



Learning and skills mentor

Key information

Reference: ST1379

Version: 1.2

Level: 4

Minimum duration to gateway: 12 months

Typical EPA period: 3 months

Maximum funding: £5000

Route: Education and early years

Integration: None

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Approved for delivery: 1 March 2023

Lars code: 694

EQA provider: Ofqual

Review: this apprenticeship will be reviewed in accordance with our change request policy.

End-point assessment plan

V1.2

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the learning and skills mentor apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Learning and skills mentor apprentices, their employers and training providers should read this document.

A full-time learning and skills mentor apprentice typically spends 12 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - observation with questioning:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

<p>On-programme - typically 12 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules component except the integrated
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a learning and skills mentor • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion underpinned by a portfolio of evidence the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>Grades available for each assessment method:</p> <p>Observation with questioning</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional Discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements have been met and the EPA starts as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- submit a Portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Portfolio of evidence requirements:

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should contain evidence related to the KSBs that will be assessed by this assessment method. The portfolio of evidence will typically contain 10-16 discrete pieces of evidence. Evidence should be mapped against the KSBs.

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. The portfolio should include evidence of the mentoring relationship between the apprentice and two mentees. The format and structure of the portfolio must be agreed between the employer and apprentice and will be presented electronically. All evidence 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
- communication with peers/colleagues/other professionals about their own development
- recordings of mentoring sessions

This is not a definitive list; 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 (for example witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. Independent assessors should review the portfolio of evidence to prepare questions for the discussion assessment method. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

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.

Observation with questioning

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because it is valid and an accurate reflection of a real-life situation. It is an authentic assessment of mentoring practice. It is reliable because the live observation is supported by recordings of mentoring practice, to be recorded post gateway. Questions following the observation allow the assessor to gather additional evidence against the knowledge, skills, and behaviours and for apprentices to demonstrate a deeper level of understanding and skill.

Delivery

The observation with questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the observation with questioning.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 14 days' notice of the observation with questions.

The observation with questions must take 2 hours.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

The independent assessor must observe one live 30-minute mentoring session. In addition, the apprentice will provide the independent assessor with two 30-minute recordings of mentoring sessions, that will be viewed by the independent assessor as part of the observation on the day of the assessment. The live 30-minute mentoring session and the two 30-minute recordings timings must be within plus or minus 10% of the required time, to allow for a natural conclusion to both the live mentoring session and the two recorded mentoring sessions. 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. Recorded and observed mentoring sessions may be 1:1 mentoring or group mentoring, reflecting the apprentices typical practice.

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

The purpose of the questions is 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.

Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours and the time for questioning is included in the overall assessment time. The total time for the observation element is 90 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 5 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. 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 make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The observation with questioning must take place in the apprentice's normal place of work 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.

Additional venue requirements that must be in place include:

- the location must reflect normal practice for the apprentice and their mentee, this may include remote mentoring where the apprentice meets their mentee online
- the independent assessor may observe and complete the questioning remotely.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the observation with questioning:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance

- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional Discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because: it gives the apprentice the opportunity to demonstrate their depth of understanding across the KSBs and engages the apprentice in detailed and technical discussions. It is reliable and authentic as the apprentice will refer to their mentoring practice in the discussion. The discussion allows KSBs which may not naturally occur in every mentoring session, and therefore may not be observable, to be assessed.

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the following four themes:

- professional practice
- communication
- assessment
- monitoring

The EPAO must give an apprentice 14 days' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 8 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Observation with questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Theoretical concepts K4 K12 S12	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)	Adapts the use of planned mentoring, reflection and evaluation theories and models to reflect changing circumstances. (K4, K12, S12)
Communication K7 K8 K9 S8 S9 S10 S11	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) Applies empathic listening skills to inform, advise and guide the mentee towards agreed outcomes. (S11)	Adapts communication and questioning techniques to accommodate changing mentee needs and to overcome barriers to mentee reflection and progression. (K7, K8, S8, S9)
Implementation K13 S1 S3 S4 B1 B2 B4	Demonstrates sustainable practices within organisational and professional boundaries, legal and ethical requirements. (K13, S1, B1) Implements relevant mentoring tools and techniques to support progress towards agreed outcomes within ethical and legal standards and professional boundaries. (S3, S4, B2) Demonstrates mutual respect displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies. (B4)	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)
Monitoring S7	Reviews the progress and achievement of agreed outcomes and implements revisions as appropriate. (S7)	n/a

Professional Discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Professional practice K1 K3 K10 K14 K16 S14 B3 B5	<p>Explains the roles and responsibilities of a mentor identifying opportunities for continual professional development in own practice and identifies the organisational and professional boundaries, legal and ethical requirements of mentoring. (K1, K14, B5)</p> <p>Explains how to plan for mentoring sessions to ensure they are prepared and explains how they review, and revise action plans on an ongoing basis. (K3)</p> <p>Explains the impact of own values, beliefs and behaviours on mentoring practice. (K10)</p> <p>Explains the importance of personal resilience and adaptability when dealing with challenge and change, maintaining focus and self-control. (B3)</p> <p>Illustrates how they apply evidence-based practice informed by research to their mentoring planning and delivery. (K16, S14)</p>	<p>Analyses own values, beliefs and behaviours with regard to mentoring practice, how they have adapted when dealing with challenge and change, and the potential impact of these on the agreed outcomes for mentees. (K10, B3)</p> <p>Analyses the impact of CPD on their own practice. (K14)</p> <p>Analyse the impact of evidence-based practice on outcomes for mentees. (K16, S14)</p>
Communication K2 K11 S2	<p>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)</p> <p>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)</p>	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 K6 S6	<p>Describes strategies to assess starting points of mentee, including potential barriers to development. (K6)</p> <p>Explains ways in which starting points can be established and how assessed starting points can be used to establish agreed outcomes of the mentoring process. (S6)</p>	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 K5 K15 S5 S13	<p>Describes how to maintain records of mentoring practice, explaining how they comply with the organisational and legal requirements for recording, storing and sharing personal information. (K5, S5)</p> <p>Explains the ways in which they monitor and reflect on their own mentoring practice and supervision to develop self. (K15, S13)</p>	n/a

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the: observation with questioning and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA 'distinction', the apprentice must achieve a distinction in both assessment methods.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

OBSERVATION WITH QUESTIONING	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade off pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of APAR • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders

	<ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation • deliver the end-point assessment in-line with this EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan • make the grading decisions • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard • conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have professional body membership with:
A relevant mentoring professional body
- meet the following minimum requirements:
 - assessors must have a minimum of 3 years mentoring experience
 - assessors must show evidence of relevant continuous professional development in mentoring practice within the past 2 years
 - operative induction training for anyone involved in the delivery or assessment of the epa
 - provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
 - provide ongoing training for markers and invigilators
 - provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before the conduct an epa for the first time
 - if the epa is updated
 - periodically as appropriate (a minimum of annually)
 - conduct effective moderation of epa decisions and grades
 - conduct appeals where required, according to the epao's appeals procedure, reviewing and making final decisions on epa decisions and grades
 - have no direct connection with the apprentice, their employer or training provider; in hei

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises

Professional recognition

This apprenticeship is not aligned to professional recognition.

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 The roles and responsibilities of a mentor, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding	Professional Discussion underpinned by a portfolio of evidence
K2 How to establish and manage a mentoring contract	Professional Discussion underpinned by a portfolio of evidence
K3 How to plan for mentoring sessions and review and revise action plans	Professional Discussion underpinned by a portfolio of evidence
K4 Mentoring theory and models, including maintaining good practice and protocols within the mentoring relationship	Observation with questioning
K5 Organisational and legal requirements for recording, storing and sharing personal information	Professional Discussion underpinned by a portfolio of evidence
K6 Strategies to assess starting points of the mentee, including potential barriers to development	Professional Discussion underpinned by a portfolio of evidence
K7 Methods of communication to maintain the mentoring relationship and review progress towards agreed outcomes	Observation with questioning
K8 Questioning and listening techniques	Observation with questioning
K9 Methods for providing feedback to inform progression	Observation with questioning
K10 The impact of their own values, beliefs and behaviours on mentoring practice	Professional Discussion underpinned by a portfolio of evidence
K11 How to provide accurate and relevant vocational/pastoral advice and guidance to meet mentee needs, including points of referral to other professional services	Professional Discussion underpinned by a portfolio of evidence
K12 Theories and models of evaluation and reflection	Observation with questioning
K13 Approaches to sustainable mentoring practice	Observation with questioning
K14 Opportunities for continuing professional development	Professional Discussion underpinned by a portfolio of evidence
K15 The role of supervision in supporting the mentor	Professional Discussion underpinned by a portfolio of evidence
K16 Evidence-based practice informed by own research	Professional Discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1 Conduct sustainable mentoring practice within organisational and professional boundaries, and legal and ethical requirements, including safeguarding	Observation with questioning
S2 Establish and maintain mentoring contracts with mentees and where relevant, other stakeholders	Professional Discussion underpinned by a portfolio of evidence
S3 Conduct mentoring sessions according to agreed plans	Observation with questioning
S4 Implement established mentoring tools and techniques to help the mentee work towards agreed outcomes	Observation with questioning
S5 Maintain records of mentoring practice, complying with quality, confidentiality and data protection requirements	Professional Discussion underpinned by a portfolio of evidence
S6 Establish and use assessed starting points to establish agreed outcomes of the mentoring process	Professional Discussion underpinned by a portfolio of evidence
S7 Assess and review progress and achievement of agreed outcomes and revise action plans as appropriate	Observation with questioning
S8 Maintain mentoring relationship through a non-judgemental and objective approach	Observation with questioning
S9 Use questioning techniques to encourage reflection and progression	Observation with questioning
S10 Provide feedback to the mentee to inform progression	Observation with questioning
S11 Inform, advise and guide the mentee to support development toward agreed outcomes	Observation with questioning
S12 Apply theories and models of evaluation and reflection to support mentee development	Observation with questioning
S13 Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self	Professional Discussion underpinned by a portfolio of evidence
S14 Apply evidence based mentoring practice informed by own research	Professional Discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1 Demonstrate and promote sustainable practices with mentee	Observation with questioning
B2 Work to ethical and legal standards within professional boundaries	Observation with questioning
B3 Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	Professional Discussion underpinned by a portfolio of evidence
B4 Demonstrate and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies	Observation with questioning
B5 Committed to improving their own professional practice in relation to mentoring	Professional Discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Observation with questioning

KSBs GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Theoretical concepts K4 K12 S12	Mentoring theory and models, including maintaining good practice and protocols within the mentoring relationship (K4) Theories and models of evaluation and reflection (K12)	Apply theories and models of evaluation and reflection to support mentee development (S12)	None
Communication K7 K8 K9 S8 S9 S10 S11	Methods of communication to maintain the mentoring relationship and review progress towards agreed outcomes (K7) Questioning and listening techniques (K8) Methods for providing feedback to inform progression (K9)	Maintain mentoring relationship through a non-judgemental and objective approach (S8) Use questioning techniques to encourage reflection and progression (S9) Provide feedback to the mentee to inform progression (S10) Inform, advise and guide the mentee to support development toward agreed outcomes (S11)	None
Implementation K13 S1 S3 S4 B1 B2 B4	Approaches to sustainable mentoring practice (K13)	Conduct sustainable mentoring practice within organisational and professional boundaries, and legal and ethical requirements, including safeguarding (S1) Conduct mentoring sessions according to agreed plans (S3) Implement established mentoring tools and techniques to help the mentee work towards agreed outcomes (S4)	Demonstrate and promote sustainable practices with mentee (B1) Work to ethical and legal standards within professional boundaries (B2) Demonstrate and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies (B4)
Monitoring S7	None	Assess and review progress and achievement of agreed outcomes and revise action plans as appropriate (S7)	None

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Professional practice K1 K3 K10 K14 K16 S14 B3 B5	<p>The roles and responsibilities of a mentor, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding (K1)</p> <p>How to plan for mentoring sessions and review and revise action plans (K3)</p> <p>The impact of their own values, beliefs and behaviours on mentoring practice (K10)</p> <p>Opportunities for continuing professional development (K14)</p> <p>Evidence-based practice informed by own research (K16)</p>	Apply evidence based mentoring practice informed by own research (S14)	<p>Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control (B3)</p> <p>Committed to improving their own professional practice in relation to mentoring (B5)</p>
Communication K2 K11 S2	<p>How to establish and manage a mentoring contract (K2)</p> <p>How to provide accurate and relevant vocational/pastoral advice and guidance to meet mentee needs, including points of referral to other professional services (K11)</p>	Establish and maintain mentoring contracts with mentees and where relevant, other stakeholders (S2)	None
Assessment K6 S6	Strategies to assess starting points of the mentee, including potential barriers to development (K6)	Establish and use assessed starting points to establish agreed outcomes of the mentoring process (S6)	None
Monitoring K5 K15 S5 S13	<p>Organisational and legal requirements for recording, storing and sharing personal information (K5)</p> <p>The role of supervision in supporting the mentor (K15)</p>	<p>Maintain records of mentoring practice, complying with quality, confidentiality and data protection requirements (S5)</p> <p>Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self (S13)</p>	None

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.2	End-point assessment plan revised	02/08/2024	Not set	Not set
1.1	End-point assessment plan revised	12/09/2023	01/08/2024	Not set
1.0	Approved for delivery	01/03/2023	11/09/2023	Not set

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