Innovate AWARDING

STANDARD ASSESSMENT SPECIFICATION

Level 3
Learning Mentor

Change Control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org.

VERSION NUMBER	DATE UPLOADED	AMENDMENT	PAGE AFFECTED

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Learning Mentor standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

Contents

Introduction

Innovate Awarding

Innovate Awarding Organisation (IAO) is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation (AO) with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. We provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment. We will conduct the end point assessment for the **Level 3 Learning Mentor** apprenticeship standard.

For further information, please visit:
www.innovateawarding.org/apprenticeship-standards/end-point-assessment

Apprenticeship Overview

Overview of the standard including what's involved and key elements of the standard.

Sector	Education and Childcare
Standard Name	Level 3 Learning Mentor
Standard Reference	ST0148/AP01
Programme Duration	12 months
Minimum Time on Programme	12 months
EPA Duration	8 weeks
EPA Methods	• Learning Mentor Observation • Professional Discussion informed by Showcase
Grading	Distinction, Pass, Fail
External Quality Assurance Provider	Ofqual

Who is the apprenticeship for?

The Learning Mentor role has emerged within the Education and Training Sector, over the last 30 years as a result of the implementation of sector/specialist (competence-based) qualifications and formalised work-based education and training. Mentoring is today, and has been for centuries, the foundation of vocational training and apprenticeships. The Learning Mentor 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 Learning Mentor should be grounded in up-to-date processes and procedures, relevant to the learner's programme of development. The Learning Mentor 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 Learning Mentor 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. Learning Mentor's provide practical, technical and/or pastoral support and guidance and collaborates closely with colleagues, other Education and Training professionals and employers to meet learners' development needs towards achieving their potential.

The Learning Mentor 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.

On Programme Journey

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 end point assessment. 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.

The Professional Discussion methodology in the end point assessment is informed by the Showcase, submitted to Innovate Awarding for the end point assessor to undertake a desk-based evaluation prior to end point assessment.

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

a. **formative observations of Learning Mentor sessions**, carried out on different occasions by (for example): experienced Learning Mentor's; the training provider; a line manager. This would focus on the full range of skills and knowledge to prepare the apprentice for end point assessment. 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 360o feedback (e.g. from peers, learners, experienced mentors, employers), updated at regular intervals to reflect the apprentice's ongoing development. This would focus on the development of Learning Mentor skills and the cultivation of the professional behaviours of a Learning Mentor. 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. End point assessment 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.

Gateway

To progress through Gateway the apprentice must have:

- Achieved Level 1 Safeguarding
- Achieved Level 2 English, Maths and ICT
- Completed a Showcase of exemplary practice

The employer and/or training provider will review the Showcase to ensure that the apprentice has evidenced the knowledge, skills and behaviours criteria of the Standard through the 6 Themes/Synoptic areas of the Professional Discussion.

To reach Gateway the employer, training provider and apprentice must agree that all training has been completed. This will be confirmed at the Gateway meeting and evidenced on EPA Pro, notifying Innovate Awarding that the apprentice is ready for their end point assessment.

End-point Assessment

The end point assessment tests the knowledge, skills, and behaviours that an apprentice has acquired during their training demonstrating their competence in their role as a Learning Mentor. This competence is valued by current and future employers.

What will the End-point Assessment look like?

A planning meeting will take place once gateway has been passed and the apprentice has been deemed ready for end point assessment.

The purpose of a planning meeting is to:

- Plan when the assessments will take place
- Identify the requirements of each assessment method
- Answer any questions/concerns the apprentice may have about the assessment process
- Aid in the preparation requirements (e.g. arranging access, facilities, and resources)

This meeting is conducted remotely.

Support Materials
Support materials that we will provide include:

- Assessment Journey
- Assessment Specification
- Showcase Evidence Locator
- End Point Assessment Record
- Mock Record
- Apprentice Guidance

The support qualification for the Level 3 Learning Mentor apprenticeship is:
Level 1 Award in Principles of Safeguarding in a Learning Environment (603/5287/5)

What is the "Learning Mentor Observation"?

The Learning Mentor Observation includes two Learning Mentor sessions with a minimum of two different learners, totalling 2 hours, with a potential variance of 10% depending on the needs of the learners being mentored by the Learning Mentor 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 end point assessor 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 end point assessment will be terminated and a 'fail' will be recorded.

Following the Learning Mentor Observations, the end point assessor, following advice from the Sector/Specialist Advisor 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 Learning Mentor Observation and each apprentice.

Questioning, where needed will not exceed 10% of the total time of the observation.

The Learning Mentor Observation followed by questions and answers, assesses all **11 Knowledge and Skills 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 end point assessor will lead throughout the end point assessment and make the final judgement decisions but will take advice from the sector/specialist advisor, where relevant. It should be noted that Education and Training apprenticeships are a typical as they are Dual Professional, in which the apprentice must be competent and current with regards to (a) their subject specialism and (b) the generic skill focus of the Learning Mentor Standard.

Whilst the end point assessor must be clearly experienced and qualified to assess, Learning Mentor skills, they may not be sufficiently familiar with the sector/specialist context in which the Learning Mentor is working. In this situation, it is essential that the end point assessor recruits a suitable experienced and qualified sector/specialist advisor to ensure the safety and validity of the Learning Mentor support given to the learner.

It is crucial that the end point assessor and the sector/specialist advisor have current knowledge of the Standard, and that the sector/specialist advisor is up to date with sector knowledge and practice. The employer has the right to ensure that the end point assessor and the sector/specialist advisor are appropriately experienced in order that the quality of the assessment is achieved in the best interests of the apprentice.

The apprentice will be observed performing two Learning Mentor skills sessions totalling 2 hours, with a potential variance of 10% depending on the needs of the learner being mentored by the Learning Mentor. The observations must be face-to-face and take place in the Learning Mentor's workplace and, ideally, under the conditions that would take place on a day to day basis prior to the observations, the end point assessor should consult independently with the employer and/or the Learning Mentor apprentice to identify any issues that may need to be shared (e.g. relevant policies and procedures, specific learner needs).

What is the "Professional Discussion"?

The professional discussion will take place in a confidential environment with no interruptions. During the professional discussion the end point assessor will clarify and validate the apprentice's claim to meeting the Learning Mentor 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.

The Showcase must be submitted at Gateway and the dates for the end point assessment to start, are agreed at the planning meeting between the apprentice, training provider/employer and Innovate Awarding. The employer will be given a minimum of 1 weeks' notice prior to the end point assessment date selected by the Innovate Awarding.

When the end point assessor 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 end point assessor in readiness for the end point assessment on-site visit and the professional discussion. The end point assessors prepared questions will address and clarify any practices where there appears to be gaps in fully meeting the Learning Mentor standard.

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The end point assessor will be advised by the sector/specialist advisor, where appointed in relation to any sector/specialist knowledge and principles. The professional discussion session will last for a maximum of 1 hour with a variance of 10% allowed.

The apprentice will have previously submitted a Showcase. Following a desk-based evaluation of the Showcase, the end point assessor 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 Learning Mentor role, the end point assessor will be able to use the criterion referencing to further focus on those criteria requiring further exploration. The sector/specialist advisor role will be to advise the end point assessor that the sector quality and codes of conduct have been addressed to a high standard.

The professional discussion will take place in the Learning Mentor apprentice's workplace, in a confidential environment with no interruptions and on the same day as the Learning Mentor Observation's. It is essential that Innovate Awarding ensure that the end point assessors judgement processes are recorded in an appropriate format to enable internal moderation/verification and/or external quality assurance to be easily completed.

Assessment Criteria and Delivery Guidance

ASSESSMENT AREA 1
Knowledge (K) and Skills (S) Criteria
KS3. Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning
Delivery Guidance Apprentices should be able to describe an individual mentee's learning programme requirements and how these are identified and negotiated. Requirements could include personal and/or work-related, outcomes and be formal and/ or informal learning goals (apprenticeships/qualifications/personal development activities). Apprentices should be able to explain how to incorporate contextual learning in the workplace. This could include REACT, different learning experiences, discovery and/or problem solving. The apprentice should demonstrate the effective use of communication skills and an understanding of the mentee's needs and learning programme requirements whilst working with colleagues to provide meaningful work experience. They should be able to build and maintain the relationships required to support the mentee's learning journey. The apprentice should demonstrate that they can work with education providers to incorporate meaningful learning into the mentee's programme. They should show an awareness of the learning provider's requirements (attendance, course duration, support mechanisms) and how they align with the mentee's programme.
KS4. Evidence of liaison with education colleagues to support formative and summative assessment
Delivery Guidance Apprentices should be able to explain different support roles and how these provide practical help with mentee assessment. These roles could include Assessor, Coach, Teacher, Manager, L&D specialist and/ or colleague/peer. Practical help could include advice, guidance, information, learning support, pastoral support and formative and/or summative assessment. Apprentices should work with a range of colleagues to facilitate formative assessment. Colleagues could be Assessor, Coach, Teacher, Manager, L&D specialist. They should show that this is an ongoing process and complete the appropriate documentation in line with legal and organisational requirements to demonstrate communication. There should be clear links between formative assessment and further identified learning to support successful goal achievement. Apprentices should work with a range of colleagues to facilitate summative assessment. Colleagues could be Assessor, Coach, Teacher, Manager and/or L&D specialist. They should show that this is an ongoing process and complete the appropriate documentation in line with legal and organisational requirements to demonstrate communication.

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KS5. Issues relating to learner progress and well-being are noted for referral to appropriate others

Delivery Guidance

Apprentices should be able to describe issues which could impact on mentee wellbeing. These could have been identified during pastoral advice and guidance and relate to being comfortable, happy and healthy. Both physical and mental well-being should be considered in relation to both personal and work-related issues.

Apprentices should be able to explain the organisational structure in relation to the mentor programme and who within the structure should be informed of mentee issues. This should consider the company's policies in relation to safeguarding, Prevent, anti-bullying and harassment, equality and diversity, criminal activity, confidentiality and whistleblowing.

Apprentices should know when and how to escalate mentee wellbeing issues. They should know identified wellbeing triggers such as mentee behaviours and understand internal organisational policies and procedures and external (healthcare, Police) processes to support these issues. They should ensure the mentee's wellbeing is at the forefront of any actions.

Apprentices should demonstrate that they can work with relevant colleagues to identify issues that may impact mentee progress. They should demonstrate this process and use the appropriate documentation to record communications adhering to legal requirement and organisational policy.

Apprentices should demonstrate that they can work with relevant colleagues to identify mentee wellbeing issues. They should demonstrate this process using the appropriate documentation to record communications and actions adhering to legal requirements and organisational policy.

KS6. Feedback from appropriate others is taken account of when reviewing the learner's progress and achievement

Delivery Guidance
Apprentices should know how mentoring works within their organisation, the characteristics of mentoring, the roles and responsibilities, the importance of confidentiality, how to align the organisation's strategy and the potential impacts on the mentee of a programme.

Apprentices should understand the organisational structure and where the mentoring responsibility sits within the structure including ownership and guidance. They should be able to identify organisational policies and procedures (e.g. safeguarding, lone working, confidentiality, data security) and know which colleagues to turn to for support, how to record evidence and progress and how any records should be stored. They should know the difference between mentoring and other forms of support and be able to describe the characteristics of mentoring.

Other forms of support could include coaching, line management (one to ones, appraisal), peer support, ad hoc development activities, employee support lines and other wellbeing packages. They should be able to describe the benefits of successful mentoring for a mentee which may be personal or work/learning based. Apprentices should also know the benefits of successful mentoring for the other organisations e.g. employer or training provider. These may include organisational efficiencies and/or improved employee attendance.

Apprentices should be able to explain models such as GROW and Growth Mindset to measure mentee progress and achievement.

Measurement should be based on an individual session as well as over a period of time and be judged on targets and distance travelled.

Measurement should include the use of other colleagues' input (as relevant) and mentee self-reflection. Apprentices should know the different types of evidence that can be used e.g. direct, indirect and supplementary to make a judgement. They should understand the importance of fairness, consistency, reliability and validity. They should challenge their own values and beliefs so that these do not subconsciously/consciously impact on the mentee.

Apprentices should demonstrate record keeping (in line with organisational requirements, best practice and legal expectations) to allow mentee journey review. They should collaborate with the wider team and use feedback to support any judgements/ programme amendments.

Apprentices should complete the correct records following organisational and best practice guidelines (paperbased/electronic). They should demonstrate confidentiality and secure storage (paper-based and electronic) knowing the implications of a confidentiality breach and the impact/ outcomes on them, their mentee and the organisation (loss of trust/criminal prosecution/fines).

Using effective communication techniques, apprentices should demonstrate how they review, gain feedback and share the mentee's progress with the wider support team. This may be the mentee's line manager and/or teacher. Communication may be verbal (face to face/telephone) or electronic (email, specialist electronic packages).

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KS8. Learners action plans are updated with support from colleagues, where appropriate
Delivery Guidance Apprentices should understand and be able to explain the structure of the organisation and the roles of workplace colleagues in relation to mentoring. They should understand the influence/requirements of workplace colleagues (managers, supervisors, peers, L&D). Apprentices should know and be able to explain the impact education provider colleagues have on the mentoring process. These impacts may be desirable and/or undesirable and could include timescales, assessment plans, individual communication needs, additional support needs. Apprentices should be able to describe the purpose of the mentor action plan, from its negotiation through to implementation, its relationship to the mentoring process, who has ownership and access to it and how they link to organisational talent and succession planning. Using effective communication techniques apprentices should demonstrate working with colleagues to successfully implement a mentee's action plan. These colleagues could be the mentee's line manager, team leader and/or teacher/ trainer. Communication may be verbal (face to face/telephone) or electronic (email, specialist electronic packages).
ASSESSMENT AREA 1 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION
An understanding of the role of the Mentor within standard practices of the workplace: • 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

ASSESSMENT AREA 2

Knowledge (K) and Skills (S) Criteria

KS2. Communication skills are effective in supporting mentoring

Delivery Guidance

Apprentices should know a range of questioning techniques and how and when they would be used within the mentoring role. This could relate to open, closed, funnel or probing questions.

Apprentices should know the importance of effective listening techniques and how and when they would be used within the mentoring role. This could relate to the use of active listening, non-verbal language and/or being non-judgemental. They should also be able to identify the negative effects of failing to use effective listening techniques such as misunderstandings, damage to relationship and/or loss of mentee trust.

Apprentices should know a range of assertiveness techniques and how and when they would be used within the mentoring role. This could relate to questioning, open and honest communication, fogging, positive enquiry, negative enquiry and/or the broken record.

Apprentices should demonstrate the use of a range of questioning techniques. Open, closed, funnel and/or probing questions should be used in appropriate context and to enhance the experience of the mentee.

Apprentices should demonstrate the effective use of a range of listening techniques. The use of active listening, eye contact, showing that they are listening and responding appropriately should be used in the appropriate context and enhance the experience of the mentee.

Apprentices should demonstrate the use of assertiveness techniques with mentees and colleagues. Techniques could include questioning, open and honest communication, fogging, positive enquiry, negative enquiry and/or the broken record.

Apprentices should demonstrate a range of communication techniques, using them in the best context within their mentoring role. Techniques could be verbal communication (face to face/ telephone) or non-verbal (email, specialist electronic packages).

Apprentices should demonstrate a range of collaboration techniques with colleagues (e.g. HR team, mentee's line manager) and/or partner organisations (e.g. Colleges) within the mentoring role. This could relate to setting ground rules, being open and honest, holding effective meetings and using consensus decision making.

KS3. Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning

Delivery Guidance
Apprentices should know and understand an individual mentee's learning programme requirements and how these are identified and negotiated. Requirements could include personal and/or work-related outcomes and be formal and/ or informal learning goals (apprenticeships/qualifications/ personal development activities).

Apprentices should be able to explain how to incorporate contextual learning in the workplace. This could include REACT, different learning experiences, discovery and/or problem solving.

The apprentice should demonstrate the effective use of communication skills and an understanding of the mentee's needs and learning programme requirements whilst working with colleagues to provide meaningful work experience. They should be able to build and maintain the relationships required to support the mentee's learning journey.

The apprentice should demonstrate that they can work with education providers to incorporate meaningful learning into the mentee's programme.

They should show an awareness of the learning provider's requirements (attendance, course duration, support mechanisms) and how they align with the mentee's programme.

KS4. Evidence of liaison with education colleagues to support formative and summative assessment

Delivery Guidance
Apprentices should be able to explain different support roles and how these provide practical help with mentee assessment. These roles could include Assessor, Coach, Teacher, Manager, L&D specialist and/ or colleague/peer. Practical help could include advice, guidance, information, learning support, pastoral support and formative and/or summative assessment.

Apprentices should work with a range of colleagues to facilitate formative assessment. Colleagues could be Assessor, Coach, Teacher, Manager, L&D specialist. They should show that this is an ongoing process and complete the appropriate documentation in line with legal and organisational requirements to demonstrate communication. There should be clear links between formative assessment and further identified learning to support successful goal achievement.

Apprentices should work with a range of colleagues to facilitate summative assessment. Colleagues could be Assessor, Coach, Teacher, Manager and/ or L&D specialist. They should show that this is an ongoing process and complete the appropriate documentation in line with legal and organisational requirements to demonstrate communication.

KS5. Issues relating to learner progress and well-being are noted for referral to appropriate others

Delivery Guidance

Apprentices should be able to describe issues which could impact on mentee wellbeing. These could have been identified during pastoral advice and guidance and relate to being comfortable, happy and healthy. Both physical and mental well-being should be considered in relation to both personal and work-related issues.

Apprentices should be able to explain the organisational structure in relation to the mentor programme and who within the structure should be informed of mentee issues. This should consider the company's policies in relation to safeguarding, Prevent, anti-bullying and harassment, equality and diversity, criminal activity, confidentiality and whistleblowing.

Apprentices should know when and how to escalate mentee wellbeing issues. They should know identified wellbeing triggers such as mentee behaviours and understand internal organisational policies and procedures and external (healthcare, Police) processes to support these issues. They should ensure the mentee's wellbeing is at the forefront of any actions.

Apprentices should demonstrate that they can work with relevant colleagues to identify issues that may impact mentee progress. They should demonstrate this process and use the appropriate documentation to record communications adhering to legal requirement and organisational policy.

Apprentices should demonstrate that they can work with relevant colleagues to identify mentee wellbeing issues. They should demonstrate this process using the appropriate documentation to record communications and actions adhering to legal requirements and organisational policy.

KS6. Feedback from appropriate others is taken account of when reviewing the learner's progress and achievement

Delivery Guidance

Apprentices should know how mentoring works within their organisation, the characteristics of mentoring, the roles and responsibilities, the importance of confidentiality, how to align the organisation's strategy and the potential impacts on the mentee of a programme. Apprentices should understand the organisational structure and where the mentoring responsibility sits within the structure including ownership and guidance.

They should be able to identify organisational policies and procedures (e.g. safeguarding, lone working, confidentiality, data security) and know which colleagues to turn to for support, how to record evidence and progress and how any records should be stored.

They should know the difference between mentoring and other forms of support and be able to describe the characteristics of mentoring. Other forms of support could include coaching, line management (one to ones, appraisal), peer support, ad hoc development activities, employee support lines and other wellbeing packages. They should be able to describe the benefits of successful mentoring for a mentee which may be personal or work/learning based. Apprentices should also know the benefits of successful mentoring for the other organisations e.g. employer or training provider. These may include organisational efficiencies and/or improved employee attendance.

Apprentices should be able to explain models such as GROW and Growth Mindset to measure mentee progress and achievement. Measurement should be based on an individual session as well as over a period of time and be judged on targets and distance travelled. Measurement should include the use of other colleagues' input (as relevant) and mentee self-reflection.

Apprentices should know the different types of evidence that can be used e.g. direct, indirect and supplementary to make a judgement. They should understand the importance of fairness, consistency, reliability and validity. They should challenge their own values and beliefs so that these do not subconsciously/consciously impact on the mentee.

Apprentices should complete the correct records following organisational and best practice guidelines (paperbased/electronic). They should demonstrate confidentiality and secure storage (paper-based and electronic) knowing the implications of a confidentiality breach and the impact/outcomes on them, their mentee and the organisation (loss of trust/criminal prosecution/fines).

Using effective communication techniques, apprentices should demonstrate how they review, gain feedback and share the mentee's progress with the wider support team. This may be the mentee's line manager and/or teacher. Communication may be verbal (face to face/telephone) or electronic (email, specialist electronic packages).

Using effective communication techniques (verbal, written, body language), apprentices should provide constructive feedback to their mentee. This should include input on successes as well as identifying areas for improvement, met targets as well as distance travelled. Apprentices should use feedback to support the generation of new ideas and options for encouraging the mentee to make further progress and create new goals

KS8. Learners action plans are updated with support from colleagues, where appropriate
Delivery Guidance Apprentices should understand and be able to explain the structure of the organisation and the roles of workplace colleagues in relation to mentoring. They should understand the influence/requirements of workplace colleagues (managers, supervisors, peers, L&D). Apprentices should know and be able to explain the impact education provider colleagues have on the mentoring process. These impacts may be desirable and/or undesirable and could include timescales, assessment plans, individual communication needs, additional support needs. Apprentices should be able to describe the purpose of the mentor action plan, from its negotiation through to implementation, its relationship to the mentoring process, who has ownership and access to it and how they link to organisational talent and succession planning. Using effective communication techniques apprentices should demonstrate working with colleagues to successfully implement a mentee's action plan. These colleagues could be the mentee's line manager, team leader and/or teacher/trainer. Communication may be verbal (face to face/telephone) or electronic (email, specialist electronic packages).
ASSESSMENT AREA 2 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION
Liaising with colleagues and relevant stakeholders: • 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

ASSESSMENT AREA 3
Knowledge (K) and Skills (S) Criteria
KS1. Advice, guidance and supervision all support a positive impact on learning

Delivery Guidance
Apprentices should know the difference between advice and guidance and when each would be used within the mentoring role. This should relate to the provision of general information (advice) or the analysis of needs and the provision of detailed recommendations (advice) and include an understanding of the Clutterbuck model.

Apprentices should be able to identify a range of vocational guidance and how these are used to support the mentoring role. Vocational guidance could be careers information, training opportunities, identifying an individual's strengths, being directive or non-directive, identifying rights and responsibilities. Any guidance should be up-to-date and relevant to the sector/industry/situation.

Apprentices should be able to identify types of pastoral guidance and how these link to the mentoring role. This could relate to emotional development, social guidance, nurturing, values, boundaries and/or individual specific learning needs.

Apprentices should be able to describe how mentoring works within their organisation, identifying relevant organisational policies and procedures (safeguarding, lone working, confidentiality, data security). The apprentice should know which colleagues (within the organisation and learning provider) they should collaborate with, how to record evidence and report progress and understand their own level of authority within the relationship.

Apprentices should be able to explain up-to-date mentoring techniques. These could relate to models such as Clutterbuck, Traditional, GROW and Developmental and techniques such as formal or facilitated, guidance, role model, question and reflection. Apprentices should be able to explain how they maintain their knowledge ensuring they are aware of new techniques and models.

The apprentice should demonstrate effective delivery of advice, guidance and supervision. They should be able to differentiate which technique is needed given a particular situation and use the appropriate method.

The apprentice should demonstrate the use of mentoring methods considered current and up to date. These could include formal or facilitated approaches, guidance, role model, question and reflection techniques. The apprentice should be able to differentiate which approach is needed in a particular situation.

KS2. Communication skills are effective in supporting mentoring

Delivery Guidance
Apprentices should be able to describe a range of questioning techniques and how and when they would be used within the mentoring role. This could relate to open, closed, funnel or probing questions.

Apprentices should be able to describe the importance of effective listening techniques and how and when they would be used within the mentoring role. This could relate to the use of active listening, non-verbal language and/or being non-judgemental. They should also be able to identify the negative effects of failing to use effective listening techniques such as misunderstandings, damage to relationship and/or loss of mentee trust.

Apprentices should be able to describe a range of assertiveness techniques and how and when they would be used within the mentoring role. This could relate to questioning, open and honest communication, fogging, positive enquiry, negative enquiry and/or the broken record.

Apprentices should demonstrate the use of a range of questioning techniques. Open, closed, funnel and/or probing questions should be used in appropriate context and to enhance the experience of the mentee.

Apprentices should demonstrate the effective use of a range of listening techniques. The use of active listening, eye contact, showing that they are listening and responding appropriately should be used in the appropriate context and enhance the experience of the mentee.

Apprentices should demonstrate the use of assertiveness techniques with mentees and colleagues. Techniques could include questioning, open and honest communication, fogging, positive enquiry, negative enquiry and/or the broken record.

Apprentices should be able to demonstrate a range of communication techniques, using them in the best context within their mentoring role. Techniques might be verbal communication (face to face/ telephone) or non-verbal (email, specialist electronic packages).

Apprentices should be able to demonstrate a range of collaboration techniques with colleagues (e.g. HR team, mentee's line manager) and/ or partner organisations (e.g. Colleges) within the mentoring role. This could relate to setting ground rules, being open and honest, holding effective meetings and using consensus decision making.

ASSESSMENT AREA 3 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION

Providing or signposting valid information and expert advice and guidance, ensuring an up-to-date knowledge of:
- education and career progression opportunities (or how to access this)
- workplace practice and expectations
- additional Learner Support funding, where relevant

ASSESSMENT AREA 4
Knowledge (K) and Skills (S) Criteria
KS2. Communication skills are effective in supporting mentoring
Delivery Guidance Apprentices should be able to describe a range of questioning techniques and how and when they would be used within the mentoring role. This could relate to open, closed, funnel or probing questions. Apprentices should be able to describe the importance of effective listening techniques and how and when they would be used within the mentoring role. This could relate to the use of active listening, non-verbal language and/or being non-judgemental. They should also be able to identify the negative effects of failing to use effective listening techniques such as misunderstandings, damage to relationship and/or loss of mentee trust. Apprentices should be able to describe a range of assertiveness techniques and how and when they would be used within the mentoring role. This could relate to questioning, open and honest communication, fogging, positive enquiry, negative enquiry and/or the broken record. Apprentices should demonstrate the use of a range of questioning techniques. Open, closed, funnel and/or probing questions should be used in appropriate context and to enhance the experience of the mentee. Apprentices should demonstrate the effective use of a range of listening techniques. The use of active listening, eye contact, showing that they are listening and responding appropriately should be used in the appropriate context and enhance the experience of the mentee. Apprentices should demonstrate the use of assertiveness techniques with mentees and colleagues. Techniques could include questioning, open and honest communication, fogging, positive enquiry, negative enquiry and/or the broken record. Apprentices should be able to demonstrate a range of communication techniques, using them in the best context within their mentoring role. Techniques might be verbal communication (face to face/ telephone) or non-verbal (email, specialist electronic packages). Apprentices should be able to demonstrate a range of collaboration techniques with colleagues (e.g. HR team, mentee's line manager) and/ or partner organisations (e.g. Colleges) within the mentoring role. This could relate to setting ground rules, being open and honest, holding effective meetings and using consensus decision making.

KS3. Evidence of collaborating with education and workplace colleagues in structuring meaningful workplace learning

Delivery Guidance
Apprentices should be able to describe an individual mentee's learning programme requirements and how these are identified and negotiated.

Requirements could include personal and/or work-related, outcomes and be formal and/ or informal learning goals (apprenticeships/qualifications/ personal development activities).

Apprentices should be able to explain how to incorporate contextual learning in the workplace. This could include REACT, different learning experiences, discovery and/or problem solving.

The apprentice should demonstrate the effective use of communication skills and an understanding of the mentee's needs and learning programme requirements whilst working with colleagues to provide meaningful work experience.

They should be able to build and maintain the relationships required to support the mentee's learning journey.

The apprentice should demonstrate that they can work with education providers to incorporate meaningful learning into the mentee's programme.

They should show an awareness of the learning provider's requirements (attendance, course duration, support mechanisms) and how they align with the mentee's programme.

KS4. Evidence of liaison with education colleagues to support formative and summative assessment

Delivery Guidance
Apprentices should be able to explain different support roles and how these provide practical help with mentee assessment. These roles could include Assessor, Coach, Teacher, Manager, L&D specialist and/ or colleague/peer. Practical help could include advice, guidance, information, learning support, pastoral support and formative and/or summative assessment.

Apprentices should work with a range of colleagues to facilitate formative assessment. Colleagues could be Assessor, Coach, Teacher, Manager, L&D specialist. They should show that this is an ongoing process and complete the appropriate documentation in line with legal and organisational requirements to demonstrate communication. There should be clear links between formative assessment and further identified learning to support successful goal achievement.

Apprentices should work with a range of colleagues to facilitate summative assessment. Colleagues could be Assessor, Coach, Teacher, Manager and/ or L&D specialist. They should show that this is an ongoing process and complete the appropriate documentation in line with legal and organisational requirements to demonstrate communication.

KS7. Records of mentoring comply with organisational and legal requirements

Delivery Guidance
Apprentices should be able to explain the organisational requirements for recording mentee information. As well as the information required, they should be able to identify specific organisational policies and procedures that apply including confidentiality and data security.

Apprentices should be able to explain the organisational requirements for storing mentee information. They should be able to identify specific organisational policies and procedures including confidentiality and data security which apply and how the mentee information is stored. This would apply to both paper based and electronic information.

Apprentices should be able to explain the organisational requirements for sharing mentee information including who should and shouldn't have access. They should be able to identify and abide by specific organisational policies and procedures including confidentiality and data security.

Apprentices should be able to explain the legal implications of recording mentee information. They should be able to identify legal requirements (GDPR, requirement to keep data safe, secure and up to date) and understand what data can be held and what types of sensitive data the organisation needs the mentee's permission to hold. They should be able to explain the implications to the organisation of not abiding by the legal requirements (breach of privacy, prosecution, loss of business, damage to reputation).

Apprentices should be able to explain the legal implications of storing mentee information. They should be able to identify legal requirements (GDPR, requirement to keep data safe, secure and up to date), understand what data can be held and what types of sensitive data the organisation needs permission to hold. They should be able to explain the implications to the organisation of not abiding by the legal requirements (breach of privacy, prosecution, loss of business and/or damage to reputation).

Apprentices should be able to explain the legal implications of sharing mentee information. They should be able to identify legal requirements (e.g. GDPR) and be able to explain what permissions need to be in place to enable the sharing of data. They should be able to explain the implications to the organisation of not abiding by the legal requirements (breach of privacy, prosecution, loss of business and/or damage to reputation).

Apprentices should demonstrate how they maintain appropriate mentee records on an ongoing basis in line with legal requirements and organisational policy. These could be paper based or electronic.

Apprentices should demonstrate how they abide by the organisation's policies and procedures to ensure that they meet quality requirements. They should ensure that their practice is consistent.

Apprentices should demonstrate how they abide by the legal requirements for confidentiality and data protection. They should ensure that their practice applies to both paper based and electronic information and may include encrypting files, restricting data access, physically securing devices and paper documents, securely disposing of data and paper records

KS8. Learners action plans are updated with support from colleagues, where appropriate
Delivery Guidance Apprentices should understand and be able to explain the structure of the organisation and the roles of workplace colleagues in relation to mentoring. They should understand the influence/requirements of workplace colleagues (managers, supervisors, peers, L&D). Apprentices should know and be able to explain the impact education provider colleagues have on the mentoring process. These impacts may be desirable and/or undesirable and could include timescales, assessment plans, individual communication needs, additional support needs. Apprentices should be able to describe the purpose of the mentor action plan, from its negotiation through to implementation, its relationship to the mentoring process, who has ownership and access to it and how they link to organisational talent and succession planning. Using effective communication techniques apprentices should demonstrate working with colleagues to successfully implement a mentee's action plan. These colleagues could be the mentee's line manager, team leader and/or teacher/trainer. Communication may be verbal (face to face/telephone) or electronic (email, specialist electronic packages).
ASSESSMENT AREA 4 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION
Supporting the learner in the acquisition of knowledge, skills and understanding: • 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

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ASSESSMENT AREA 5
Knowledge (K) and Skills (S) Criteria
KS9. The learner's safety (and relevant others) is monitored and, where necessary, reported
Delivery Guidance Apprentices should be able to explain physical risks to mentees both inside and outside of the working environment. These could include injury, death, exploitation, grooming, sexual abuse, anti-bullying and harassment. They should be able to identify organisational and legal requirements including safeguarding responsibilities and health and safety. Apprentices should have an awareness of the links between physical and psychological risk and how they may impact on each other. Apprentices should be able to explain the psychological risks to mentees both inside and outside of the working environment. These could include emotional abuse, threats of harm, humiliation, intimidation, coercion, harassment and/or verbal abuse. They should be able to identify organisational and legal requirements including safeguarding responsibilities and health and safety. Apprentices should have an awareness of the links between physical and psychological risk and how they may impact on each other .Apprentices should be able to explain internal channels of risk notification. They should be able to identify specific organisational policies and procedures including safeguarding, antibullying and harassment, equality and diversity, health and safety and/or whistleblowing and know which colleagues within the organisational structure to refer concerns to. Apprentices should demonstrate how they are vigilant in safeguarding mentees. They should show how they apply the organisation's policies including safeguarding, anti-bullying and harassment, equality and diversity and health and safety, and how they work within those policies to ensure a safe environment for mentees. Apprentices should demonstrate how they are vigilant in safeguarding colleagues. They should demonstrate how they apply organisational policies including safeguarding, anti-bullying and harassment, equality and diversity and health and safety and how they work within those policies to ensure a safe environment for mentees and colleagues.
KS10. Advice, guidance and supervision reflect valid and current vocational skills and knowledge
Delivery Guidance Apprentices should be able to explain the importance of maintaining current and valid mentoring skills. This could include staying on top of changes, maintaining enthusiasm, working effectively, being prepared for new opportunities, meeting mentees and the organisation's needs. Apprentices should be able to identify a range of sources to help maintain knowledge such as websites, organisations, networking, conferences and/or books. Apprentices should be able to explain the importance of maintaining current and valid vocational skills. This could include staying on top of changes, maintaining enthusiasm, working effectively, being prepared for new opportunities and/or meeting organisational/sector need. Apprentices should be able to explain the process of identifying and gaining organisational approval to undertake self-improvement activities. These could include use of SWOT, self-awareness, reflection, feedback from others (e.g. appraisal) and/or gap analysis. Activities could include coaching, learning activities, conferences and/or reading. Apprentices should demonstrate the currency of vocational/sector/ organisational skills. They should demonstrate a knowledge of the organisation's strategy, current changes/trends and have enthusiasm for the vocation when working with mentees.

KS11. Mentoring practice complies with internal and external quality assurance requirements
Delivery Guidance Apprentices should be able to explain the difference between internal and external quality assurance. They should be able to explain the purpose of internal quality assurance (validity, authenticity, reliability) and the purpose of external quality assurance (meeting awarding body standards, consistent and fair judgement). Apprentices should be able to explain organisational quality assurance requirements in relation to mentoring. They should be able to identify specific policies and procedures, and describe how these relate to mentoring including delivery, processes, procedures, quality and learner achievement.
ASSESSMENT AREA 5 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION
Maintaining the quality and safety of provision: • 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

BEHAVIOUR CRITERIA ASSESSMENT AREA 6	
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
ASSESSMENT AREA 6 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION	
Understanding and demonstrating professionalism in all aspects of the role.	

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Assessment Overview

Assessment method	Marks and Grading	
Learning Mentor observation with questions and answers	**Distinction**	Achieve all of pass and distinction criteria
	Pass	Achieve all of pass criteria
	Fail	Fails to meet pass criteria
Professional discussion, with showcase	**Distinction**	Achieve all of pass and distinction criteria
	Pass	Achieve all of pass criteria
	Fail	Fails to meet pass criteria

Grading

The Learning Mentor Observation and the Professional Discussion are each graded Distinction, Pass or Fail as identified in the points allocated and grading summaries. At the end of the end point assessment, the end point assessor will inform the apprentice, in the presence of the employer, the provisional grades allocated for the Learning Mentor Observation and the Professional Discussion individually.

In addition, a provisional grade will be given for the overall end point assessment. 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 Learning Mentor Observation and the Professional Discussion.

An award for an overall Distinction of the end point assessment 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 summary. Please note that the final grades will be validated by Innovate Awarding, in line with standard quality assurance processes.

Learning Mentor Observation Grading Summary

Grade	Points Allocated	Weighted (multiply by 2) Points Allocated
Distinction	30 to 32	60 to 64
Pass	27 to 29	54 to 59
Fail	0 to 26	53 or below

The observations are weighted (multiply by 2) due to the importance of this aspect in the overall assessment of the apprentice's competence.

Assessment Method	Point Range	Weighting Factor/ Percentage of end point assessment	Distinction, Pass and Fail Points	
			Limiting Factor	Weighting Points Allocated
Learning Mentor Observations	0 to 32	Multiply by 2 weighting factor = 64 points. This assessment method 64 of total 100. For each KSB, a maximum of 2 points can be achieved.	To achieve a **distinction** the apprentice must be allocated at 2 points in at least 14 of the 16 criteria. To achieve a **pass** the apprentice must be allocated at 2 points in at least 11 of the 16 criteria. 0 points in any KSB criteria will result in a fail.	**To achieve a distinction the apprentice must score 60 to 64.** **To achieve a pass the apprentice must score 54 to 59 points.** **If the apprentice scores 0 to 53 points this will result in a fail.**
Well demonstrated/ Good (2 Points)	All relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning.			
Partially demonstrated (1 Point)	Relevant skills and behaviours have been observed or partially explained through questioning. Questioning, however, reveals only a superficial understanding of the knowledge requirements.			
Not demonstrated (0 Point)	The relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning.			

Professional Discussion Grading Summary

Grade	Points Allocated	Weighted (multiply by 1) Points Allocated
Distinction	30 to 36	30 to 36
Pass	24 to 29	24 to 29
Fail	0 to 23	23 or below

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	Weighting Factor/ Percentage of end point assessment	Distinction, Pass and Fail Points	
		Limiting Factor	Weighting Points Allocated
Professional Discussion	Multiply by 1 weighting factor, therefore =36

There are 6 thematic/ synoptic area, a maximum of 6 points can be achieved in each area. | For each thematic/synoptic area (a) **Authenticity must be met** (no points allocated). This is graded Pass or Fail.

Relevance = maximum two points per thematic/ synoptic area

Effectiveness = maximum two points per thematic/ synoptic area

Understanding = maximum two points per thematic/ synoptic area | **To achieve a distinction the apprentice must score 30 to 36 points.**

To achieve a pass the apprentice must score 24 to 29 points.

If the apprentice scores 0 to 23 points this will result in a fail. |
Assessment Criterion	**Well demonstrated (2 points)**	**Partially demonstrated (1 point)**	**Not demonstrated (0 points)**
Relevance	All the Showcase evidence presented during the Professional Discussion is well focussed and relevant to the related criteria/behaviours	Some relevant evidence has been presented but other evidence lacks relevance.	Relevant criteria or behaviours have not been addressed or the evidence presented is not relevant.
Effectiveness	During the Professional Discussion the Assessor Coach's advice and support addresses essential and important aspects of relevant, up-to-date industry and/or specialist practice	During the Professional Discussion the advice and support given by the Assessor Coach addresses some aspects of effective practice but could usefully address other areas, or be more up-to-date	During the Professional Discussion the advice and support given by the Assessor Coach, to learners. is incorrect or outdated, or fails to address current, accepted effective practice
Understanding	During the Professional Discussion the Assessor Coach is fully able to explain the value and impact of the assessment theme, in respect of all stakeholders	During the Professional Discussion the Assessor Coach has demonstrated a basic understanding of the relevant theme but their awareness of its wider impact is limited	During the Professional Discussion the Assessor Coach apprentice has failed to demonstrate an understanding of the importance or impact of the relevant assessment theme

Grading Summary - Overall Points Available and Grading
The gradings are Distinction, Pass or Fail in each of the two methodologies. The overall end point assessment 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.

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

Reassessment

The apprentice may attempt a maximum of two retakes or re-sits in a six-month period from the date of the initial end point assessment, 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 end point assessment will be used to guide the apprentices learning requirements.

If through any circumstances (e.g., illness, building evacuation), the end point assessment 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 end point assessment feedback.

In the event of a resit, retake or cancellation, the employer and Innovate Awarding will need to agree the most suitable end point assessment onsite visit date at the earliest opportunity.

For a list of the re-sit costs, please see the Innovate Awarding website. It is the responsibility of the employer and training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

Results, Certifications, Appeals

For information on grading, certification and appeals, please visit:
https://innovateawarding.org/end-point-assessment/apprentice-information

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Process.

External Quality Assurance

The external quality assurance organisation for the **Level 3 Learning Mentor** is **Ofqual**. Ofqual may require access to an apprentice's assessments and may need to speak to the apprentice directly. Innovate Awarding have a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

https://innovateawarding.org/end-point-assessment/apprenticeship-standards/

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