



End-Point Assessment

Learning & Skills Mentor Level 4 (V1.2)
Support Pack



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INTRODUCTION

This document sets out the requirements, advice and guidance for the End-Point Assessment (EPA) of the Level 4 Learning & Skills Mentor apprenticeship standard. This document is designed for apprentices, employers and training providers involved within the End-Point Assessment of an apprentice studying Level 4 Learning & Skills Mentor.

An apprentice for Learning & Skills Mentor should typically spend 12 months on programme, although this may vary depending on previous experience.

The document is divided into sections covering all the relevant aspects of EPA for a Learning & Skills Mentor.

Should you require further information other than the guidance in this document do not hesitate to contact admin@nqual.co.uk

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for apprenticeships Learning & Skills Mentor Assessment Plan. For reference, you can find this document:

[Learning & Skills Mentor L4 EPA Plan \(www.instituteforapprenticeships.org\)](http://www.instituteforapprenticeships.org)



EPA TIMESCALE

Register with nQual

Training Providers should register apprentices for EPA with nQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to nQual a minimum of 10 working days prior to EPA.

Gateway

EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. nQual will confirm booking within 48 hours.

nQual will send an invoice for the remaining fee once EPA is approved.

EPA Approved

Assessment

The apprentice will complete an Observation with Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, nQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, nQual will send details to the learner and training provider outlining feedback and next stages.

Results

GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for the Learning and Skills Mentor Level 4 apprenticeship outline that the apprentice must have:

- **Achieved English and maths qualifications in line with the apprenticeship funding rules***
- **A completed portfolio of evidence**

The Gateway form must be sent to NQal a minimum of 10 working days before End-Point Assessment is carried out, along with the evidence listed above.

All EPA activity will take place no later than 3 months from Gateway.

You can request the NQal Gateway form by emailing: admin@nqual.co.uk

*For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

PORTFOLIO OF EVIDENCE

Apprentices will have prepared a portfolio during the programme to support the Professional Discussion component. The portfolio will be uploaded electronically via ACE360.

The portfolio can include written statements, reports, video extracts, observation documents, reports and feedback from managers and peers. (This is not an exhaustive list; other evidence can also be provided).

The evidence provided must cover all knowledge, skills and behaviours, highlighted within the interview section of our methods table. It is expected that there will be between 10-16 pieces of evidence. A mapping document should be included to show how the evidence meets the required criteria for this part of the assessment. Although the portfolio will not be directly assessed, it will be used by the End-Point Assessor to prepare questions for the Professional Discussion component.

COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Learning and Skills Mentor Level 4 apprenticeship standard consists of two assessment methods. These are an Observation with Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below.

Observation with Questioning

This component will take place over the course of 2 hours with 90 minutes allocated for the observations and 30 minutes for the questioning session. The independent assessor can increase the time of the observation by up to 10% if necessary.

This will be in the apprentice's normal place of work (for example their employer's premises or a customer's premises) or where the assessment practice is happening if it is not their place of work.

Apprentices will be observed conducting 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 provided recordings of the apprentices 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.

Following the observation portion of this element, the 30-minute questioning session will begin, where the

assessor will ask a minimum of 5 questions. Follow-up questions are allowed where further explanation is needed.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

The purpose of the questions is to clarify information observed during the assessment, and to allow the apprentice to add depth and detail to their evidence against the KSBs.

Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a formal two-way conversation between the apprentice and the independent End-Point Assessor. This Professional Discussion will take 60 minutes (+10% if needed). The discussion can take place remotely or face-to-face and the format will be agreed with the EPAO prior to Gateway.

The assessor will ask at least 8 questions relating to the criteria highlighted in the methods table in this support pack. Follow-up questions are allowed where clarification is required.

The assessor will ask questions based on the criteria and the individual evidence provided in the portfolio. The questions are designed to support the apprentice to meet the required standards.

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

END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Observation with Questioning	Professional Discussion Underpinned by a Portfolio of Evidence
Knowledge – Know and Understand			
K1	The roles and responsibilities of a mentor, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding		✓
K2	How to establish and manage a mentoring contract		✓
K3	How to plan for mentoring sessions and review and revise action plans		✓
K4	Mentoring theory and models, including maintaining good practice and protocols within the mentoring relationship	✓	
K5	Organisational and legal requirements for recording, storing and sharing personal information		✓
K6	Strategies to assess starting points of the mentee, including potential barriers to development		✓
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	✓	
K10	The impact of their own values, beliefs and behaviours on mentoring practice		✓
K11	How to provide accurate and relevant vocational/pastoral advice and guidance to meet mentee needs, including points of referral to other professional services		✓
K12	Theories and models of evaluation and reflection	✓	

K13	Approaches to sustainable mentoring practice	✓	
K14	Opportunities for continuing professional development		✓
K15	The role of supervision in supporting the mentor		✓
K16	Evidence-based practice informed by own research		✓
Skills - Be Able to			
S1	Conduct sustainable mentoring practice within organisational and professional boundaries, and legal and ethical requirements, including safeguarding	✓	
S2	Establish and maintain mentoring contracts with mentees and where relevant, other stakeholders		✓
S3	Conduct mentoring sessions according to agreed plans	✓	
S4	Implement established mentoring tools and techniques to help the mentee work towards agreed outcomes	✓	
S5	Maintain records of mentoring practice, complying with quality, confidentiality and data protection requirements		✓
S6	Establish and use assessed starting points to establish agreed outcomes of the mentoring process		✓
S7	Assess and review progress and achievement of agreed outcomes and revise action plans as appropriate	✓	
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	✓	
S12	Apply theories and models of evaluation and reflection to support mentee development	✓	
S13	Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self		✓

S14	Apply evidence based mentoring practice informed by own research		✓
Behaviours			
B1	Demonstrate and promote sustainable practices with mentee	✓	
B2	Work to ethical and legal standards within professional boundaries	✓	
B3	Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control		✓
B4	Demonstrate and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies	✓	
B5	Committed to improving their own professional practice in relation to mentoring		✓



GRADING & CRITERIA

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, Merit, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria. In order to achieve a Passing grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

Grades allocated for each component will be Fail, Pass, Merit and Distinction.

The final grade will be decided on the following combinations:

Assessment Methods 1: Observation with Questioning	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Any Grade	Fail	Fail
Fail	Any Grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction



The Pass and Distinction descriptors can be found in the tables below separated into Observation with Questioning and Professional Discussion Underpinned by a Portfolio of Evidence.

Grading Descriptors for the Observation with Questioning

Apprentices must demonstrate all Pass descriptors to achieve an overall Pass. Apprentices must demonstrate all Pass and Distinction descriptors to achieve a Distinction.

KSBs	Pass Descriptors	Distinction Descriptors
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)
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)
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)	Modifies the plan of assessment to account for differing learner needs whilst assessing (S2)
S7	Reviews the progress and achievement of agreed outcomes and implements revisions as appropriate (S7)	

Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors
<p>K1 K3 K10 K14 K16 S14 B3 B5</p>	<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>
<p>K2 K11 S2</p>	<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>	<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)</p>
<p>K6 S6</p>	<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>	<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)</p>
<p>K5 K15 S5 S13</p>	<p>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)</p> <p>Explains the ways in which they monitor and reflect on their own mentoring practice and supervision to develop self (K15, S13)</p>	

Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK ASSESSMENT

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Please ensure that any Mock Observations and Professional Discussions include all criteria highlighted within the methods table. It is recommended that the apprentice thinks of examples for each of the criteria.

A Mock Professional Discussion should last no more than 60 minutes.

Example Mock questions can be requested form NQual, admin@nqual.co.uk

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nqual.

The background features a dark teal, wavy shape that resembles a mountain range or a stylized 'N' shape, positioned in the lower half of the page. In the bottom left corner, there is a lime green shape with rounded corners, partially overlapping the dark teal area.

NQual Ltd
Unit 11 Penketh Business Park
Liverpool Road
Warrington
WA5 2TJ
UK

admin@nqual.co.uk
www.nqual.co.uk
01925-931-684

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