

# Highfield Level 3 End-Point Assessment for ST0148 Learning Mentor

End-Point Assessment Kit



# Highfield Level 3 End-Point Assessment for ST0148 Learning Mentor

EPA-Kit

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# How to Use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Learning Mentor Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Learning Mentor Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

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 as a starting point.

## Key facts

<b>Apprenticeship standard:</b>	Learning Mentor
<b>Level:</b>	3
<b>On Programme Duration:</b>	Minimum of 12 months
<b>End-Point Assessment Window:</b>	8 weeks
<b>Grading:</b>	Fail/Pass/distinction
<b>End-Point Assessment methods:</b>	Learning Mentor Observations with Q&A, Professional Discussion supported by a Showcase of Exemplary Practice

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

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- 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' assessments

# Introduction

## Standard overview

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The learning mentor role has emerged within the education and training sector (ETS) over the last 30 years, as a result of the implementation of sector/specialist qualifications and formalised work-based education and training. 'Mentoring' is the foundation of vocational training and apprenticeships. The Learning Mentor Standard is the first formal recognition of this role.

Mentoring currently takes place in all parts of the Education and Training Sector including:

- work-based/independent training provision
- further, adult and higher education
- offender learning and the voluntary sector

All education and training roles are 'dual-professional', requiring the knowledge and skills necessary in a specialist vocational or subject area, in addition to helping learners to learn. The learning mentor is and must be up-to-date with current processes and procedures, relevant to the learner's programme of development. The learning mentor role could be considered as a first step towards development as an education and training professional.

Within the sector, 'mentoring' is understood to be different to 'coaching'. Mentoring is a support role that is based on providing advice and guidance, which needs to be delivered by a more experienced person. A learning mentor supports the development of their learner's knowledge, skills and behaviours, throughout their learning programme, particularly around the application of theoretical knowledge within practical working environments. Learning mentors provide practical, technical and/or pastoral support and guidance. They also collaborate closely with colleagues, other education and training professionals and employers to meet learners' development needs towards achieving their potential.

The Learning mentor apprenticeship requires the development of the professional behaviours, knowledge and skills as identified in the Standard. The Standard and the Assessment Plan have been developed to ensure that dual professionalism is of the highest quality in support of the education and training sector and for every other vocational/specialist sector.

## On-programme requirements

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Although the learning, development and on-programme assessment are 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 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 observations followed by questions and answers and collation of the evidence to support the showcase and professional discussion (e.g. 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 that ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

It is recommended that the on-programme assessment includes:

- a minimum of a regulated level 1 Safeguarding qualification, identified as suitable by their employer.
- development and maintenance of a portfolio, (a log or record of activity) that informs the Showcase. This Showcase will be developed by the apprentice, on programme, to demonstrate their exemplar practice in achieving the knowledge, skills and behaviours of the standard. The Showcase will be submitted to Highfield Assessment for the end-point assessor to review prior to end-point assessment.
- development of confidence and competence in all aspects of the standard, achieved through ongoing formative assessment and quarterly cycles of review.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

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.

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

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

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

Apprentices must achieve a minimum of a regulated level 1 safeguarding qualification, identified as being suitable by their employer.

There are no other mandatory qualifications for this standard however, employers may also wish candidates to achieve appropriate additional qualifications in education and training including mentorship. As this apprenticeship is classified as a dual profession, a qualification (at an appropriate level) in the candidates' 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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In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths prior to the end-point assessment.
- the apprentice must have gathered a portfolio of evidence (a log or record of activity) against the required standards to be put forward as a component of the showcase in the gateway process.
- 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 an 8-week 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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The end-point assessment consists of two methods: Learning Mentor Observations and a Professional Discussion supported by the Showcase. There is no stipulated order of assessment methods, the 2 methods could be assessed sequentially or segmented to suit naturally occurring work practice opportunities and constraints during one day. This will be discussed with the apprentice, training provider and/or employer and Highfield 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.

## Documents used in developing this end-point assessment

Standard (2019)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-mentor-v1-0>

End-point assessment plan (2019 ST0148/AP01)

[https://www.instituteforapprenticeships.org/media/3762/st0148\\_learning-mentor.pdf](https://www.instituteforapprenticeships.org/media/3762/st0148_learning-mentor.pdf)

## Specific considerations

All of the criteria used within the end-point assessment are provided in the Learning Mentor Apprenticeship Standard assessment plan. There is no carry-over of assessment criteria between assessment methods.

Highfield has in place a robust process to ensure internal quality assurance (IQA) is provided, therefore no provisional grades will be given to apprentices. Grading will be provided once additional IQA processes have been carried out.

A dispensation has been applied to this standard removing the requirement for a subject specialist to be appointed to support the end-point assessor for the observations.

The assessment plan outlines a guided timeline for each component, and Highfield recommends that:

### Learning Mentor Observations:

Each observation will last for a maximum of 54 minutes, followed by a maximum allowance of 6 minutes for questions and answers. The apprentice is required to deliver 2 sessions so that the assessment length is not extended beyond the 2-hour timeframe.

The above approach has been agreed with the external quality assurance body, Ofqual.

### Professional Discussion:

The professional discussion should last a maximum of 60 minutes (+/-10%).

The end-point assessor will assess the showcase prior to the professional discussion and will count towards the final grade for this component.scil

*\*In small companies/organisations where there is no education, training dept or HR function, it is acceptable that the line manager or senior manager has been collaborated with, please note this on the learner record*

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# Gateway

## How to prepare for gateway

After apprentices have completed their on-programme learning (a minimum of 12 months), 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 a portfolio of evidence that will support their showcase, which may include:

- formative observations of learning mentor sessions, carried out on different occasions, observed by experienced learning mentor's, the training provider or a line manager
- a reflective log and development plan with 360° feedback
- self-assessment and feedback from quarterly performance reviews

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 at a minimum to have:

- achieved level 2 English
- achieved level 2 maths
- achieved level 1 Safeguarding
- submitted a showcase portfolio and matrix

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

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. 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 to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Employer Engagement Manager at Highfield Assessment.

Once the meeting has taken place, the apprentice is required to submit an electronic version of their showcase to Highfield Assessment if they have not already done so during the meeting.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

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 need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment 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, e.g. employee ID card, travel card, etc.

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# The Learning Mentor Apprenticeship Standard

The following pages contain the Learning Mentor apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Learning Mentor Observations	
Behaviours	
a.	The mentor's conduct serves to inspire and motivate the learner
b.	The mentor's conduct is both ethical and legal and fulfils expectations of 'professionalism'
c.	Individual differences are clearly valued and equality and inclusion promoted
d.	The mentor is able to maintain focus, self-control and adaptability when dealing with a difficult mentoring session
e.	The mentor models and encourages mutual respect, at all times
Knowledge and Skills	
<b>KS1</b>	Advice, guidance and supervision all support a <b>positive impact</b> on learning
<b>KS2</b>	<b>Communication</b> skills are effective in supporting mentoring
<b>KS3</b>	Evidence of <b>collaborating</b> with education and workplace colleagues in structuring meaningful workplace learning
<b>KS4</b>	Evidence of liaison with education colleagues to support formative and summative assessment
<b>KS5</b>	Issues relating to learner progress and well-being are <b>noted for referral</b> to appropriate others
<b>KS6</b>	<b>Feedback</b> from appropriate others is taken account of when reviewing the learner's progress and achievement
<b>KS7</b>	Records of mentoring comply with <b>organisational and legal requirements</b>
<b>KS8</b>	Learners action plans are updated with support from colleagues, where appropriate
<b>KS9</b>	The learner's <b>safety</b> (and relevant others) is monitored and, where necessary, reported
<b>KS10</b>	Advice, guidance and supervision reflect valid and current vocational skills and knowledge
<b>KS11</b>	Mentoring practice complies with <b>internal and external quality assurance</b> requirements

## Amplification and Guidance

### KS1

**Positive Impact** - The apprentice will clearly demonstrate a positive approach to a mentee's learning in line with the organisation they are representing with aspects including:

- Confidentiality
- Respect
- Trust
- Sensitivity
- Up-to-date knowledge/information of the topic

### KS2

**Communication** - There will be clear communication from the apprentice such as:

- Effective body language
- Emotional intelligence
- Active listening
- Clear speech, with specialist terminology used where necessary and explained if required

### KS3

**Collaboration** - Evidence of collaboration with the mentee and/or mentor colleagues will be demonstrated to ensure the learning of the mentee is meaningful.

### KS5

**Noted for referral** - The apprentice will demonstrate the awareness of the potential issues of the mentee and indicate how these should be referred to the appropriate person(s):

- Mental health
- Safeguarding
- Work and study conditions
- Work-life balance

- Appropriate and effective line management of the mentee

#### **KS6**

**Feedback** - The apprentice will obtain feedback from mentoring sessions to support their records of progress and achievement.

#### **KS7**

**Organisational and legal requirements** - The apprentice will demonstrate compliance with the organisations' requirements and adherence to legislation such as GDPR.

#### **KS9**

**Safety** - The apprentice will monitor and report (where necessary) any potential safety risks towards themselves and relevant others. This may include safeguarding, mental health and physical harm.

#### **KS11**

**Internal and external quality assurance** - The mentoring practice should include the following:

- Willingness to share ideas, knowledge and experience
- Acting as a good role model
- Having enthusiasm for the industry/sector
- Up-to-date knowledge evidenced within a CPD
- Provides guidance and constructive feedback
- Respect for all parties and values equality and diversity
- Sets, agrees ongoing targets and objectives
- Values all opinions
- Leads by example with professionalism, positivity and emotional intelligence

The apprentice will adhere to the above and will have agreed specific goals/targets with the mentee and the mentees' organisation.

## Professional Discussion

Thematic Assessment Area	Knowledge, Skills and Behaviours
<p><b>I.</b> An understanding of the role of the Mentor within standard practices of the workplace: (KS3, LS4, KS5, KS6, KS8)</p> <ul style="list-style-type: none"> <li>• the roles making up the learner support team across the workplace and provider institutions;</li> <li>• the relationships between these and the mentor role within that team.</li> </ul>	<p><b>KS3</b> Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning</p> <p><b>KS4</b> Evidence of liaison with education colleagues to support formative and summative assessment</p> <p><b>KS5</b> Issues relating to learner progress and well-being are noted for referral to appropriate others</p> <p><b>KS6</b> Feedback from appropriate others is taken account of when reviewing the learner’s progress and achievement</p> <p><b>KS8</b> Learners action plans are updated with support from colleagues, where appropriate</p>
<p><b>II.</b> Liaising with colleagues and relevant stakeholders: (KS2, KS3, KS4, KS5, KS6, KS8)</p> <ul style="list-style-type: none"> <li>• To meet learning needs through structured programmes of personal and sector development;</li> <li>• To inform of off-job training priorities;</li> <li>• Following procedures for reporting sector, special and pastoral support needs.</li> </ul>	<p><b>KS2</b> Communication skills are effective in supporting mentoring</p> <p><b>KS3</b> Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning</p> <p><b>KS4</b> Evidence of liaison with education colleagues to support formative and summative assessment</p> <p><b>KS5</b> Issues relating to learner progress and well-being are noted for referral to appropriate others</p> <p><b>KS6</b> Feedback from appropriate others is taken account of when reviewing the learner’s progress and achievement</p> <p><b>KS8</b> Learners action plans are updated with support from colleagues, where appropriate</p>
<p><b>III.</b> Providing or signposting valid information and expert advice and guidance, ensuring an up-to-date knowledge of: (KS1, KS2)</p> <ul style="list-style-type: none"> <li>• Education and career progression opportunities (or how to access this);</li> <li>• Workplace practice and expectations;</li> </ul>	<p><b>KS1</b> Advice, guidance and supervision all support a positive impact on learning</p> <p><b>KS2</b> Communication skills are effective in supporting mentoring</p>

<ul style="list-style-type: none"> <li>Additional Learner Support funding, where relevant.</li> </ul>	
<p><b>IV.</b> Supporting the learner in the acquisition of knowledge, skills and understanding: (KS2, KS3, KS4, KS7, KS8)</p> <ul style="list-style-type: none"> <li>Using appropriate interpersonal skills to advise learners how to get the most from their learning and to support progression and achievement;</li> <li>Maintaining appropriate records to support the learner’s development.</li> </ul>	<p><b>KS2</b> Communication skills are effective in supporting mentoring</p> <p><b>KS3</b> Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning</p> <p><b>KS4</b> Evidence of liaison with education colleagues to support formative and summative assessment</p> <p><b>KS7</b> Records of mentoring comply with organisational and legal requirements</p> <p><b>KS8</b> Learners action plans are updated with support from colleagues, where appropriate</p>
<p><b>V.</b> Maintaining the quality and safety of provision (KS9, KS10, KS11)</p> <ul style="list-style-type: none"> <li>Maintaining the quality and currency of own professional skills and knowledge;</li> <li>Supporting quality improvement;</li> <li>Ensuring learners’ safety and safeguarding requirement;</li> <li>Complying with relevant organisational guidelines and legislation.</li> </ul>	<p><b>KS9</b> The learner’s safety (and relevant others) is monitored and, where necessary, reported</p> <p><b>KS10</b> Advice, guidance and supervision reflect valid and current vocational skills and knowledge</p> <p><b>KS11</b> Mentoring practice complies with internal and external quality assurance requirements</p>
<p><b>VI.</b> Understanding and demonstrating professionalism in all aspects of the role. (a, b, c, d, e)</p>	<p><b>a.</b> The mentor’s conduct serves to inspire and motivate the learner</p> <p><b>b.</b> The mentor’s conduct is both ethical and legal and fulfils expectations of ‘professionalism’</p> <p><b>c.</b> Individual differences are clearly valued and equality and inclusion promoted</p> <p><b>d.</b> The mentor is able to maintain focus, self-control and adaptability when dealing with a difficult mentoring session</p> <p><b>e.</b> The mentor models and encourages mutual respect, at all times</p>

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# Assessment Summary

The end-point assessment for the Learning Mentor Apprenticeship Standard is made up of 2 components:

1. Learning Mentor Observations
2. Professional Discussion supported by Showcase

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 and a mark allocated. The final grade will be determined using the combined mark.

## Learning Mentor Observations with Questions and Answers

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The observations are weighted at 64% of the end-point assessment. Total marks available are **64**.

- To achieve a **Pass**, apprentices will score at least 54 out of 64
- To achieve a **Distinction**, apprentices will score at least 60 out of 64
- **Unsuccessful** apprentices will have scored 53 or below

All observations must be mapped to the assessment criteria outlined within this document. A matrix sheet is provided on the Highfield Assessment website.

## Professional Discussion

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The professional discussion is weighted at 36% of the end-point assessment. Total marks available are **36**.

- To achieve a **Pass**, apprentices will score at least 24 out of 36
- To achieve a **Distinction**, apprentices will score at least 30 out of 36
- **Unsuccessful** apprentices will have scored 23 or below

## Overall Grading

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The marks awarded for each assessment component are combined to calculate a final mark out of 100. This final mark will determine the overall grade, as per the table below:

Total mark achieved	Grade
77 or below	Fail
78 - 89	Pass
90 - 100	Distinction

## Retake and Re-sit information

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Should an apprentice fail 1 or both assessments on the first attempt, a period of further training and development should take place before a retake is scheduled. The decision on how much time is required is based on a discussion between the apprentice, their employer and end-point assessor using the original assessment feedback as a guide for learning requirements. A Retake Checklist will need to be submitted when the professional review has taken place.

A resit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield. The apprentice may attempt a maximum of 2 re-takes/re-sits within a 6-month period from the initial assessment date. If through any circumstances (e.g. Illness, building evacuations, etc.), the initial and/or re-takes are fully or partially cancelled by either party, a rescheduled date must be agreed at the earliest opportunity.

The re-sit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice.

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## Assessing the Learning Mentor Observations with Questions and Answers

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The apprentice will undertake 2 observation sessions with 15-minute briefing sessions prior to each session. It is the employer's responsibility to obtain consent from the mentee prior to the observation.

Each observation will take place in a suitable environment, without interruptions and last for a maximum of 54 minutes, followed by the maximum allowance of 6 minutes for Q&A. The apprentice is required to deliver 2 sessions with a minimum of 2 different attendees (group sessions are accepted). It is a requirement that these sessions are genuine and not a formation of roleplay.

The learning mentor observations will be structured and will include post-observation questions and answers (Q&A) which will be led by the end-point assessor, who will use a series of competency-based questions to target the skills and knowledge criteria outlined in the following pages. Apprentices should give clarification and specific explanations of relevance towards the assessment criteria and/or specialism.

Learners will be awarded with a mark based on their coverage of the assessment criteria. The learning mentor observations with Q&A is weighted at 64% of the end-point assessment. Total marks available are 32. To achieve the weighted score, the assessor will multiply the total score out of 32 by 2.

- To achieve a **Pass**, apprentices will score at least 54
- To achieve a **Distinction**, apprentices will score at least 60
- **Unsuccessful** apprentices will have scored 53 or below

Highfield would encourage the employer/training provider and the apprentice to plan for the observation by familiarising themselves with the skills and behaviours criteria that will be assessed.

### 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 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

## Learning Mentor Observations with Q&A Mock Assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences mock observations with Q&A 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 assessment should take place in a suitable location.
- a 2-hour time slot should be available for the mock observations if it is intended to be a complete mock interview covering all relevant standards (outlined in the following pages).
- consider a video or audio recording of the mock assessment and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out separate mock observations with Q&A 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 questions that do not lead the apprentice but allow them to provide clarification. For example:
  - Specific sector/specialism
    - Why did you take that approach?
  - Skills or Behaviours
    - What would you have done if there was a safety issue here?

## Learning Mentor Observations with Q&A Criteria

Throughout the observations and Q&A, the assessor will review the apprentice's competence in the criteria outlined below and allocate the relevant mark out of 32. Each criterion is worth a maximum of 2 marks. Apprentices should prepare for the observations by considering how the criteria can be met whilst holding relevance within each session. If apprentices do not meet the criteria during the observations, the opportunity for achieving the mark should be presented within the question and answer session. The following guidance demonstrates how an apprentice can achieve marks towards each criterion;

- 0 Marks** Not demonstrated - the relevant skills, knowledge and behaviours are not fully evidenced in the observed practice or explained in subsequent questioning.
- 1 Marks** Partially demonstrated – relevant skills and behaviours have been observed or partially explained through questioning. Questioning, however, reveals only a superficial understanding of the knowledge requirements.
- 2 Marks** Well demonstrated/Good - all relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning.

Assessment Criteria for Knowledge and Skills	Marks (Up to)
<b>KS1</b> Advice, guidance and supervision all support a positive impact on learning	2
<b>KS2</b> Communication skills are effective in supporting mentoring	2
<b>KS3</b> Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning	2
<b>KS4</b> Evidence of liaison with education colleagues to support formative and summative assessment	2
<b>KS5</b> Issues relating to learner progress and well-being are noted for referral to appropriate others	2

<b>Assessment Criteria for Knowledge and Skills</b>	<b>Marks (Up to)</b>
<b>KS6</b> Feedback from appropriate others is taken account of when reviewing the learner’s progress and achievement	<b>2</b>
<b>KS7</b> Records of mentoring comply with organisational and legal requirements	<b>2</b>
<b>KS8</b> Learners action plans are updated with support from colleagues, where appropriate	<b>2</b>
<b>KS9</b> The learner’s safety (and relevant others) is monitored and, where necessary, reported	<b>2</b>
<b>KS10</b> Advice, guidance and supervision reflect valid and current vocational skills and knowledge	<b>2</b>
<b>KS11</b> Mentoring practice complies with internal and external quality assurance requirements	<b>2</b>
<b>Assessment Criteria for Behaviours</b>	<b>Marks (Up to)</b>
<b>a.</b> The mentor’s conduct serves to inspire and motivate the learner	<b>2</b>
<b>b.</b> The mentor’s conduct is both ethical and legal and fulfils expectations of ‘professionalism’	<b>2</b>
<b>c.</b> Individual differences are clearly valued and equality and inclusion promoted	<b>2</b>
<b>d.</b> The mentor is able to maintain focus, self-control and adaptability when dealing with a difficult mentoring session	<b>2</b>
<b>e.</b> The mentor models and encourages mutual respect, at all times	<b>2</b>

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## Assessing the Professional Discussion supported by the Showcase

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The professional discussion will take place in a confidential environment without interruptions. It will be led by the end-point assessor and should be appropriately structured with questions supported by the showcase. The professional discussion should last a maximum of 60 minutes (+/-10%), and the question responses should provide the validation and clarification of the apprentice's claim of relevance towards the Learning Mentor Standards.

The purpose of the professional discussion is for the apprentice to clarify any questions raised against the showcase so that the end-point assessor can determine whether the criteria within the Learning Mentor Standard has been achieved, the assessor will:

- explore aspects of the showcase, including contextual information and exemplar practices
- ask questions in relation to specific sector/specialism
- provide an opportunity for any missing criteria in the Learning Mentor Standard to be addressed through prepared questions

Highfield has provided a matrix template that may be referred to during the professional discussion, available from the Highfield Assessment website.

### Portfolio of Evidence and Showcase

#### Portfolio of Evidence

The apprentice will develop an on-programme portfolio (a log or record of activity) that will inform the Showcase, it might include:

- formative observations of learning mentor sessions, carried out on different occasions by, for example, experienced LM's, the training provider, a line manager, etc. This would focus on the full range of skills and knowledge to prepare the apprentice for EPA. The documentation from these observations would be a key component of the apprentice's portfolio and it would be the apprentice's responsibility to ensure that they are referenced appropriately within their portfolio.
- a reflective log and development plan taking account of 360° feedback (e.g. from peers, learners, experienced mentors, employers, etc.), updated at regular intervals to reflect the apprentice's ongoing development. This would focus on the development of LM skills and the cultivation of the professional behaviours of an LM. Towards the end of the apprenticeship period, it would

help the apprentice to carry out a retrospective review of their personal development whilst on-programme.

- prior to quarterly reviews, the apprentice might usefully self-assess their own progress against the Standards. EPA requires the apprentice to 'Showcase' exemplar practices in relation to the 6 themes, so it would be helpful if this includes all these processes and review documentation.

It is recommended that where possible the evidence collected makes use of video or audio technologies.

### **Showcase**

The portfolio of evidence will be used to inform the showcase. The showcase will be developed by the apprentice, on programme, to demonstrate their exemplar practice in achieving the knowledge, skills and behaviours of the standard through the 6 thematic areas I to VI.

The learner is required to submit an electronic version of their showcase at gateway to be assessed by the end-point assessor, to inform the professional discussion. The apprentice must explain their showcase examples in relation to the key principles of mentoring. This will be achieved by formatting the showcase logically to address the thematic areas above. The apprentice will cross-reference their evidence of exemplary practice to each of the knowledge, skills and behaviour criteria, linked to each thematic area. These examples of exemplary practice must be endorsed by others including managers, supervisors or teachers. The endorsement must support the authenticity, reliability and validity of the evidence submitted.

The showcase must be based on the following criteria outlined on the following pages.

### **Grading the professional discussion**

The professional discussion is weighted at 36% of the end-point assessment. Total marks available are 36.

- To achieve a **Pass**, apprentices will score at least 24
- To achieve a **Distinction**, apprentices will score at least 30
- **Unsuccessful** apprentices will have scored 23 or below

The showcase must be submitted at gateway and is assessed prior to the professional discussion, to support the questions asked by the assessor and evidences a learners' coverage of the criteria. Apprentices can expect to be questioned regarding the thematic aspects of a learning mentor role, as listed within the criteria provided.

### **Before the assessment:**

Employers/training providers should:



- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards against the submitted showcase
- 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

## Professional Discussion Mock Assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the actual assessment. The most appropriate form of mock professional discussion 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 should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion 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 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 questions that do not lead the apprentice but allow them to express their knowledge and experience in a calm and comfortable manner that relates to the showcase. For example:
  - What did you want to improve?
  - In what ways did you think improving this would help your performance in your role?
  - What did you do to improve your knowledge/skill in this area?

- Were you successful in improving your performance long term? Why?

## Professional Discussion Criteria

Throughout the 60-minute professional discussion, the assessor will review the apprentice's competence in the criteria outlined below and allocate a mark out of 36. Each assessment criterion is worth up to 2 marks.

For the professional discussion to be carried out, an apprentice **must** first achieve a **Pass** for *Authenticity* from the Showcase submission and then *at least* '1 point' for each of the other 3 criteria as displayed below, for each thematic area;

Assessment Criteria for Showcase	Indicative assessment criteria	Marks (Up to)
<i>Authenticity</i>	Is there evidence to clearly demonstrate that this is the apprentices' own work?	Pass/Fail
Assessment Criteria for Professional Discussion towards Thematic Area		
<i>Relevance</i>	Relevance to the thematic area being assessed	2
<i>Effectiveness</i>	The evidence meets up-to-date, expected sector practice	2
<i>Understanding</i>	Of the importance and/or impact of the effective working practice	2
<b>Total marks available for each thematic area</b>		<b>6</b>

Each thematic area has a maximum score of 6 marks, totalling a maximum score of 36 marks. The following guidance demonstrates how an apprentice can achieve marks towards each criterion;

**0 Marks** Not demonstrated

**1 Mark** Partially demonstrated

**2 Marks** Well demonstrated

Apprentices should prepare for the professional discussion by reviewing the showcase material they have previously submitted, and consider the examples that cover the following assessment criteria against the thematic areas;

Thematic Assessment Area	Marks (Up to)
<p>I. An understanding of the role of the Mentor within standard practices of the workplace:</p> <ul style="list-style-type: none"> <li>• the roles making up learner support team across the workplace and provider institutions;</li> <li>• the relationships between these and the mentor role within that team.</li> </ul> <p>[KS3, KS4, KS5, KS6, KS8]</p>	6
<p>II. Liaising with colleagues and relevant stakeholders:</p> <ul style="list-style-type: none"> <li>• To meet learning needs through structured programmes of personal and sector development;</li> <li>• To inform of off-job training priorities;</li> <li>• Following procedures for reporting sector, special and pastoral support needs.</li> </ul> <p>[KS2, KS3, KS4, KS5, KS6, KS8]</p>	6
<p>III. Providing or signposting valid information and expert advice and guidance, ensuring an up-to-date knowledge of:</p> <ul style="list-style-type: none"> <li>• Education and career progression opportunities (or how to access this);</li> <li>• Workplace practice and expectations;</li> <li>• Additional Learner Support funding, where relevant.</li> </ul> <p>[KS1, KS2]</p>	6
<p>IV. Supporting the learner in the acquisition of knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• Using appropriate interpersonal skills to advise learners how to get the most from their learning and to support progression and achievement;</li> <li>• Maintaining appropriate records to support the learner's development.</li> </ul> <p>[KS2, KS3, KS4, KS7, KS8]</p>	6
<p>V. Maintaining the quality and safety of provision</p> <ul style="list-style-type: none"> <li>• Maintaining the quality and currency of own professional skills and knowledge;</li> <li>• Supporting quality improvement;</li> <li>• Ensuring learners' safety and safeguarding requirement;</li> <li>• Complying with relevant organisational guidelines and legislation.</li> </ul> <p>[KS9, KS10, KS11]</p>	6
<p>VI. Understanding and demonstrating professionalism in all aspects of the role.</p> <p>[a, b, c, d &amp; e.]</p>	6

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