Think about
Observation with Questioning
Level 4 ST1379 Learning and Skills Mentor v1.0

On the day of this assessment you will carry out:

A 2-hour observation

Face-to-face

In a suitable assessment location at your workplace

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.

Highfield

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 legislation, regulations, codes of conduct and your organisation's policies and procedures
- [ ] Use the planner to plan how you will demonstrate the skills you have that are associated with the learning and skills mentor observations
- [ ] 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 any 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 interview you can resit the assessment method

Use the table below to plan and prepare for the observation

(P) indicates pass criteria
(D) indicates distinction criteria

Core elements	Key points to remember
Theoretical concepts	
(P) 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)	
(D) Adapts the use of planned mentoring, reflection and evaluation theories and models to reflect changing circumstances (K4, K12, S12)	

Core elements	Key points to remember
Communication	
(P) 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)	
(P) Applies empathic listening skills to inform, advise and guide the mentee towards agreed outcomes (S11)	
(D) Adapts communication and questioning techniques to accommodate changing mentee needs and to overcome barriers to mentee reflection and progression (K7, K8, S8, S9)	

Core elements	Key points to remember
Implementation	
(P) Demonstrates sustainable practices within organisational and professional boundaries, legal and ethical requirements (K13, S1, B1)	
(P) Implements relevant mentoring tools and techniques to support progress towards agreed outcomes within ethical and legal standards and professional boundaries (S3, S4, B2)	
(P) Demonstrates mutual respect displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies (B4)	
(D) Adapts the use of mentoring tools and techniques, and the planned approach to the mentoring session, to accommodate changing mentee needs while considering quality and diversity requirements (S3, S4, B4)	

Core elements	Key points to remember
Monitoring	
(P) Reviews the progress and achievement of agreed outcomes and implements revisions as appropriate (S7)	