

Training Qualifications UK

TQUK Level 4 End-Point Assessment for ST1379 **Learning and Skills Mentor** V1.0 and V1.1

Qualification Number: 610/2927/0

Standard Specification

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Key Information

Reference:	ST1379
Version:	V1.0 and V1.1
Level:	4
Minimum duration to gateway:	12 months
Typical EPA period:	3 months
Maximum funding:	£5000
Route:	Education and early years
Approved for delivery:	1 March 2023 (v1.0)
Date updated:	12 September 2023 (v1.1)
Lars code:	694
EQA provider:	Ofqual
Review:	This apprenticeship standard will be reviewed after three years
Qualification Number	610/2927/0

Apprenticeship Summary

Overview of the Role

Supporting learners of all ages, and all levels, to develop within a new work role.

Occupation Summary

This occupation is found in the public, private and voluntary sectors in national and multinational organisations. The role of the Learning and Skills Mentor can be found in all sectors where training and development is required. For example, but not limited to, healthcare, military, manufacturing, production, business and professional, education, leisure, construction, creative, and technology.

The purpose of the Learning and Skills Mentor occupation is to support 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.

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, such as: supervisors, managers, trainees, other experienced practitioners and, where necessary, internal/external professionals to support meeting the individual mentee needs.

The Learning and Skills Mentor will be responsible for the mentor relationship with the mentee, working within ethical and legal frameworks and organisational boundaries to support the progression of the mentee. They may work with a wide range of stakeholders to support the progression of the mentee and ensure best practice is developed and maintained. The mentor may be responsible for completing their own work to specification, with minimal supervision, ensuring they meet set deadlines.

Typical job Titles

Academic Mentor, Learning Mentor, Occupational Mentor, Technical Mentor, Training Mentor, Tutor or Vocational Mentor.

Assessment Methods

This end-point assessment (EPA) for this standard consists of two assessment methods:



Observation with questioning



Professional discussion underpinned by a portfolio of evidence

Assessment Order

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.

EPA Window

The EPA is taken in the EPA period. The EPA period starts when the Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Observation with Questioning

Assessment Overview

In the observation with questioning, the End-Point Assessor observes the apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method through naturally occurring evidence. The End-Point Assessor asks questions as explained below. Simulation is not permitted during the observation.

The questioning by the End-Point Assessor ensures the accuracy of the assessment decision made by the apprentice during the observation. The End-Point Assessor can clarify elements of the observation, add context to what was observed, and reinforce evidence against KSBs not fully evidenced during the observation.

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. The apprentice must be given 14 days' notice of the observation with questioning.

Observation

The End-Point Assessor must explain to the apprentice the format and timescales of the observation before it begins. This does not count towards the assessment time.

The observation must take 2 hours. It may be split into discrete sections held on the same working day. The End-Point 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 End-Point Assessor must observe one, live 30-minute mentoring session.

The apprentice must provide the End-Point Assessor with two 30-minute recordings of mentoring sessions.

Recorded mentoring sessions requirements:

- must take place after the gateway
- must be recorded after the gateway
- may be with the same, or different, mentees
- 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 apprentice's typical practice.

Questioning

The purpose of the questions is to assess the KSBs mapped to this assessment method, to clarify aspects of the 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 time allocated for questioning is 30 minutes. The End-Point Assessor must ask at least five questions.

The End-Point 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 and should be kept to a minimum. The End-Point Assessor can also ask questions to clarify answers given by the apprentice.

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) or where the mentoring practice is happening if it is not their place of work.

Equipment and resources needed for the observation must be provided by the employer and be in a good and safe working condition.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence. This is a formal assessment which must take place in a controlled environment.

Additional venue requirements that must be in place include the following:

- 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 End-Point Assessor may observe and complete the questioning remotely.

Grading

This assessment is graded as distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, an apprentice must meet all the pass criteria. To be awarded a distinction, an apprentice must meet all pass and all distinction criteria.

If an apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Observation with Questioning - KSBs and Grading Criteria

Theme - Theoretical concepts	
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

Pass	Distinction
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)

Theme - Communication	
K7	Methods of communication to maintain the mentoring relationship and review progress towards agreed outcomes
K8	Questioning and listening techniques
K9	Methods for providing feedback to inform progression
S8	Maintain mentoring relationship through a non-judgemental and objective approach
S9	Use questioning techniques to encourage reflection and progression
S10	Provide feedback to the mentee to inform progression
S11	Inform, advise and guide the mentee to support development toward agreed outcomes

Pass	Distinction
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)

Theme - Implementation	
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

Pass	Distinction
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)

Theme - Monitoring	
S7	Assess and review progress and achievement of agreed outcomes and revise action plans as appropriate

Pass	Distinction
Reviews the progress and achievement of agreed outcomes and implements revisions as appropriate (S7)	N/A

Portfolio of Evidence

Overview

To support the professional discussion, the apprentice must produce a portfolio of evidence (portfolio).

The portfolio, which is completed with the support of the training provider and the employer during the on-programme element of the apprenticeship, will detail the progress made in learning the KSBs needed to be put forward for the EPA.

The evidence in the portfolio will be referenced and used by the End-Point Assessor to underpin the professional discussion. The portfolio will not be assessed.

The portfolio will typically contain **10-16 discrete pieces of evidence.** Evidence should be mapped against the KSBs. Evidence which should include evidence of the mentoring relationship between the apprentice and two mentees may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

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

- workplace documentation/records
- 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.

Professional Discussion

Assessment Overview

During the professional discussion the End-Point Assessor and the apprentice will have a formal two-way conversation.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice the opportunity to demonstrate their competency across the KSBs mapped to this EPA method.

Preparing for the Professional Discussion

The training provider will submit the portfolio of evidence together with the Mapping and Tracking Form at gateway. The apprentice should be given at least 14 days' notice of the date for the professional discussion. The End-Point Assessor must have two weeks to review the portfolio of evidence and to prepare questions for the discussion. They are not required to provide feedback after this review.

Professional Discussion Requirements

The professional discussion must last for 60 minutes. The End-Point 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 End-Point Assessor must ask at least eight questions. Follow-up questions are allowed where clarification is required.

The purpose of the End-Point Assessor's questions will be to assess the following four themes:

- Professional practice
- Communication
- Assessment
- Monitoring.

Location

The professional discussion can take place face-to-face or remotely. This is a formal assessment which must take place in a controlled environment.

Grading

This assessment is graded as distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, an apprentice must meet all the pass criteria. To be awarded a distinction, an apprentice must meet all pass and all distinction criteria.

If an apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - KSBs and Grading Criteria

Theme - Professional practice	
K1	The roles and responsibilities of a mentor, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding
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
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

Pass	Distinction
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) 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) Explains the impact of own values, beliefs and behaviours on mentoring practice (K10) Explains the importance of personal resilience and adaptability when dealing with challenge and change, maintaining focus and self-control (B3) Illustrates how they apply evidence-based practice informed by research to their mentoring planning and delivery (K16, S14)	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) Analyses the impact of CPD on their own practice (K14) Analyse the impact of evidence-based practice on outcomes for mentees (K16, S14)

Theme - Communication	
K2	How to establish and manage a mentoring contract
K11	How to provide accurate and relevant vocational/pastoral advice and guidance to meet mentee needs, including points of referral to other professional services
S2	Establish and maintain mentoring contracts with mentees and where relevant, other stakeholders

Pass	Distinction
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) 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)	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)

Theme - Assessment	
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

Pass	Distinction
Describes strategies to assess starting points of mentee, including potential barriers to development (K6) 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)	Analyses strategies to assess starting points and ways in which these can be used to establish agreed outcomes of the mentoring process (K6, S6)

Theme - Monitoring	
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
S13	Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self

Pass	Distinction
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) Explains the ways in which they monitor and reflect on their own mentoring practice and supervision to develop self (K15, S13)	N/A

Overall Grading

The overall grades available for this apprenticeship are fail, pass, merit, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Observation	Professional Discussion	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails any of the assessment components, they may be eligible for a resit or retake at their employer's discretion. A resit does not require further learning, whereas a retake does.

Retake and resit grade cap: pass.
Resit timeframe: typically two months.
Retake timeframe: typically three months.

Resits and retakes are not offered to apprentices wishing to move from a pass to a higher grade. An apprentice will get a maximum EPA grade of pass for a resit or retake, unless TQUK determines there are exceptional circumstances. Failed assessment methods must be resat or retaken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be resat or retaken in full.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.