

# Think about Professional Discussion Level 4 Learning and Skills Mentor v1.0



On the day of this assessment you will carry out:



A 60-minute professional discussion



Remote or face-to-face



In a suitable controlled environment free from distraction



With an end-point assessor and your line manager (optional)



## Key point

Your employer may be present to support you and confirm information but will not be able to take part in the discussion.



## Do

- Review the criteria associated with the professional discussion - this can be found in the EPA-kit and in the table at the end of this document
- Review relevant legislation, regulations and your organisation's policies and procedures
- Make sure you have a quiet room available
- Inform your colleagues about the assessment and remind them that you cannot be disturbed or interrupted
- Reflect on your personal development throughout your apprenticeship



## Don't

- Forget to bring your ID
- Forget to plan
- Forget to reflect on your behaviours
- Forget to relax and enjoy your assessment



## 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 professional discussion you can resit the assessment



## Use the table below to plan and prepare for the observation

**(P)** indicates pass criteria

**(D)** indicates distinction criteria

Assessment criteria	Key points to remember
<b>Communication</b>	
<b>(P)</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>(P)</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>(D)</b> 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)	

Assessment criteria	Key points to remember
<b>Monitoring</b>	
(P) Describes how to maintain records of mentoring practice, explaining how they comply with recognising the organisational and legal requirements for recording, storing and sharing personal information (K5, S5)	
(P) Explains the ways in which they monitor and reflect on their own mentoring practice and supervision to develop self (K15, S13)	

Assessment criteria	Key points to remember
<b>Professional practice</b>	
(P) 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)	
(P) 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)	

Assessment criteria	Key points to remember
<p><b>(P)</b> Explains the impact of own values, beliefs and behaviours on mentoring practice (K10)</p>	
<p><b>(P)</b> Explains the importance of personal resilience and adaptability when dealing with challenge and change, maintaining focus and self-control (B3)</p>	
<p><b>(P)</b> Illustrates how they apply evidence-based practice informed by research to their mentoring planning and delivery (K16, S14)</p>	
<p><b>(D)</b> 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)</p>	
<p><b>(D)</b> Analyses the impact of CPD on their own practice (K14)</p>	
<p><b>(D)</b> Analyses the impact of evidence-based practice on outcomes for mentees (K16, S14)</p>	

## Assessment criteria

## Key points to remember

### Assessment

**(P)** Describes strategies to assess starting points of mentee, including potential barriers to development (K6)

**(P)** 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)

**(D)** Analyses strategies to assess starting points and ways in which these can be used to establish agreed outcomes of the mentoring process (K6, S6)