Demonstrate sustainable practices within organisational and professional boundaries, legal and ethical requirements  
(K13, S1, B1)

Assessment criteria	Key points to remember
<p><b>(P)</b> Implement relevant mentoring tools and techniques to support progress towards agreed outcomes within ethical and legal standards and professional boundaries (S3, S4, B2)</p>	
<p><b>(P)</b> Demonstrate mutual respect displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies (B4)</p>	
<p><b>(D)</b> Adapt 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)</p>	
Monitoring	
<p><b>(P)</b> Review the progress and achievement of agreed outcomes and implements revisions as appropriate (S7)</p>	

