

Learning Mentor (LM) Level 3

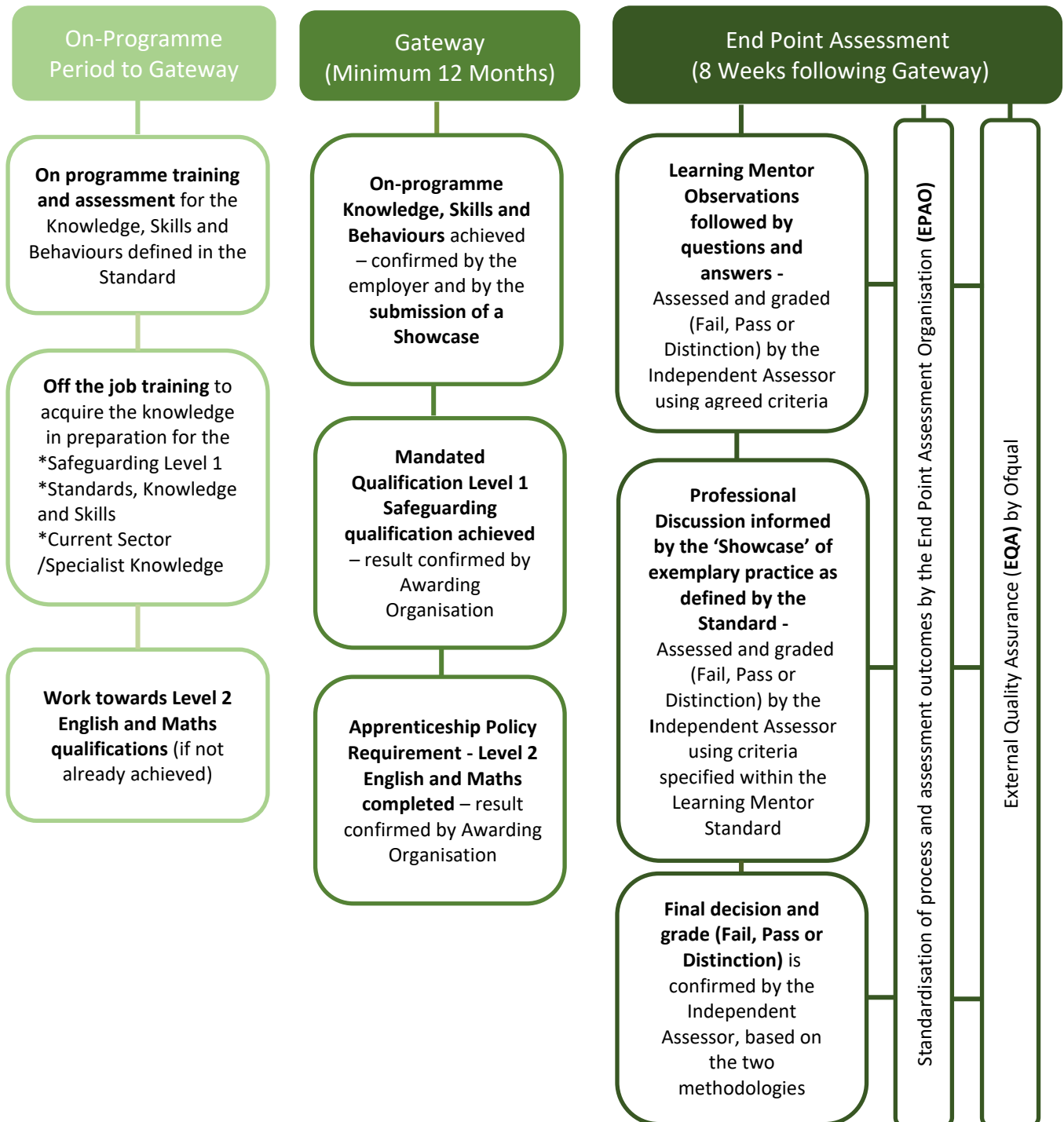
Assessment Plan

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Introduction - Background and the Future of the Learning Mentor (LM) Role

The Learning Mentor (**LM**) role has emerged within the Education and Training Sector (ETS), over the last 30 years as a result of the implementation of sector/specialist (competence-based) qualifications (notably NVQs) and formalised work-based education and training. 'Mentoring' is today, and has been for centuries, the foundation of vocational training and apprenticeships. The **LM** 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 **LM** is, and has to be 'grounded' in up-to-date processes and procedures, relevant to the learner's programme of development. The **LM** role could therefore 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 relatively basic support role that is based on providing advice and guidance, which needs to be delivered by a more experienced person. A **LM** 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. Mentoring takes place on a one-to-one basis, or in small groups. **LM**'s provide practical, technical and/or pastoral support and guidance. **LM**'s collaborate closely with colleagues, other Education and Training professionals and employers to meet learners' development needs towards achieving their potential. The **LM** apprenticeship requires 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 not only the Education and Training sector but also for every vocational/specialist sector. The Standard/Assessment Plan supports all Trailblazer Standards as part of the quality Apprenticeship Reform.

Flow diagram summary of the 3 phases of the Advanced Apprenticeship



On-programme Support and Development

- **Safeguarding:** Apprentices must achieve a minimum of Level 1 Safeguarding, before End Point Assessment (**EPA**) – via an accredited qualification, identified as being suitable by their employer.
- **A Recommended On-Programme Assessment Cycle**
During their 12 months on-programme, apprentices need to develop confidence and competence in all aspects of the Standard. In the Education and Training Sector, this is achieved through ongoing formative assessment and quarterly cycles of review, to prepare the apprentice for the key outcomes necessary for successful **EPA**. It is helpful for apprentices to develop and maintain 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 through the 6 Themes/Synoptic areas identified on page 9 - 10. The Professional Discussion (**PD**) methodology in the **EPA**, is informed by this **Showcase**, submitted to the End point Assessor Organisation (**EPAO**) for the Independent Assessor (**IA**) to undertake a desk-based evaluation prior to **EPA**.

The on programme portfolio (a log or record of activity) that will inform the **Showcase**, might include:

- a) formative observations of **LM** 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.
- b) 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 a **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.
- c) prior to quarterly reviews, the apprentice might usefully self-assess their own progress against the Standards. **EPA** requires the apprentice to '**Showcase**' their exemplar practices of the 6 themes, so it would be helpful if this includes all these processes and review documentation.

Employer requirements and knowledge relating to the EPA Process:

The employer will contract with the apprentice and provider organisations (where relevant) to ensure that development and support can be delivered to 'the letter' and 'in the spirit' of the Level 3, **LM** Standard. Relevant training providers must be selected from the Register of Apprenticeship Training Providers (**RoATP**) and an End Point Assessment Organisation (**EPAO**) from those listed on the Register of End Point Assessment Organisations (**RoEPAO**). The Assessment Gateway cannot be passed until the apprentice has spent a minimum of 12 months, on-programme with the **EPA** to be completed within a further 8 week period. Once the employer has confirmed the apprentice has met all requirements of the Standard, the employer will immediately notify the **EPAO** in writing, giving them a range of potential dates when the **EPA** requirements can be met efficiently and effectively (within the following 3 to 8 weeks). **EPA** will be completed within one day and will be an effectively planned visit at the employer's premises. Once the **EPA** request has been submitted, the **EPAO** will allocate an **IA** and agree the **EPA** date with the employer. If the

IA is not a Sector/Specialist in the apprentice's employment area, the **EPAO** will appoint a sector/specialist advisor (**S/SA**) to advise the **IA**. The **EPAO** will confirm to the employer, in writing, the agreed date for the **EPA** on-site visit, which will be taken from the dates submitted by the employer. The **EPA** confirmation communication from the **EPAO** to the employer must be received at least 1 week prior to the **EPA** on-site visit.

The **IA** must be suitably experienced (a minimum of 3 years current and continuous experience in teaching, assessing and internal quality assurance) in Education and Training. **If the IA selected lacks experience and knowledge in the apprentice's sector/specialist area, a Sector/Specialist Advisor (S/SA) will also be appointed, by the EPAO, to serve in an advisory capacity. The S/SA must possess current and relevant experience at a senior level within the sector of the Learning Mentor apprentice. This level of S/SA experience must be approved by the EPAO. Both the IA and S/SA must be prepared for their EPA by the EPAO in order to meet the expected standards and quality assurance measures set by the EPAO. The IA is solely responsible for all final assessment judgements. The S/SA will support the EPA process by notifying the IA when any Sector/Specialist principles and practices are inappropriate or questionable. S/SA guidance will be communicated to the IA at the end of the observations and prior to any questioning. However, if S/SA concerns relate to any form of safety or breach of regulations, the S/SA must immediately advise the IA, in an appropriate professional manner, to discontinue the observations.**

The employer will be informed, through a contract/agreement with the **EPAO**, that:

- there is no conflict of interest between the **IA**, **S/SA**, provider, apprentice or employer.
- the **IA** and the Sector/Specialist Advisor (**S/SA**), are suitably qualified and experienced to assess the Education and Training requirements and the sector/specialist competency of the **LM** apprentice.
- the **IA** and the **S/SA** meet the **EPAO** requirements including meeting the Disclosure and Barring Service (DBS) requirements.
- the visiting **IA** will take the lead decisions throughout the assessment process.
- it would be helpful if the apprentice could inform the **IA/S/SA** of any specific learning needs of the learners who will be assessed by the **LM** apprentice, in order to guide the **IA/S/SA** when specific practices are implemented.

The Gateway Process:

The **EPA** will be triggered by the following events:

- the minimum time duration (12 months) allocated to the Standard has been met;
- judgement of readiness to go beyond the gateway is the decision of the Employer based on completion of all on-programme requirements.
- the apprentice believes they are ready to submit, to the **EPAO**, a selection of exemplary evidence, in their **Showcase**, based on the themes on pages 9-10 which fulfil the Knowledge, Skills and Behavioural practice in relation to the Standard.
- the employer to confirm that the '**Showcase**' is ready to submit to the **EPAO**
- the **EPAO** confirms that the **Showcase** has been received
- successful completion of English, maths and ICT: a minimum Level 2 qualification in English, mathematics and ICT and Level 1 Safeguarding are required for this apprenticeship and must be

achieved prior to the End-point Assessment (**EPA**), and confirmed by the employer.

The apprentice will submit their **Showcase**, as an electronic document, to the **IA** for review, within one week of notifying the **EPAO** of the intention to move to **EPA**. The **EPAO**, must inform the employer of the most suitable **EPA** visit date, selected from the list of dates supplied by the employer. This communication should be received by the employer at least one week before the planned **EPA** visit. The **Showcase** will provide contextual information to the **IA** and support planning for the **PD**.

To promote synoptic assessment and avoid atomisation, the apprentice will need to 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/Synoptic areas. Each of these Thematic/Synoptic areas have been cross-referenced to the **11 Knowledge related Skills criteria and the 5 Professional Behaviours** from the **Standard** (listed on page 9) This will enable the apprentice to organise their '**Showcase**' logically and concisely and to easily map or cross-reference their evidence of exemplary practice to each of the Knowledge, Skills and Behaviour criteria. These examples of exemplary practice, must be appropriately endorsed by 'relevant others' (eg, managers, supervisors or teachers). Endorsement must support the authenticity, reliability and validity of the evidence submitted.

The End Point Assessment Process:

The **EPA** process consists of two assessment processes: (a) **Learning Mentor Observations (LMO)'s** and (b) a **Professional Discussion (PD)**. With effective planning, these two processes can be delivered sequentially or segmented to suit naturally occurring work practice opportunities and constraints during one day, however in exceptional circumstances; alternative arrangements can be made with the agreement of all relevant parties. Employers must plan to ensure that the on-site assessment is as effective as possible, exploiting authentic mentoring opportunities with 'real' learners. For example, the **PD** may take place, in part, before, after and/or between the two scheduled **Observations**, according to the availability of the learner/s to be mentored by the apprentice. In order to support the **IA** in reaching their judgement, it is recommended that the **IA** allows time at the beginning of the **EPA** to discuss with the employer and/or apprentice the purpose and background relating to the scheduled **LM** sessions. This prior discussion may be necessary to identify any specific learner needs or operating practices in-place that might impact on the apprentice's mentoring processes.

Learning Mentor Observations (LMOs):

This includes two **LM** sessions with a minimum of two different learners, totalling 120 minutes, with a potential variance of 10% depending on the needs of the learners being mentored by the **LM** Apprentice. The observation will involve learners who will be taking part in a genuine mentoring session, not role playing; it will usually be a one to one session, but group mentoring may also be observed; other learners will not be present during these observations. The **IA** must take detailed notes during/whilst completing the observations, mapped or cross-referenced to each of the **11 Knowledge and Skills** criteria and the **5 Professional Behaviours**. **Should the apprentice be observed compromising safety or infringing other codes of practice, the EPA will be terminated and a 'fail' will be recorded.** Following the **LMOs**, the **IA**, following advice from the **S/SA** where necessary, will question the apprentice in order to clarify any specific

sector/specialist practice/s arising from the observation (e.g. “Why did you take that approach?”) or to address Skills or Behaviours that may not have been apparent (e.g. “What would you have done if there was a safety issue, here?”). The duration of the questioning relates to any clarification required around the Knowledge, Skills or Behaviour, and will therefore be specific to each LMO and each apprentice. Questioning, where needed will not exceed 10% of the total time of the observation. The **LMOs** represent a **total of 64% of the EPA**.

The Professional Discussion (PD):

The **PD**, will take place in a confidential environment with no interruptions. During the **PD** the **IA** will clarify and validate the apprentice’s claim to meeting the **LM** Standard through ongoing practice, illustrated in the exemplary examples provided in the **Showcase**, mapped or cross-referenced to the Knowledge, Skills and Behaviours listed in the Thematic/Synoptic areas on page 9 - 10. The **Showcase** must be submitted to the **IA** by the **EPAO** when the range of potential dates for the **EPA** is communicated from the employer to the **EPAO** – the employer must be given a minimum of 1 weeks’ notice prior to the **EPA** date selected by the **EPAO**. When the **IA** has received the **Showcase**, they will complete a desk-based evaluation of the evidence submitted in relation to the Knowledge, Skills and Behaviours of the Standard. Questions will be prepared by the **IA** in readiness for the **EPA** on-site visit and the **PD**. The **IAs** prepared questions will address and clarify any practices where there appears to be gaps in fully meeting the **LM** standard. The **IA** will be advised by the **S/SA**, where appointed in relation to any sector/specialist knowledge and principles. The **PD** session will last for a maximum of 60 minutes with a variance of 10% allowed. The **PD** represents a **total of 36% of the EPA**.

Making the Assessment Judgement:

The **LMOs** and the **PD** are each graded Fail, Pass or Distinction as identified in the points allocated and grading summaries on pages 7, 10 and 11. At the end of the **EPA**, the **IA** will inform the apprentice, in the presence of the employer, the provisional grades allocated for the **LMO** and the **PD** individually. In addition, a provisional grade will be given for the overall **EPA**. It will be made clear to the apprentice that all grades are subject to verification and will be confirmed formally after moderation. All of the grades allocated and discussed will be conditional on the apprentice achieving at least a ‘pass’ in both the **LMO** and the **PD**. An award for an overall ‘**Distinction**’ of the **EPA** is determined when the total points for both assessment methods is equal to, or **greater than 90, as identified in the points allocated and grading summaries**). Please note that the ‘final grades’ will be validated by the **EPAO**, in line with standard quality assurance processes.

Assessment Method (1): Learning Mentor Observations

(Assessed by the IA – advised, where necessary, by a Sector/Specialist Advisor)

Each of the criteria, below, will be allocated points:

0 Points = Not demonstrated - the relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning.

1 Point = 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 Points = Well demonstrated/Good - all relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning

Possible range of Points = 0-32. Weighting factor of 'x2' = 64 maximum points which represents 64% of the total EPA percentage. Apprentices will be deemed to have failed if zero points '0' (not demonstrated), is allocated in any of the Knowledge/ Skills and Behaviour (K, S & B) criteria, listed in the marking grid below

Knowledge and Skills (1-11) and Behaviour (a-e) Criteria	Points allocated	Explanation of Points allocated	
1 Advice, guidance and supervision all support a positive impact on learning			
2 Communication skills are effective in supporting mentoring			
3 Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning			
4 Evidence of liaison with education colleagues to support formative and summative assessment			
5 Issues relating to learner progress and well-being are noted for referral to appropriate others			
6 Feedback from appropriate others is taken account of when reviewing the learner's progress and achievement			
7 Records of mentoring comply with organisational and legal requirements			
8 Learners action plans are updated with support from colleagues, where appropriate			
9 The learner's safety (and relevant others) is monitored and, where necessary, reported			
10 Advice, guidance and supervision reflect valid and current vocational skills and knowledge			
11 Mentoring practice complies with internal and external quality assurance requirements			
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			
	Points allocated out of maximum of 32 points	Multiplied by a Weighting Factor of 'x2' (Maximum Total	Total Weighting Factor Points

		Points=64)	
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Observation Grading Summary

Grade	Points Allocated	Weighted (x2)Points Allocated
Distinction	30 - 32	60 - 64
Pass	27-29	54 - 59
Fail	0 - 26	53 or below

Please Note: The observations are weighted (x2) due to the importance of this aspect in the overall assessment of the apprentice's competence.

Assessment Method (2): Professional Discussion

(Assessed by the IA - advised, where necessary, by a Sector/Specialist Advisor)

The **PD** will involve questioning, informed by the previously submitted **Showcase** mapping or cross-referencing the apprentice's practice to the relevant knowledge, skills and behaviours and the themes within the **LM Standard**. Following a desk-based evaluation of the **Showcase**, the **IA** will prepare questions for the **PD** to further explore the Knowledge, Skills and Behaviours (**K, S and B**) criteria. The advice of the **S/SA** will be sought for the sector/special principles and practices. When the **IA** is questioning the apprentice about the following thematic or synoptic aspects of the **LM** role, the **IA** will be able to use the criterion referencing (listed below each theme on page 9 - 10) to further focus on those criteria requiring further exploration.

Each of the six thematic/synoptic areas, listed in the marking grid below, are assessed independently following the Assessment criteria laid out in the following table. It should be noted, that to achieve a **Pass** on each of these six areas, the apprentice must first achieve a **Pass** for (a) *Authenticity* and then allocated at least '1 point' - *partially demonstrated*, for the other three criteria (*Relevance, Effectiveness* and *Understanding*). Therefore the apprentice must achieve a minimum pass level in every one of the six thematic/synoptic areas to achieve an overall **Pass**.

Assessment Criterion	Points Allocated
a. Authenticity: is there evidence to clearly demonstrate that this is the apprentice's own work?	Pass or Fail (Please Note: this is a limiting criterion and a Fail for Authenticity renders the evidence for this area <i>unreliable</i> leading to a ' Fail ' overall)

If Passed

b. Relevance: it's relevance to the synoptic/ thematic area being tested	If the <i>Authenticity</i> criterion is met (i.e. = Pass), criteria b, c and d are each allocated -
c. Effectiveness: the evidence meets up-to-date, expected sector-practice	

d. Understanding: of the importance and/or impact of the effective working practice	0 Points = not demonstrated 1 Point = partially demonstrated 2 Points = well demonstrated
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PLEASE NOTE, the table below, clarifies the points required for 'Not', 'Partially' and 'Well demonstrated', as identified in the table above.

Assessment Criterion	Not Demonstrated (0 Points)	Partially Demonstrated (1 Point)	Well demonstrated (2 Points)
Relevance	Relevant criteria or behaviours have not been addressed or the evidence presented is not relevant	Some relevant evidence has been presented but other evidence lacks relevance	All the Showcase evidence presented during the PD is well focussed and relevant to the related criteria/behaviours
Effectiveness	During the PD the advice and support given by the LM , to learners, is incorrect or outdated, or fails to address current, accepted effective practice	During the PD the advice and support given by the LM addresses some aspects of effective practice but could usefully address other areas, or be more up-to-date	During the PD the LM 's advice and support addresses essential and important aspects of relevant, up-to-date industry and/or specialist practice
Understanding	During the PD the LM apprentice has failed to demonstrate an understanding of the importance or impact of the relevant assessment theme	During the PD the LM has demonstrated a basic understanding of the relevant theme, but their awareness of its wider impact is limited	During the PD the LM is fully able to explain the value and impact of the assessment theme, in respect of all stakeholders

Thematic/Synoptic Assessment Areas

The range of points for each thematic/synoptic area is 0-6 (6 Thematic/Synoptic Assessment Areas as identified in the table below). A minimum pass-rate is set at 3, (1 point for each of the assessment criteria – Relevance, Effectiveness and Understanding as in the table above). Based on the combined points allocated, for criteria b, c and d, the Professional Discussion will be allocated 0-36 points with a

minimum pass of 24. Please see the Points and Grading summary on pages 7, 10 and 11.		
Thematic/Synoptic Assessment Area	Points allocated	Explanation of Points allocated
<p>I. An understanding of the role of the Mentor within standard practices of the workplace:</p> <ul style="list-style-type: none"> the roles making up the learner support team across the workplace and provider institutions; the relationships between these and the mentor role within that team. <p>[Knowledge and Skills 3,4,5,6 & 8]</p>		
<p>II. Liaising with colleagues and relevant stakeholders:</p> <ul style="list-style-type: none"> to meet learning needs through structured programmes of personal and sector development; to inform of off-job training priorities; following procedures for reporting sector, special and pastoral support needs. <p>[Knowledge and Skills 2,3,4,5,6 & 8]</p>		
<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"> education and career progression opportunities (or how to access this); workplace practice and expectations; additional Learner Support funding, where relevant. <p>[Knowledge and Skills 1 & 2]</p>		
<p>IV. Supporting the learner in the acquisition of knowledge, skills and understanding:</p> <ul style="list-style-type: none"> using appropriate interpersonal skills to advise learners how to get the most from their learning and to support progression and achievement; maintaining appropriate records to support the learner's development. <p>[Knowledge and Skills 2,3,4,7 & 8]</p>		
<p>V. maintaining the quality and safety of provision</p> <ul style="list-style-type: none"> maintaining the quality and currency of own professional skills and knowledge; supporting quality improvement; ensuring learners' safety and safeguarding requirements; complying with relevant organisational guidelines and legislation. <p>(Knowledge and Skills 9,10 &11)</p>		
<p>VI. Understanding and demonstrating professionalism in all aspects of the role.</p> <p>[Professional Behaviours (a) to (e)]</p>		

Points allocated out of maximum of 36 points		Multiplied by a Weighting Factor of 'X1' (Total=36)	Total Weighting Factor Points
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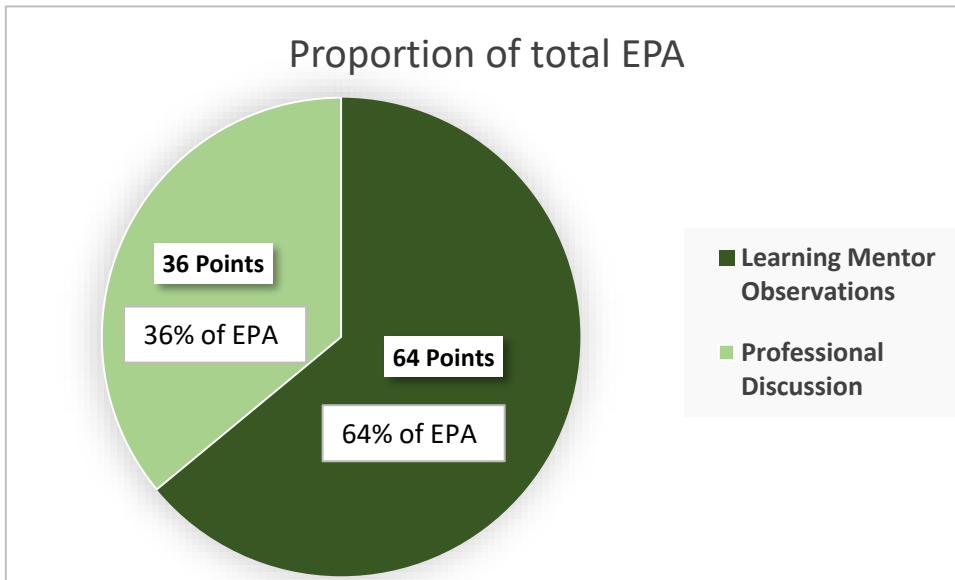
Professional Discussion Grading Summary

Grade	Points Allocated	Weighted (x1) Points Allocated
Distinction	30 - 36	30 - 36
Pass	24 - 29	24 - 29
Fail	0 - 23	23 or below

Points Allocation Summary

	Range of Points	Weighting Factor /Percentage of EPA	Fail, Pass and Distinction Points	
			Limiting Factor	Weighted Points allocated
Learning Mentor Observations	0 - 32	X2 weighting factor = 64. 64 of total 100 EPA Points = 64%	0 Points in any K, S&B criteria = Fail At least 11 of the 16 criteria must have been allocated 2 points to achieve a minimum pass. At least 14 of the 16 criteria must be allocated 2 Points to achieve a Distinction	Below 54 Points = Fail Minimum of 54 Points allocated = Pass 60 Points or more allocated = Distinction
Professional Discussion	0 – 36	X1 weighting factor, therefore =36 36 of total 100 EPA	for each thematic/synoptic area (a) Authenticity must be met	Below 24 Points = Fail Minimum of 24 Points allocated = Pass

		Points =36%		30 Points or more allocated = Distinction
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Grading Summary - EPA Overall Points Available and Grading

The gradings are Fail, Pass or Distinction, in each of the two methodologies. **The overall EPA grading will be determined by the total points for both assessment methods. Therefore a Distinction in either one of the assessments does not guarantee a Distinction overall – see grading and points allocation table below.**

Grade	Points Allocated
Distinction	90 – 100 Points
Pass	78 to 89 Points
Fail	77 or below

Resit/Retake Policy

Please Note: Following a 'Fail', further learning will be required before the assessment is re-taken and Government funding is used for this purpose. If the employer wishes the apprentice to simply re-sit the

EPA without further learning, this will be funded by the employer and is not allocated Government funding.

- The apprentice may attempt a maximum of two retakes or re-sits in a six-month period from the date of the initial **EPA** – as identified above; further learning must be agreed and undertaken before a retake. The employer must organise and record that this action has been undertaken. The feedback from the **EPA** will be used to guide the apprentices learning requirements.
- If through any circumstances (eg, illness, building evacuation etc), the **EPA** is fully or partially cancelled, by either party, it will be rescheduled at the earliest opportunity.
- Retakes or re-sits may involve one or both assessment methods for re-assessment as identified through **EPA** feedback.
- In the event of a resit, retake or cancellation, the employer and the **EPAO** will need to agree the most suitable **EPA** onsite visit date at the earliest opportunity.

End-Point-Assessment (additional notes)

The **EPA** has two methodologies and the apprentice must achieve a minimum ‘pass’ in each:

1. Learning Mentor Observations followed by Questions and Answers

This method assesses all 11 Skills and Knowledge and the 5 Professional Behaviours identified in the Standard, either by direct observation or by questioning the apprentice to clarify what was observed and to address any areas of the Standard that did not occur naturally within the observed sessions.

The Education and Training **IA** will lead throughout the **EPA** and make the final judgement decisions, but will take advice from the **S/SA**, where relevant. It should be noted that Education and Training apprenticeships are atypical as they are **Dual Professional**, in which the apprentice must be competent and current with regards to (a) their subject specialism and also (b) the generic skill focus of the **LM** Standard. Whilst the **IA** must be clearly experienced and qualified to assess, **LM** skills, they may not be sufficiently familiar with the sector/specialist context in which the **LM** is working. In this situation, it is essential that the **EPA** also recruits a suitable experienced (page 14) and qualified **S/SA** to ensure the safety and validity of the **LM** support given to the learner.

It is crucial that the **IA** and the **S/SA** have current knowledge of the Standard, and that the **S/SA** is up to date with sector knowledge and practice. The employer has the right to ensure that the **IA** and the **S/SA** are appropriately experienced in order that the quality of the assessment is achieved in the best interests of the apprentice. The employer will also have the responsibility of ensuring that the **EPAO** is on the **RoEPAO**

The apprentice will be observed performing two **LM** skills sessions totalling 120 minutes, with a potential variance of 10% depending on the needs of the learner being mentored by the **LM**. The observations must be face-to-face and take place in the **LM's** workplace and, ideally, under the conditions that would take place on a day to day basis prior to the observations, the **IA** should consult independently with the employer and/or the **LM** apprentice to identify any issues that may need to be shared (e.g. relevant policies and procedures, specific learner needs, etc).

The **IA**, and **S/SA** (where relevant), should make detailed notes of judgements relating to each of the 11 Knowledge/Skills criteria and the 5 Professional Behaviours (see pages 6 and 7).

2. Professional Discussion informed by the Showcase and the Knowledge, Skills and Behaviours of the Standard. (page 9)

The apprentice will have previously submitted a **Showcase**. Following a desk-based evaluation of the **Showcase**, the **IA** will note any Knowledge, Skills and Behaviour/Themes criteria that they consider needs further questioning. The Professional Discussion will take place in a closed room and devoid of interruptions. Whilst questioning the apprentice about the thematic or synoptic aspects of the **LM** role, the **IA will be able to use the criterion referencing (listed below each theme on page 9) to further focus on those criteria requiring further exploration.**

The tables on pages 10 and 11 provide a mapping to all of the **KSB** criteria to the synoptic themes to help the **IA** identify where this further exploration can be accommodated.

The **S/SA** role will be to advise the **IA** that the sector quality and codes of conduct have been addressed to a high standard.

The **PD** will take place in the **LM** apprentice's workplace, in a confidential environment with no interruptions and on the same day as the **LMO's**. It is essential that **EPAOs** ensure that the **IA's** judgement processes are recorded in an appropriate format (for example, see pages 6 and 9) to enable internal moderation/verification and/or external quality assurance to be easily completed.

The parameters set-out for EPA in this Assessment Plan are key requirements to be followed by EPAOs.

End-point – final judgement

The **EPAO** contracting with the **IA** and the **S/SA** must be on the **RoEPAO**. Ofqual will ensure that the **EPAO** meets the parameters set-out within this document.

The **IA** will make all assessment decisions including the final grading decision, but will be guided, where necessary, by an **S/SA** with particular regard to the currency, safety and quality of sector-specific practice. The **IA** will need to maintain detailed and contemporaneous notes qualifying their assessment judgements (see pages 6 and 9) to support feedback processes, standardisation and internal and External Quality Assurance (**EQA**).

Independence

The **IA** and the **S/SA** will be selected by the **EPAO**, chosen by the employer, to carry out the **EPA**. (The employer, training provider and the apprentice must declare any potential conflict of interest with regards to the **EPA** choice of **IA** or Specialist Adviser.)

The **EPAO** can be any organisation approved to carry out the **EPA** process. **EPA** approval is established, by the Education and Skills Funding Agency (**ESFA**) and recorded on the **RoEPAO**. **EPAOs** can include, Awarding Organisations (including HEIs), teacher training providers, sector provider organisations or partnership of

any of the types of organisation listed.

End Point Assessment – Summary of roles and responsibilities

Role	Role/Responsibilities
Apprentice	<ul style="list-style-type: none"> • Has no prior acquaintance or vested interests with the IA or the Sector /Specialist Advisor, and must declare any potential conflicts to the EPAO. • Provide feedback to the EPAO on any issues of quality or clarity regarding the EPA process.
Employer	<ul style="list-style-type: none"> • Has no prior acquaintance or vested interests with either the IA or the S/SA, and must declare any potential conflicts to the EPAO. • Determine that the apprentice is ready for EPA. • Agree dates and timings for EPA, with IA. • Liaise with the assessment organisation (EPA) to support assessment. • In the pre-Gateway period, provide a culture and environment of supportive and meaningful learning. • As a means of exemplary practice and satisfaction, provide feedback to the EPAO on any issues of quality.
Training Provider	<ul style="list-style-type: none"> • Has no prior acquaintance or vested interests with either the IA or the S/SA, and must declare any potential conflicts to the EPAO. • Provide bespoke and meaningful training, agreed with the employer. • Support in judging readiness for EPA.
End Point Assessment Organisation (EPAO)	<ul style="list-style-type: none"> • Appoint and train the IAs. • Appoint, where necessary, an S/SA to advise the IA on subject specialist issues. • Collect feedback from the apprentice and employer in order to support the review process and the Standard and Assessment Plan by the Education and Training (voluntary) Leadership Group (ETLG) • Internally quality assure the EPA process. • Manage appeals, where required. • Act to remove any conflict of interest between the employer, provider or apprentice and the IA and the S/SA. • Provide feedback to Ofqual of any issues of quality or clarity regarding the Standards and Assessment Plans.
Independent Assessor	<ul style="list-style-type: none"> • A minimum of 3 years current and continuous experience in teaching, assessing and internal quality assurance) in Education and Training. • Will be independent of the apprentice, training provider and employer. • Has ultimate responsibility for forming an EPA judgement based on the assessment methodologies detailed in this plan. • Ensures that the EPA is conducted in a safe manner. • Provides summative feedback to the apprentice and their employer.

Sector/Subject Specialist	<ul style="list-style-type: none"> • A minimum of 3 years current and continuous experience in the sector/specialist subject of the apprentice. • Appointed by the EPAO where the IA does not have expertise to evaluate the sector/subject content of the LM session. • Advises the IA, promptly and professionally, of any unsafe practices during the EPA.
Education and Training (Voluntary) Leadership Group (ETLG)	<ul style="list-style-type: none"> • Support the ongoing development of the Standard and Assessment Plan. • Collect and consider feedback, in relation to future development, from all involved parties.
Ofqual	<ul style="list-style-type: none"> • Provides EQA in line with standard practice.

Quality Assurance – internal

The **EPAO** will need to demonstrate that it has extensive experience and sufficient infrastructure for the assessment of **LM** within the Education and Training Sector. It will assure the quality of its **EPAs** in the following ways:

1. appointing only those individuals who with at least 3 years' experience, and with appropriate qualifications to at least Level 4 within the related role. Train those appointed as **IAs** to ensure they fully understand the requirements of the **EPA** and are able to make valid judgements;
2. train those appointed as **IAs** to ensure they fully understand the requirements of the **EPA** and are able to make valid judgements;
3. train those appointed as **S/SA's** to ensure that they fully understand the requirements of their role in supporting the **IA**
4. ensure that monitoring and recording processes are in place to validate **IA** independence to the Employer, Training Provider and Apprentice;
5. facilitate the regular processes to standardise assessment at least twice a year and more frequently depending on the volume of **EPAs**;
6. audit sample assessments for validity and consistency. In the first year, all assessments conducted by an **IA** will be monitored, and if meeting the quality assurance standard thereafter, a minimum of 20% of assessments will be sampled. Similarly, **S/SA's** will be monitored in the same way.

Additionally, End-Point Assessment Organisations should establish mechanisms to arbitrate on any appeal, against assessment decisions, initiated by the employer on behalf of the Apprentice.

Quality Assurance – external

Ofqual have agreed to undertake the **EQA** role for this Standard/Assessment Plan – agreement letter dated 22nd August 2017.

Implementation

The cost of the **EPA** will not exceed 15% - any resit cost will be additional and the employer will be advised accordingly by the **EPA**.

There is no professional body recognition required for this Standard. There is an option for individuals to join the recognised sector professional body, but there is no stipulation that employers require their employees to join the relevant professional body.

Consistency will be assured through:

1. **pre-Gateway:** co-operation between the employer and provider (excluding the **EPAO**), based on the Standard and Assessment Plan.
2. **EPAO:** through **IA** training, internal standardisation, moderation and appeal processes
3. **EPAO:** through **S/SA** training ensure how the **S/SA** supports the **IA**.
4. **EQA** by **Ofqual**
5. **future-proofing:** collection and collation of feedback by the **ETLG** from all parties involved will be used to inform the future development of the Apprenticeship Standards and Assessment Plans to ensure continued validity, value and sustainability.

Projected Volumes:

Year 1: 2000 – this is based on similar certifications from Awarding Organisations data

Year 2: 3500

Year 3: 3500