



Learning Mentor – Apprenticeship Standard Specification

Level: 3

Duration: 12 months (not including EPA)

Maximum Funding: £5,000

Code: ST0148

QAN: 603/3831/3

About FutureAssess

FutureAssess works together with employers and industry specific experts to develop end-point assessment, materials and tools. We provide a first class service for your end-point assessment needs and we ensure that we support employees in every step towards their end-point assessment.

Our processes ensure that the apprentice has the required knowledge, skills and behaviours for their area of work, as determined by the Level 3 Learning Mentor Apprenticeship Occupational Standard and Assessment Plan.

FutureAssess is a recognised and approved End-point Assessment Organisation and appears on the Register of End-point Assessment Organisations (RoEPAO). FutureAssess are the EPAO within Future(Awards & Qualifications) Ltd.

More information on our processes and End-point Assessment can be found on our website or by contacting us at epao@futureassess.com.

Summary of Changes

Summary of Changes Made:	Page No.

Contents

The Learning Mentor Role	4
Overview of the Role	4
Learning Mentor Apprenticeship	4
Knowledge, Skills and Behaviours	5
End-point Assessment Process	7
Overview of the EPA Process	7
End-point Assessment Structure	8
Overview of the EPA Structure	8
On-Programme	8
Gateway Readiness	8
Showcase	9
EPA Components	9
Grading & Weighting	10
Final Judgement	11
EPAO Role	11
Contact Us	12
Enquiries	12
List of Appendices	12
Appendix A: Thematic/Synoptic Assessment Areas	13
Appendix B: Assessment Criteria for Learning Mentor Observation	14
Observation Grading Summary	15
Appendix C: Assessment Criteria for Professional Discussion	16
Appendix C Continued: Thematic/Synoptic Assessment	18
Professional Discussion Grading Summary	19
Appendix D: Points Allocation Summary	20
Grading Summary – EPA Overall Points Available and Grading	21
Appendix E: Session Checklist for EPAs	22
Appendix F: Policies and Procedures	23

The Learning Mentor Role

Overview of the Role

A Learning Mentor (LM) supports the development of learners knowledge, skills and behaviours, throughout their programme, particularly through applying theoretical learning in practical work environments. This support usually takes place either in small groups or on a one to one basis. LMs work and collaborate with colleagues, education and training professionals, employers and human resources personnel in order to meet the development needs of learners.

The LM role is considered as a first step towards development as an education and training professional. All education and training roles are dual-professional, requiring up to date knowledge and skills necessary in a specialist vocational or subject area, in addition to the skills required to be able to help learners to learn. The LM has to be 'grounded' in up to date processes and procedures.

'Mentoring' is today, and has been for centuries, the foundation of vocational training and apprenticeships. Mentoring takes place in all parts of the Education and Training Sector (ETS), ranging from, work-based/ independent training, higher/ further education, to offender learning and the voluntary sector. The LM role has emerged within the ETS sector over the last 30 years, but this LM Standard is the first formal recognition of the role.

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.

Learning Mentor Apprenticeship

Reference Number: ST0148

Duration: Minimum 12 months

The aim of the LM apprenticeship is to ensure that the apprentice will be fully competent and job ready to perform the role of LM as required by the end of the programme and end-point assessment.

The LM apprenticeship requires development of the professional behaviours, knowledge and skills as identified in the apprenticeship standard. The standard and assessment plan have been developed to ensure that the dual professionalism is of the highest quality in support of not only the ETS sector but also for every vocational/ specialist sector. The standard will be reviewed at a maximum of 3 years.

FutureAssess, as an End-point Assessment Organisation (EPAO), has worked and collaborated closely with occupational industry experts and employers in the development of these relevant assessment tools.

Prior to taking the end-point assessment, all apprentices will need to have achieved Level 1 Safeguarding and Level 2 English, Maths and ICT. Some employers may require apprentices to achieve additional ETS qualifications including mentorship.

In order to successfully achieve the apprenticeship certificate, apprentices are expected to have completed their 12 months on-programme learning, demonstrated in a Showcase format, achieved

Level 1 Safeguarding and passed the end-point assessment (EPA), as detailed in the Assessment Plan and Gateway requirements.

The Certificate will be claimed by FutureAssess on behalf of the apprentice and the certificate will be awarded by the Institute for Apprenticeships.

After completion of the apprenticeship, LMs could progress further within their vocational specialism, or into roles involving assessment and coaching of vocational learners. They may also be eligible to progress onto a full teaching role within an education and training provider organisation.

A full List of Behaviours, Skills and Knowledge for development, as explained in the IfATE Standard follows below.

Knowledge, Skills and Behaviours

In order for the apprentices to be fully occupationally competent, the standard requires that LMs meet and demonstrate particular values and behaviours. They must also demonstrate particular skills and hold certain knowledge.

Professional Behaviours.		
The Learning Mentor will:		
a.	Promote an ethos of motivation, aspiration and 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.	
Skills.		
The learning mentor will be able to Provide mentoring support:		
Skill	Skills Statement	Assessed By
S1	Advise, guide and supervise all learners to acquire the most benefit from their learning programme	
S2	Communicate and collaborate effectively and use effective questioning, listening and assertiveness skills	
S3	Work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience	
S4	Liaise with assessors, coaches and/ or teachers to facilitate formative and summative assessment of learners' skills and knowledge	
S5	Identify and refer issues relevant to learners' progress and well-being, to education-providers and/ or workplace colleagues	

S6	Collaborate with the wider education support team to review learners' progress and to provide evidence of progress and achievement	
S7	Maintain appropriate records for the learning programme, complying with quality, confidentiality and data protection requirements	
S8	Liaise with relevant colleagues to support the implementation of learners' action plans	
S9	Be vigilant in safeguarding learners and others in contact with them	
S10	Maintain the currency of their vocational skills	
S11	Comply with internal and external quality assurance requirements	
Knowledge.		
The Learning Mentor will understand procedures for effective mentoring:		
Knowledge	Knowledge Statement	Assessed By
K1	Effective practice in providing accurate and relevant vocational/pastoral advice and guidance	
K2	Effective questioning, active-listening and assertiveness techniques	
K3	Learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team	
K4	The roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements	
K5	Who has a legitimate need to be kept informed of issues impacting on the learners' well-being and progress	
K6	The mentors role in supporting the learners development and how to provide valid evidence of progress and achievement	
K7	Organisational and legal requirements for recording, storing and sharing information on learners' progress, needs and welfare	
K8	The roles of the workplace and education provider colleagues who contribute to learners fulfilling their action plans	
K9	How learners may become physically or psychologically at risk, and channels for reporting concerns	
K10	Opportunities for continuing professional development	
K11	Quality assurance requirements relating to the mentoring environment	

Table Key

S – Skill

B – Behaviours

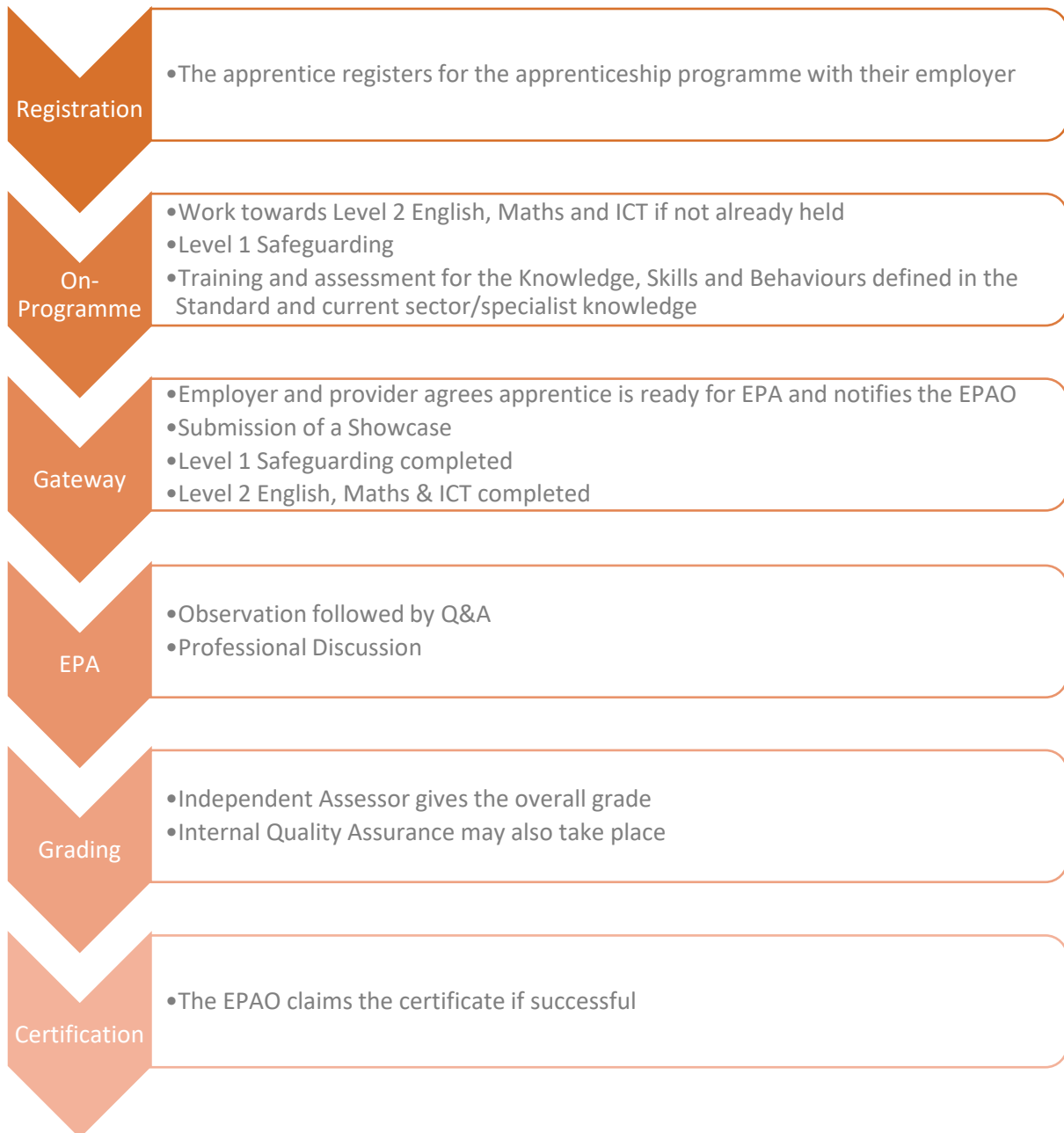
K – Knowledge

LMO – Learning Mentor Observation

PD – Professional Discussion

End-point Assessment Process

Overview of the EPA Process



End-point Assessment Structure

Overview of the EPA Structure

Once the apprentice has met all the requirements and the Gateway Declaration has been made, they can progress to the end-point assessment.

The EPA consists of two assessment components: the Learner Mentor Observation (LMO) and a Professional Discussion (PD).

These two components can be delivered in any order that is deemed to suit naturally occurring work practice opportunities and constraints.

Method of Assessment	Duration	Grading	Weighting
Observation followed by Questions and Answers	120 minutes	Fail, Pass, Distinction	64%
Professional Discussion based on previous submitted Showcase	60 minutes	Fail, Pass, Distinction	36%

The employer must ensure that the on-site assessment exploits opportunities to ensure authentic real life learners. The Assessment Plan recommends that the Independent Assessor (IEPA) meets with the employer at the beginning of the EPA to discuss the purpose and background of the LM session, in order to support the IEPA judgement.

On-Programme

The minimum duration required for the apprenticeship is 12 months. This duration allows the apprentice to develop competence and confidence in all aspects of the standards. In this relevant sector, this is achieved through ongoing formative assessment and quarterly cycles of review.

The apprentices are advised to develop and maintain a portfolio that informs the Showcase. This Showcase demonstrates their exemplar practices in achieving the Knowledge, Skills and Behaviours of the standard. The Professional Discussion (PD) is informed by this Showcase.

Gateway Readiness

After the 12 months minimum duration has been met, the Employer and apprentice will decide on the readiness of the Apprentice to be put forward for the EPA. At Gateway Declaration, the apprentice must have achieved:

- Submission of the Showcase, based on the themes displayed in *Appendix A*, which fulfill the Knowledge, Skills and Behaviours in relation to the standard
- The employer confirms that the Showcase is ready to submit to the EPAO
- The EPAO confirms the Showcase has been received
- Successful completion of English, Maths and ICT at Level 2 (or equivalent), confirmed by the employer
- Completion of Level 1 Safeguarding and confirmed by the employer

Showcase

The Showcase must be submitted to the EPAO, who will then pass onto the IEPA for review. The IEPA can then plan their Professional Discussion based on the Showcase. The apprentice will need to explain their Showcase examples in relation to the key principles of mentoring. This will be done by formatting the Showcase to suit the 6 Thematic/ Synoptic areas.

The On-programme portfolio that will inform the Showcase, is suggested to include, by the Assessment Plan:

- Formative observation on LM sessions that have been carried out by experienced individuals e.g. senior LM's, training provider, line managers. Documentation from these observations would be a key component to the Showcase and it is the apprentices responsibility to referee these observations suitably to match the the KS&B criteria.
- A reflective log and development plan, taking account of feedback, updated at regular intervals to show ongoing development. Towards the end, it would help to do a retrospective view and include cultivation of behaviours and developments of skills and knowledge.
- Prior to quarterly reviews, the apprentice to do a self-assessment on their own progress against the standard.

EPA Components

The table on page 8 sets out the 2 components to be assessed.

The Learner Mentor Observation (LMO) represents 64% of the EPA. The Assessment Plan asks that this includes two LM sessions with a minimum of 2 learners, totalling 120 minutes, with a variance of 10% depending on the needs of the learners that the LM apprentice is mentoring.

The observation will involve actual learners who are in genuine mentoring sessions. It will usually be one to one, but group mentoring may be observed.

The IEPA will take detailed notes whilst the session is underway and ensure that these are cross referenced to each of the KSB criteria. Following the LMO the IEPA, (under the guidance of the S/SA if necessary), will question the apprentice to clarify any specific sector/ specialist practices arising from

the observation. This questioning can also be done, to address any Skills or Behaviours that may not have been apparent in the observation.

The duration of the questioning depends on the clarification needed, therefore will be specific to each apprentice and LMO. Questioning, where needed will not exceed 10% of the total observation time.

The Professional Discussion (PD) represents a total of 36% of the total EPA.

With the apprentice submitting their Showcase before the EPA, the IEPA will complete a desk-based evaluation of the Showcase in relevance to the KSB criteria of the Standard. The IEPA will then prepare questions for the PD, addressing and clarifying the practices where there appears to be gaps in fully meeting the LM standard.

The PD will last a maximum of 60 minutes with a variation of 10% allowed. It must take place in a confidential setting, with no interruptions. During the PD the IEPA will clarify and validate the apprentices claim to meeting the LM standard, as illustrated in the Showcase.

The advice of the S/SA will be sought for any sector/ special principles and practices.

Grading & Weighting

The LMO is graded as Fail, Pass or Distinction as allocated in the points allocated and grading summaries in *Appendix B*.

The PD is graded as Fail, Pass or Distinction as identified in the Grading summaries in *Appendix C*.

For each of the above assessments, in the presence of the employer the IEPA, at the end of the EPA will inform the apprentice of the provisional grades allocated for that assessment method. All the grades allocated will be conditional on the apprentice achieving at least a Pass in both components, the LMO and the PD.

The provisional grade will be subject to verification and validated by the EPAO. Results will be confirmed formally after moderation. This will be made clear to the apprentice.

For the PD, when the IEPA is questioning the apprentice about the thematic/ synoptic aspects of the LM role, the IEPA will be able to use the criterion in *Appendix C* to focus on the further criteria requiring exploration.

Each of the six thematic/ synoptic areas, are assessed independently following the assessment criteria laid out in *Appendix C*. These tables map to the K,S & B criteria to help the IEPA identify where further exploration is needed.

The Assessment Plan notes, that in order to achieve a Pass on each of these six areas, the apprentice must achieve a Pass for (a) Authenticity and then be allocated at least 1 point for the other three criteria. Therefore the apprentice must achieve a minimum pass level in every one of the thematic/ synoptic areas to achieve a Pass overall.

Final Judgement

As mentioned previously it will be made clear to the apprentice that all graded areas are subject to verification and validation by the EPAO.

At the end of the EPA, the IEPA will inform the apprentice, in the presence of the employer, the provisional grades allocated for the LMO and the PD individually, as well as an overall grade for the EPA.

The grades allocated will be conditional on the apprentice achieving at least a Pass in both the LMO and the PD. An award for an overall 'Distinction' of the EPA is determined when the total points for both assessment components are equal to, or greater than 90, as identified in the points allocated and grading summaries in *Appendix D*.

The gradings are Fail, Pass, or Distinction, in each of the two components. The overall EPA 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 – please refer to the Grading and Points table in *Appendix D*.

The parameters set out in the Assessment Plan are key requirements to be followed by the EPAO. OfQual will ensure that the EPAO will meet the parameters set out within the Assessment Plan.

The IEPA will make the final grading decision, but will be guided, where relevant, by the S/SA. The IEPA will maintain detailed and contemporaneous notes that qualify their assessment judgements in order to support feedback, standardisation and Internal and External Quality Assurance processes.

Once the EPA has been successful (including resits), the IEPA will inform FutureAssess, who will then claim the certificate on behalf of the apprentice. Internal Quality Assurance will take place in some cases as per FutureAssess Policy and procedures.

EPAO Role

In line with the assessment plan, as an EPAO, we will:

- Take no part in the training of apprentices who complete the EPAs
- Devise assessment materials and administer the EPA
- Recruit and train Independent End-point Assessors, Lead IEPAs and IQAs
- Ensure IEPAs, Lead IEPAs and IQAs are occupationally competent, are able to assess the performance of the apprentice using the EPA method and are able to determine grade achieved
- Undertake annual standardisations and moderation activities
- Actively participate in quality assurance procedures described in the assessment plan
- Follow Internal Quality Assurance Procedures and adhere to External Quality Assurance procedures and requests
- Comply with the Conditions for EPAOs
- Comply with the EQA Framework

Contact Us

Enquiries

Should you need to discuss your requirements any further, please feel free to contact the team by:

Email: EPAO@futureassess.com

Phone: +44 (0)1530 836668

Web: www.futureassess.com

List of Appendices

Appendix A: Thematic/Synoptic Assessment Areas

Appendix B: Assessment Criteria for Learning Mentor Observation

Appendix C: Assessment Criteria for Professional Discussion

Appendix D: Points Allocation Summary

Appendix E: Session Checklist for EPAs

Appendix F: Policies and Procedures

Appendix A: Thematic/Synoptic Assessment Areas

Thematic/ Synoptic Assessment Area		KSB Criteria Covered
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 relationship between these and the mentor role within that team 	Knowledge and Skills 3,4,5,6 & 8
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- job' training priorities • Following procedures for reporting sector, special and pastoral support needs 	Knowledge and Skills 2,3,4,5,6 & 8
III.	<p>Providing or signposting valid information and expert advice and guidance, ensuring up to date knowledge of:</p> <ul style="list-style-type: none"> • Education and career progression and opportunities (or how to access them) • Workplace practice and expectations • Additional Learner Support Funding, where relevant 	Knowledge and Skills 1 & 2
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 • Maintaining appropriate records to support the learners development 	Knowledge and Skills 2,3,4,7 & 8
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 and Skills 9, 10, 11
VI.	<p>Understanding and demonstrating professionalism in all aspects of the role</p>	Behaviours (a) – (e)

Appendix B: Assessment Criteria for Learning Mentor Observation

[As taken from the Level 3 LM Assessment Plan]

Assessed by the IA – advised where necessary, by a S/SA		
<p>Each of the criteria, below, will be allocated points:</p> <p>0 points = Not demonstrated - <i>the relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning</i></p> <p>1 point = <i>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</i></p> <p>2 Points = Well demonstrated/ Good - <i>all relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning</i></p> <p>Possible range of points = 0-32. Weighting factor ‘X2’ = 64 points which represents 64% of the total IEPA percentage. Apprentices will be deemed to have failed if zero points ‘0’ (not demonstrated), is allocated in any of the knowledge/ skills and behaviours (K, S & B) criteria, and listed in the marking grid below.</p>		
Knowledge and Skills (1-11) and Behaviours (a-e) Criteria	Points Allocated	Explanation of Points Allocated
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 informative and summative assessments		
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 learners 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 learners 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 assurances requirements			
a. The mentors' conduct serves to inspire and motivate the learner			
b. The mentors' conduct is both ethical and legal and fulfils expectations of 'professionalism'			
c. Individual differences are clearly valued and equality and inclusion is 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			
Points allocated out of a maximum of 32 points		Multiplied by a weighting factor of 'X2' (Maximum Total points= 64)	Total weighting factor points

Observation Grading Summary

[As taken from the Level 3 LM Assessment Plan]

Grade	Points Allocated	Weighted (x2) Points Allocated
Distinction	30 - 32	60 - 64
Pass	27-29	54 - 59
Fail	0 - 26	53 or below

Please Note: The observations are weighted (x2) due to the importance of this aspect in the overall assessment of the apprentice's competence

Appendix C: Assessment Criteria for Professional Discussion

[As taken from the Assessment Plan]

Assessment Criterion	Points Allocated
a. Authenticity: is there evidence to clearly demonstrate that this 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 <i>unreliable</i> leading to a 'Fail' overall)



If Passed	
b. Relevance: it's relevant to the synoptic/ thematic area being tested c. Effectiveness: the evidence meets the up to date, expected sector-practice d. Understanding: of the importance/ or impact of the effective working practice	If the Authenticity criterion is met (i.e. = Pass , criteria b, c and d are each allocated – 0 points = not demonstrated 1 point = partially demonstrated 2 points = well demonstrated

[As taken from the Assessment Plan, the table below clarifies the points required for 'Not, 'Partially, 'well demonstrated' as identified in the table above]

Assessment Criterion	Not Demonstrated (0 points)	Partially Demonstrated (1 point)	Well Demonstrated (2 points)
Relevance	Relevant criteria or behaviours have not been addressed or the evidence presented is not relevant	Some relevant evidence had been presented but other evidence lacks relevance	All the Showcase evidence presented during the PD is well focused 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 the 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

Appendix C Continued: Thematic/Synoptic Assessment Areas

[As taken from the Assessment Plan – see notes below]

Thematic/ Synoptic Assessment Area	Points Allocated	Explanation of Points allocated
<p>I. 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 relationship between these and the mentor role within that team 		
<p>II. Liaising with colleagues and relevant stakeholders:</p> <ol style="list-style-type: none"> a. To meet learning needs through structured programmes of personal and sector development b. To inform of 'off- job' training priorities c. Following procedures for reporting sector, special and pastoral support needs 		
<p>III. Providing or signposting valid information and expert advice and guidance, ensuring up to date knowledge of:</p> <ol style="list-style-type: none"> a. Education and career progression and opportunities (or how to access them) b. Workplace practice and expectations c. Additional Learner Support Funding, where relevant 		
<p>IV. Supporting the learner in the acquisition of knowledge, skills and understanding:</p> <ol style="list-style-type: none"> a. Using appropriate interpersonal skills to advise learners how to get the most from their learning and to support progression and achievement b. Maintaining appropriate records to support the learners development 		
<p>V. Maintaining the quality and safety of provision:</p>		

	<ul style="list-style-type: none"> a. Maintaining the quality and currency of own professional skills and knowledge b. Supporting quality improvement c. Ensuring learners safety and safeguarding requirements d. Complying with relevant organisational guidelines and legislation 		
VI.	Understanding and demonstrating professionalism in all aspects of the role		
	Points Allocated out of a maximum of 36 points	Multiplied by a weighting Factor of 'X1' (Total= 36)	Total Weighting Factor Points

The range of points for each thematic/ synoptic area is 0-6 (6 areas as identified in table above). A minimum pass rate is set as 3, (1 point for each of the assessment criteria – Relevance, Effectiveness and Understanding as in the table below). Based on the combined points allocated, for criteria b, c and d, the PD will be allocated 0-36 points with a minimum pass of 24.

Professional Discussion Grading Summary

Grade	Points Allocated	Weighted (x1) Points Allocated
Distinction	30 - 36	30 - 36
Pass	24 - 29	24 - 29
Fail	0 - 23	23 or below

Appendix D: Points Allocation Summary

	Range of Points	Weighting Factor/ Percentage of EPA	Fail, Pass and Distinction Points	
			Limiting Factor	Weighted points allocated
Learning Mentor Observations	0 – 32	X2 weighting factor = 64 64 of total 100 EPA points – 64%	0 points in any K,S & B criteria = Fail At least 11 of the 16 criteria must have been allocated 2 points to achieve a minimum of pass. At least 14 of the 16 criteria must be allocated 2 points to achieve Distinction	Below 54 points = Fail Minimum of 54 points allocated = Pass 60 points or more allocated = Distinction
Professional Discussion	0 - 36	X1 weighting factor, therefore = 36 36 of total 100 EPA Points = 36%	For each thematic/ synoptic area (a) Authenticity must be met	Below 24 points = Fail Minimum of 24 points allocated = Pass 30 points or more allocated = Distinction

Grading Summary – EPA Overall Points Available and Grading

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

Appendix E: Session Checklist for EPAs

As part of FutureAssess' requirements, we require that the Lead Independent End-point Assessor (LIEPA) completes a Session Checklist.

The checklist is for information only and must be completed at the start of the assessment day itself. An idea of what is included on the checklist is displayed below.

To be discussed	Discussed with who	Details
Health & Safety	To be discussed with IEPAs on the day	<ul style="list-style-type: none"> • Assessment pack unopened • Rooms available and fit for purpose • Equipment available and fit for purpose • Fire exits and evacuation points noted • Conflicts of interest – between IEPAs and apprentices
Health & Safety	To be discussed with the apprentices	<ul style="list-style-type: none"> • Arrangements in the events of the fire (including everyone has time adjusted if in the unlikely event of an alarm) • Toilets • Food arrangements, where they can be brought if applicable
Introduction for the day	Discussed with apprentices	<ul style="list-style-type: none"> • Welcome and introductions • How the day will run through • Overview of assessments • Checking ID requirements • Outline that feedback will not be given on the day • FutureAssess website has all the policies relating to EPA and contact details for the office • Register taken and correct • Explain that a survey QR code and link will be given out at the end of the day
Other Points	Discuss with apprentices individually as required	<ul style="list-style-type: none"> • Any adjustments for individuals • Check IDs of apprentices • Confirm that all relevant Gateway evidence has been submitted – relevant to the EPA Standard for the day
Confirmed		<ul style="list-style-type: none"> • Occurrence Log on the Assessment & Materials Tracker

Appendix F: Policies and Procedures

Full access to our policies and procedures can be found on our website or shared in your individual SharePoint folder.

A list of our common policies and procedures can be found below:

- Appeals and enquiries about results policy
- Conflicts of Interest policy
- Fair access policy
- Internal Quality Assurance Policy
- Moderation and Internal Verification Process
- Mitigating Circumstances Policy
- Reasonable Adjustment Policy
- Non-Conformance Policy (in development)
- Equality & Diversity Policy
- Conducting Controlled Assessment Procedures

In order to maintain effective and efficient end-point assessment procedures, we have implemented a non-conformance policy that runs alongside our FutureAssess Operations Manual, found on our website.

A brief idea of what is considered as Non-conformance is listed below:

- Late submission of Gateway Declaration Form – not giving FutureAssess the minimum time of 10 working days' notice
- Late submission of Gateway Evidence
- Late submission of P.O/ Payment
- Additional or different apprentice(s), other than those listed on the Gateway Declaration

Should FutureAssess make any additions or changes to our policies and procedures, then a notification will be sent out via relevant lines of communication. It is the responsibility of the centers and associates to ensure they are using the most relevant and correct policy.

FutureAssessTM

INDEPENDENT END-POINT ASSESSMENT

Future (Awards and Qualifications) Ltd
EMP House, Telford Way, Coalville,
Leicestershire, LE67 3HE

Telephone: 01530 836668
Email: EPAO@futureassess.com
www.futurequals.com

www.futurequals.com