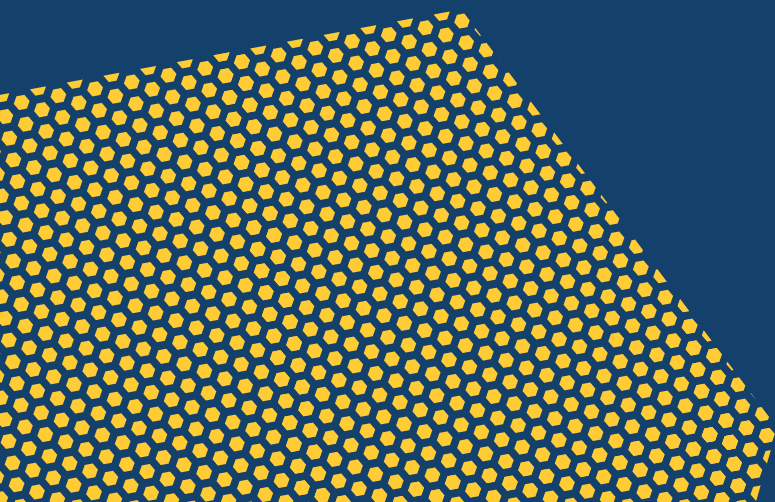




TQUK Level 3 End-Point Assessment
for ST0148 Learning Mentor V1.0

Qualification Number: 603/5229/2

Standard Specification



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Key Information

Reference:	ST0148
Version:	V1.0
Level:	3
Typical duration to gateway:	12 months
Typical EPA period:	Eight weeks
Maximum funding:	£5000
Route:	Education and early years
Approved for delivery:	29/01/2016
Lars code:	403
EQA provider:	Ofqual
Review:	Retired 01/03/2023
Qualification Number	603/5229/2

A dispensation has been applied to the Learning Mentor apprenticeship version AP01 for this retired apprenticeship. The dispensation will last up to 30/10/2024 or sooner if all learners have completed.

End-point assessment organisations (EPAOs) delivering EPAs for the apprenticeship will implement the dispensation as required, supported, and monitored by the relevant EQA provider.

The key changes are:

Observation:

- **There will be no requirement for the EPAO to appoint a subject specialist to support the independent assessor.**

A temporary dispensation has been applied to the ST0148 Learning Mentor end-point assessment plan version AP01 for this apprenticeship.

The dispensation removes the requirement for the apprentice to complete the level 2 ICT qualification.

The dispensation will end 30/10/2024 but may be withdrawn sooner if the dispensation is no longer necessary.

Apprenticeship Summary

Overview of the Role

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

Occupation Summary

Mentoring is - and has been for centuries - the foundation of vocational training and apprenticeships, yet this standard is the first formal recognition of this role. Nowadays, mentoring takes place in all parts of the Education and Training Sector (ETS) and staff-development contexts. Learning Mentors (LMs) support learners of all ages, and all levels, to develop within a new work role. These learners may be, for example, apprentices, trainees or new recruits (ranging from young entrants to new CEOs) in the workplace, or in any vocational learning environment.

LMs will have sector-specific experience and qualifications, as determined by their employer or professional body, which they use to guide and advise those who are less experienced and new to a work role. The LM is therefore a 'dual professional' having both up-to-date knowledge and skills in a specialist vocational or subject area, together with the generic skills necessary to support learners (as potentially a first step towards a secondary role as an education and training professional).

LMs therefore support the development of learners' knowledge, skills and behaviours throughout their programme, particularly in applying theoretical learning in practical work environments (and usually on a one-to-one, or small-group, basis). They give practical, technical and/or pastoral support and guidance.

LMs collaborate closely with colleagues, other ETS professionals, employers and/or human resource colleagues to meet learners' needs and achieve their potential.

Assessment Methods

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



Observations followed by questions and answers



Professional discussion informed by the showcase

Assessment Order

The assessments can take place in any order and will typically be carried out on the same day. The professional discussion can take place before, after or between the observations, according to the availability of the learners to be mentored.

EPA Window

End-point assessment must be complete within eight weeks of gateway acceptance.

Observation

Assessment Overview

This includes two Learning Mentor sessions with a minimum of two different learners, totalling 120 minutes, with a potential variance of 10% depending on the needs of the learners being mentored by the 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 five professional behaviours. Should the apprentice be observed compromising safety or infringing other codes of practice, the EPA will be terminated and a fail will be recorded.

Following the Learning Mentor observations, the End-Point Assessor 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 observations represent a total of 64% of the EPA.

Grading

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

The Learning Mentor observations are scored out of a possible 32 points, with a weighting of x2 added. Therefore, this assessment represents 64% of the end-point assessment activities.

If zero points (not demonstrated) are assigned to any of the assessment criteria, this assessment will be graded as a fail.

To achieve a pass:

- all of the criteria must be allocated at least one point
- at least 11 of the criteria must be allocated two points
- the apprentice must achieve a minimum score of 54 (after x2 weighting).

To achieve a distinction:

- all of the criteria must be allocated at least one point
- at least 14 of the criteria must be allocated two points
- the apprentice must achieve a minimum score of 60 (after x2 weighting).

Observation - Point Allocation and Assessment Criteria

Point Allocation		
0 Points	Not demonstrated	The relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning.
1 Point	Partially demonstrated	Relevant skills and behaviours have been observed or partially explained through questioning. Questioning, however, reveals only a superficial understanding of the knowledge requirements.
2 Points	Well demonstrated	All relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning.

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

Behaviours

- | |
|--|
| 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 |

Professional Discussion

Assessment Overview

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 employer must be given a minimum of one week's notice prior to the EPA date. 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 EPA on-site visit and the professional discussion. The End-Point Assessor's prepared questions will address and clarify any practices where there appears to be gaps in fully meeting the Learning Mentor standard. The End-Point Assessor will be advised by the Subject Advisor, if appointed, in relation to any sector/specialist knowledge and principles.

The professional discussion session will last for a maximum of 60 minutes, with a variance of 10% allowed. The professional discussion represents a total of 36% of the EPA.

Grading

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

The professional discussion is scored out of a maximum of 36 points and represents 36% of the end-point assessment activities.

In order to achieve a pass for this assessment:

- each of the thematic/synoptic areas must be awarded a pass for authenticity and at least one point in all other criteria
- the apprentice must achieve a minimum score of 24 points.

In order to achieve a distinction for this assessment:

- each of the thematic/synoptic areas must be awarded a pass for authenticity and at least one point in all other criteria
- the apprentice must achieve a minimum score of 30 points.

If any of the thematic/synoptic areas are marked as a fail for authenticity or are awarded zero points in any other criteria, this assessment will be graded as a fail.

Professional Discussion - Point Allocation and Assessment Criteria

PD = Professional Discussion LM = Learning Mentor

Assessment Criteria	Points Allocated
Authenticity: is there evidence to clearly demonstrate that this is the Apprentice's own work?	Pass or fail Please Note: this is a limiting criterion and a fail for Authenticity renders the evidence for this area unreliable leading to a 'fail' overall)
If passed	
If the Assessment Criterion from the table below are allocated points as follows:	0 Points = Not Demonstrated 1 Point = Partially Demonstrated 2 Points = Well Demonstrated

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

Assessment Criteria	
I.	<p>An understanding of the role of the Mentor within standard practices of the workplace:</p> <ul style="list-style-type: none"> the roles making up the learner support team across the workplace and provider institutions; the relationships between these and the mentor role within that team
Knowledge	Skills
K3 learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team	S3 work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience
K4 the roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements	S4 liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners' skills and knowledge
K5 who has a legitimate need to be kept informed of issues impacting on the learner's well-being and progress	S5 identify and refer issues relevant to learners' progress and well-being, to education-providers and/or workplace colleagues
K6 the mentor's role in supporting the learner's development and how to provide valid evidence of progress and achievement	S6 collaborate with the wider education support team to review learners' progress and to provide evidence of progress and achievement
K8 the roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans	S8 liaise with relevant colleagues to support the implementation of learners' action plans

Assessment Criteria	
II.	<p>Liaising with colleagues and relevant stakeholders:</p> <ul style="list-style-type: none"> to meet learning needs through structured programmes of personal and sector development; to inform of off-the-job training priorities; and following procedures for reporting sector, special and pastoral support needs.
Knowledge	Skills
K2 effective questioning, active-listening and assertiveness techniques	S2 communicate and collaborate effectively and use effective questioning, listening and assertiveness skills
K3 learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team	S3 work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience
K4 the roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements	S4 liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners' skills and knowledge
K5 who has a legitimate need to be kept informed of issues impacting on the learner's well-being and progress	S5 identify and refer issues relevant to learners' progress and well-being, to education-providers and/or workplace colleagues
K6 the mentor's role in supporting the learner's development and how to provide valid evidence of progress and achievement	S6 collaborate with the wider education support team to review learners' progress and to provide evidence of progress and achievement
K8 the roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans	S8 liaise with relevant colleagues to support the implementation of learners' action plans

Assessment Criteria	
III.	<p>Providing or signposting valid information and expert advice and guidance, ensuring an up-to-date knowledge of:</p> <ul style="list-style-type: none"> education and career progression opportunities (or how to access this); workplace practice and expectations; and additional Learner Support funding, where relevant.
Knowledge	Skills
K1 effective practice in providing accurate and relevant vocational/pastoral advice and guidance	S1 advise, guide and supervise learners to acquire the most benefit from their learning programme
K2 effective questioning, active-listening and assertiveness techniques	S2 communicate and collaborate effectively and use effective questioning, listening and assertiveness skills

Assessment Criteria	
IV.	<p>Supporting the learner in the acquisition of Knowledge, Skills and Understanding:</p> <ul style="list-style-type: none"> using appropriate interpersonal skills to advise learners how to get the most from their learning and to support progression and achievement; and maintaining appropriate records to support the learner's development.
Knowledge	Skills
K2 effective questioning, active-listening and assertiveness techniques	S2 communicate and collaborate effectively and use effective questioning, listening and assertiveness skills
K3 learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team	S3 work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience
K4 the roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements	S4 liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners' skills and knowledge
K7 organisational and legal requirements for recording, storing and sharing information on learners' progress, needs and welfare	S7 maintain appropriate records for the learning programme, complying with quality, confidentiality and data protection requirements
K8 the roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans	S8 liaise with relevant colleagues to support the implementation of learners' action plans

Assessment Criteria	
V.	<p>Maintaining the quality and safety of provision:</p> <ul style="list-style-type: none"> • maintaining the quality and currency of own professional skills and knowledge; • supporting quality improvement; • ensuring learners' safety and safeguarding requirements; • complying with relevant organisational guidelines and legislation.
Knowledge	Skills
K9 how learners may become physically or psychologically at risk, and channels for reporting concerns	S9 be vigilant in safeguarding learners and others in contact with them
K10 opportunities for continuing professional development	S10 maintain the currency of their vocational skills
K11 quality assurance requirements relating to the mentoring environment	S11 comply with internal and external quality assurance requirements

Assessment Criteria	
VI.	Understanding and demonstrating professionalism in all aspects of the role.
Behaviours	
a. Promote an ethos of motivation, aspiration and a passion for learning	
b. Operate at all times to ethical and legal standards and within professional boundaries	
c. Value equality and diversity and work with others to improve equality of opportunity and inclusion	
d. Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	
e. Demonstrate, encourage and expect mutual respect in all professional contexts	

Overall Grading

This standard is graded as distinction, pass or fail.

Each assessment method is graded individually. Once an apprentice has completed all assessment components, the weighted scores for each assessment are added together to determine the overall grade, using the table below.

Total Score	Overall Grade
0 - 77	Fail
78 - 89	Pass
90 - 100	Distinction

A fail in either assessment component will result in a fail overall.

Resits and Retakes

If an apprentice fails either of the assessment components, they may be eligible for a resit or retake. An apprentice may attempt a **maximum of two resits or retakes** within the **six-month period** following the initial assessment date.

In the case of a resit or retake, the full range of grades will be available.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).