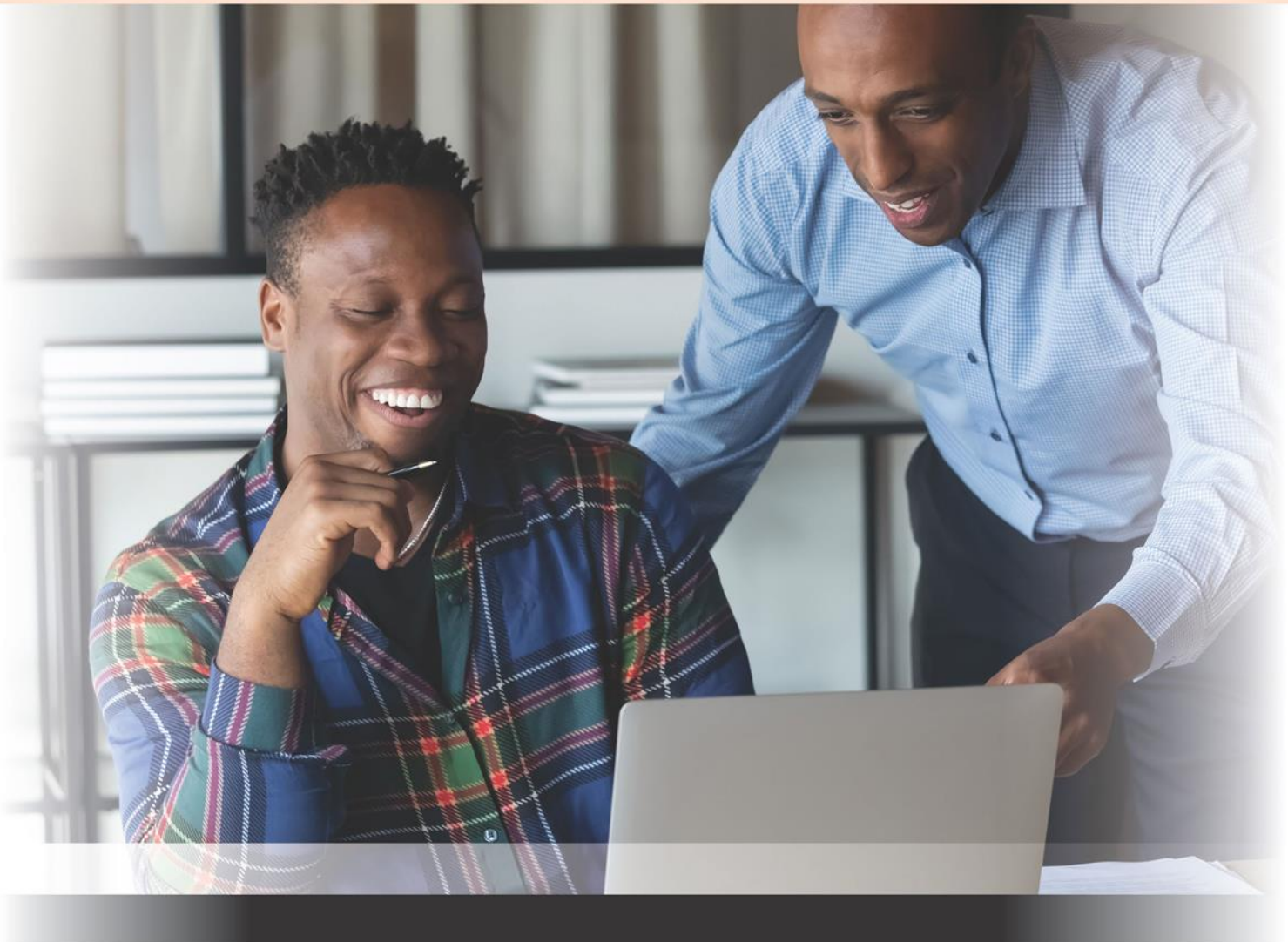# Highfield Level 4 End-Point Assessment for ST1379 Learning and Skills Mentor

End-Point Assessment Kit

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

EPA Kit

Contents

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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 independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 4 Learning and Skills 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	
Apprenticeship standard:	Learning and Skills Mentor
Level:	4
On-programme duration:	Minimum of 12 months
End-point assessment window:	3 months
Grading:	Pass/merit/distinction
End-point assessment methods:	Observation with questioning and professional discussion underpinned by a portfolio of evidence

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

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 and tutor vocational mentor,

On-programme requirements

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
- any qualifications specified by the employer
- completion of a portfolio of evidence 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

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. This will determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

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 **two mentees**.

All evidence within the portfolio must be anonymised prior to submission. Evidence sources may include:

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

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 such as witness statements, rather than opinions.

The portfolio must be accompanied by a portfolio matrix which can be found on the **Gateway Readiness Report**. 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.

Additional, relevant on-programme qualification

There are no other mandatory qualifications for this standard however, employers may also wish apprentices 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 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.

Use of Artificial Intelligence (AI) in the EPA

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 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.

Readiness for end-point assessment

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

- the apprentice must have achieved **Level 2** English and maths.
- 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, examples have been provided below:
    - o raising safeguarding and protection concerns
    - o 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 **3-month** end-point 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

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the apprentice is provided with the best opportunity to attempt the assessment.

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 and end-point assessment plan (ST1379/v1.1)

https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-mentor-v1-1

Specific considerations

All of the evidence criteria used within the end-point assessment have been written by Highfield and are based on the Learning and Skills Mentor apprenticeship standard and assessment plan. There is no carry-over of assessment criteria between assessment methods.

The assessment plan does not specify the length of each assessment component and so Highfield has designated the following time periods, based on the criteria to be covered.

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Gateway

How to prepare for gateway

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:

- achieved **Level 2 English**
- achieved **Level 2 maths**
- compiled a portfolio of evidence, containing **10-16 pieces of evidence**

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.

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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 Engagement Manager at Highfield Assessment.

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, such as an employee ID card or travel card

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**
K4 Mentoring theory and models, including maintaining good practice and protocols within the mentoring relationship **K12 Theories and models of evaluation and reflection**	**S12** Apply **theories and models of evaluation and reflection** to support mentee development
Observation with questioning	
Pass criteria	*Distinction criteria*
TC1 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)	*TC2 Adapts the use of planned **mentoring, reflection and evaluation theories and models** to reflect changing circumstances (K4, K12, S12)*
Amplification and guidance	
Mentoring theories and models • 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	

- o   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**
  - o   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 and multiple mentees
    - peer mentoring among mentees
  - o   this approach fosters a stronger sense of support and community among mentees, while also providing diverse perspectives on their career development
  - o   it proves highly effective for organisations aiming to cultivate a cohort of future leaders
- **peer mentoring**
  - o   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**
  - o   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**
  - o   an increasingly popular hybrid model that has emerged in the last 5 years that 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

Theories and Models

- **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, taking action, and reflecting on their progress

- **Kirkpatrick**:
  - an evaluation model that measures four levels of outcomes: Reaction, Learning, Behaviour, and Results
  - it helps mentors and mentees evaluate the effectiveness of their mentoring program, the extent of their learning, the change in their behaviour, and the impact on their performance

Mentoring, reflection and evaluation theories and models

- **Mentoring Four stages:**
  - **Preparing –** getting to know the mentee and building rapport. Creating context for the learning partnership
  - **Negotiating –** the business stage of the mentoring relationship. Creating learning goals, a learning agreement, shared responsibilities, ground rules and boundaries

- o **Enabling Growth** – the work stage, supporting the mentees learning and challenging assumptions. Providing useful feedback to help them achieve their desired learning goals
- o **Closure** – reflection stage. Assessing the value of the mentoring and celebrating success achieved. Identifying any further areas for growth and learning

- **Kolb's Learning Cycle**
  - o Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.
  - o it helps mentors and mentees learn from their experiences, reflect on their observations, apply their concepts, and test their hypotheses.

- **Driscoll's What Model**
  - o 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?
  - o By asking these three simple questions experiences can be analysed and learned 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 as a result of the experience?
    - think about the action we will take as a result of this reflection. Will we change a behaviour, try something new or carry on as we are?

Communication

Knowledge	Skills
K2 How to **establish and manage a mentoring contract**	**S2 Establish and maintain mentoring contracts** with mentees and where relevant, other stakeholders
K7 Methods of communication to maintain the mentoring relationship and review progress towards agreed outcomes	**S8** Maintain mentoring relationship through a non-judgemental and objective approach
K8 Questioning and **listening techniques**	**S9** Use questioning techniques to encourage reflection and progression
K9 Methods for providing **feedback** to inform progression	**S10** Provide **feedback** to the mentee to inform progression
K11 How to provide accurate and relevant **vocational/pastoral advice** and guidance to meet mentee needs, including points of **referral to other professional services**	**S11** Inform, advise and guide the mentee to support development toward agreed outcomes

Observation with questioning

Pass criteria	Distinction criteria
C1 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) **C2** Applies empathic listening skills to inform, advise and guide the mentee towards agreed outcomes (S11)	*C5 Adapts communication and questioning techniques to accommodate changing mentee needs and to overcome barriers to mentee reflection and progression (K7, K8, S8, S9)*

Professional discussion underpinned by a portfolio of evidence

Pass criteria	Distinction criteria

C3 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) **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)	*C6 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)*

Amplification and guidance

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 is they are 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
- the mentor should be skilled in ensuring that there is a planned agenda for each session towards the overall programme goals
- ensure that they check with the mentee at the start of each session as to what they want to get out of the session and if there have been any developments that need to be addressed
- sometimes the overall programme goals may need to be revised but if the mentoring programme is part of an organisational framework other stakeholders may need to be involved

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**

- o   used to really understand how someone is feeling
- o   when someone is sharing difficult or emotional stories, it's important to be present and use your sympathetic listening skills
- o   being a sympathetic listener means being empathetic and compassionate when listening to someone, offering support and actively listening to what the person is saying
- o   helps to create a safe and understanding space for a person to share their stories and to get the help they need

- **Comprehensive listening**
  - o   used when you need to understand the deeper meaning of what someone is saying
  - o   requires more effort than other types, as it requires you to analyse speech patterns, body language, and be aware of subtle nuances
  - o   using comprehensive listening can help gain a better understanding of a person's ideas and feelings
  - o   helps to accurately interpret the message someone is trying to convey

- **Empathetic or Therapeutic Listening**
  - o   used to help someone by requiring a mentor to be nonjudgmental and understand their feelings

- **Critical Listening**
  - o   used to assess and evaluate the information being heard
  - o   requires an active evaluation of the facts in order to make an informed decision
  - o   need to be able to recognise logical fallacies and understand the difference between facts and opinions
  - o   essential in order to truly understand what someone is saying and make informed decisions
- **Summarising**
  - o   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

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- **Resources**
  - 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

Vocational/pastoral advice and referral for other professional services
  - 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

Implementation

Knowledge	Skills	Behaviours
K13 Approaches to **sustainable mentoring practice**	**S1** Conduct **sustainable mentoring practice** within organisational and professional boundaries, and **legal and ethical requirements**, including safeguarding **S3** Conduct mentoring sessions according to agreed plans **S4** Implement established mentoring tools and techniques to help the mentee work towards agreed outcomes	**B1** Demonstrate and promote sustainable practices with mentee **B2** Work to ethical and legal standards within professional boundaries **B4** Demonstrate and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies

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Observation with questioning	
Pass criteria	*Distinction criteria*
I1 Demonstrates **sustainable** practices within organisational and professional boundaries, **legal and ethical requirements** (K13, S1, B1) **I2** Implements relevant mentoring tools and techniques to support progress towards agreed outcomes within ethical and legal **standards** and professional boundaries (S3, S4, B2) **I3** Demonstrates mutual respect displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies (B4)	**I4** ***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)*
Amplification and guidance	

Sustainable mentoring practice
- 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

Legal and ethical requirements
- always follow ethical and legal standards and professional boundaries when using these tools and techniques
- means that they should respect the mentee's confidentiality, autonomy, diversity and dignity
- should also avoid any conflicts of interest, abuse of power, or inappropriate behaviour that could harm the mentee or the mentoring relationship

Standards
- 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 found at European Mentoring and Coaching Council (EMMC) which also provides accreditation

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
K5 Organisational and legal **requirements for recording, storing and sharing personal information** **K15** The role of **supervision** in supporting the mentor	**S5 Maintain records of mentoring practice**, complying with quality, confidentiality and data protection requirements **S7** Assess and review **progress and achievement** of agreed outcomes and revise action plans as appropriate **S13** Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self

Observation with questioning

Pass criteria

M1   Reviews the **progress and achievement** of agreed outcomes and implements revisions as appropriate (S7)

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Professional discussion underpinned by a portfolio of evidence
Pass criteria
M2 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) **M3** Explains the ways in which they monitor and reflect on their own mentoring practice and **supervision** to develop self (K15, S13)
Amplification and guidance

Requirements for recording, storing and sharing personal information
- **Confidentiality**
    o in mentoring involves responsibility by the mentor and the mentee to ensure that information discussed between the two should be treated with the utmost confidence
    o is important for the protection of both and for building a trusting relationship
- **GDPR and Privacy**
    o 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
    o 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 similarities with coach supervision, 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 mentee to enhance 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

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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

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.

Professional practice		
Knowledge	**Skills**	**Behaviours**
K1 The **roles and responsibilities of a mentor**, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding	**S14** Apply evidence based mentoring practice informed by own research	**B3** Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control **B5** Committed to improving their own professional practice in relation to mentoring

K3 How to **plan for mentoring sessions** and review and revise action plans **K10** The **impact of their own values, beliefs and behaviours on mentoring practice** **K14** Opportunities for **continuing professional development** **K16 Evidence-based practice informed by own research**		

Professional Discussion underpinned by a portfolio of evidence	
Pass criteria	*Distinction criteria*
PP1 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) **PP2** 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) **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, maintaining focus and self-control (B3)	*PP6* *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)* *PP7* *Analyses the impact of CPD on their own practice (K14)* *PP8* *Analyses the impact of evidence-based practice on outcomes for mentees (K16, S14)*

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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:
  - o assist in the development of the skills and knowledge of the mentee
  - o share their career journey and facilitate introductions to expand the mentee's network
  - o direct a mentee towards opportunities for career initiation or advancement
  - o aid the mentee is setting goals and taking actionable steps
  - o offer fresh perspectives on challenges
  - o 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
  - o a mentor will have industry, sector or job role (for example, director level) experience
- A coach is someone who provides guidance to a client on their goals and helps them reach their full potential
  - o will be skilled in coaching a client with working on a broader range of issues that they which to work on
- A mentor:
  - o demonstrates a sincere interest in aiding someone in attaining their personal development goals
  - o strives for deeper understanding to clarify the personal development objectives of the mentee
  - o possesses the necessary skills and experience for mentoring
  - o shares personal experiences to validate their capacity to offer assistance
  - o enhances the mentee's skills, knowledge, confidence and motivation
  - o offers diverse perspectives on problem-solving, career paths and opportunities
  - o serves as a role model and facilitate connections with other role models
  - o handles 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
- Schedule regular sessions with the mentee and communicate the agenda, expectations, and feedback methods in advance

- 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 own values, beliefs and behaviours on mentoring practice
- 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 in particular seek to address any potential unconscious bias

Continuing Professional development (CPD)
- mentor continuing professional development (CPD) - 2 aspects:
  - that 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.

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.

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.

Assessment	
Knowledge	**Skills**

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K6 **Strategies to assess starting points** of the mentee, including **potential barriers to development**	S6 Establish and use assessed starting points to establish agreed outcomes of the mentoring process
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	*Distinction criteria*
A1 Describes **strategies to assess starting points** of mentee, including **potential barriers to development** (K6) **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)	*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)*
Amplification and guidance	

Strategies to assess starting points
- Conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) with the mentee to identify their current situation and future possibilities.
- Asking open-ended questions that encourage the mentee to reflect on their experiences, challenges, achievements, and expectations.
- Using feedback tools such as:
  o surveys
  o questionnaires
  o interviews to gather information from the mentee and other relevant sources (e.g., colleagues, managers, customers) about their performance and potential.
- Observing the mentee in action and providing constructive feedback on their skills, behaviours, and attitudes.
- Exploring the mentee's learning style and preferences and suggesting appropriate resources and methods for their development.
- Discuss mentoring topics such as:
  o skill-related
  o career story
  o situational advice

- o 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 goals should be verbalised.

Potential barriers to development
- May include personal factors:
  - o lack of confidence
  - o motivation
  - o time
- Interpersonal factors:
  - o conflict
  - o communication issues
  - o lack of support
- Organisational factors:
  - o culture
  - o policies
  - o resources
- The mentor should be aware of these barriers and help the mentee to overcome them by:
  - o Building trust and rapport with the mentee and creating a safe and supportive environment for learning
  - o Encouraging the mentee to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and monitor their progress and achievements
  - o Providing positive reinforcement and recognition for the mentee's efforts and accomplishments
  - o Helping the mentee to identify and access relevant opportunities for learning and growth within and outside the organisation
  - o Challenging the mentee to step out of their comfort zone and try new things
  - o Assisting the mentee to develop coping strategies and resilience in the face of difficulties and setbacks

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

The observation with questioning is weighted at 50% of the end-point assessment. The observation is graded at **pass** and **distinction**. 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 observation will take place in the apprentice's normal place of work, but may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Professional discussion underpinned by a portfolio of evidence

The observation with questioning is weighted at 50% of the end-point assessment. The observation is graded at **pass** and **distinction**. 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 underpinned by a portfolio of evidence may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

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 of the 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 both assessment methods.

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

Observation with questioning	Professional discussion underpinned by questioning	Overall grade awarded
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Merit**
Distinction	Pass	**Merit**
Pass	Distinction	**Distinction**

Retake and resit information

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. 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 but 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, 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

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 permitted. The assessor will only observe 1 apprentice at any one time. The observation with questioning will be scheduled at least **2 weeks** after gateway.

The observation with questioning 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 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 independent 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. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition. The observation may be split into discrete sections held on the same working day.

The location must reflect normal practice for the apprentice and their mentee, this may include remote mentoring where the apprentice meets their mentee online.

Recorded and observed mentoring sessions may be 1:1 mentoring or group mentoring, reflecting the apprentices 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.

A **minimum of 5 questions** will be asked after the observation to assess the knowledge, skills, and behaviours mapped to this assessment method, to clarify aspects of mentoring practice observed, and to allow the apprentice to demonstrate a higher level of skill and understanding. Follow-up questions may also be asked where further clarification is required.

As only naturally occurring work will be observed, the criteria that the apprentice did not have the opportunity to demonstrate will also be assessed through questioning, however these questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

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

The observation with questions is graded at pass and distinction. 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

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 questions 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 with questioning, 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 questions 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 the choice of mentoring used and reasons why.
    - Explain how you adapted your planned mentoring in the session.
  - communication
    - Explain how you used empathic listening skills in the mentoring session.
    - Explain how you adapted your communication technique in the session.
  - implementation
    - Explain how you maintained professional boundaries in the mentoring session.
    - Explain how you consider equality and diversity requirements.
  - monitoring
    - Explain how you review the progress and achievement of agreed outcomes

Observation with questioning criteria

Throughout the **2-hour** (+10%) observation with questioning, the independent 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
To pass, the following must be evidenced.
TC1 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)
To gain a distinction, the following must be evidenced.
TC2 Adapts the use of planned mentoring, reflection and evaluation theories and models to reflect changing circumstances (K4, K12, S12)

Communication
To pass, the following must be evidenced.
C1 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) **C2** Applies empathic listening skills to inform, advise and guide the mentee towards agreed outcomes (S11)
To gain a distinction, the following must be evidenced.
C5 Adapts communication and questioning techniques to accommodate changing mentee needs and to overcome barriers to mentee reflection and progression (K7, K8, S8, S9)

Implementation
To pass, the following must be evidenced.
I1 Demonstrates sustainable practices within organisational and professional boundaries, legal and ethical requirements (K13, S1, B1) **I2** Implements relevant mentoring tools and techniques to support progress towards agreed outcomes within ethical and legal standards and professional boundaries (S3, S4, B2) **I3** Demonstrates mutual respect displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies (B4)

Implementation
To pass, the following must be evidenced.
To gain a distinction, the following must be evidenced.
I4 Adapts communication and questioning techniques to accommodate changing mentee needs and to overcome barriers to mentee reflection and progression (K7, K8, S8, S9)

Monitoring
To pass, the following must be evidenced.
M1 Reviews the progress and achievement of agreed outcomes and implements revisions as appropriate (S7)

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Assessing the professional discussion underpinned by a portfolio of evidence

In the professional discussion underpinned by a portfolio of evidence, the independent assessor and the apprentice will have a formal 2-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. Employers are allowed to be present. However, this is optional.

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 professional discussion will be scheduled at least **2 weeks** after gateway. 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 interview by up to 10% to allow the apprentice to complete their last answer.

The independent assessor will ask **at least 8 questions** in relation to the 4 themes: professional practice, communication, assessment, and 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

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
    - Describe how you plan for mentoring sessions.
    - Using an example from your portfolio of evidence, explain the impact of CPD on your practice.
  - communication
    - Describe how you establish and manage the mentoring contract.

- - Using evidence from your portfolio of evidence, evaluate the methods you use for establishing and managing the mentoring contract for the mentee.
  - assessment
    - Describe strategies to assess starting points of mentee.
    - Using an example from your portfolio of evidence, explain how you establish agreed outcomes of the mentoring process.
  - monitoring
    - Describe how your records of mentoring practice comply with recognising any organisational or legal requirements.
    - Using evidence from your portfolio, explains how you monitor and reflect on your own mentoring practice and supervision.

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **60-minute** (+10%) professional discussion underpinned by a portfolio of evidence, the independent 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
To pass, the following must be evidenced.
PP1 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)
PP2 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)
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, maintaining focus and self-control (B3)
PP5 Illustrates how they apply evidence-based practice informed by research to their mentoring planning and delivery (K16, S14)
To gain a distinction, the following must be evidenced.
PP6 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)
PP7 Analyses the impact of CPD on their own practice (K14)
PP8 Analyses the impact of evidence-based practice on outcomes for mentees (K16, S14)

Communication
To pass, the following must be evidenced.
C3 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)
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)

Communication
To pass, the following must be evidenced.
To gain a distinction, the following must be evidenced.
C6 *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
To pass, the following must be evidenced.
A1 Describes strategies to assess starting points of mentee, including potential barriers to development (K6) **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)
To gain a distinction, the following must be evidenced.
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)*

Monitoring
To pass, the following must be evidenced.
M2 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) **M3** Explains the ways in which they monitor and reflect on their own mentoring practice and supervision to develop self (K15, S13)