

Working with ELS End-Point Assessment

Independent End Point Assessor - Supporting Evidence of Competency

Each apprenticeship standard sets out very clear requirements for occupational competency that we (ELS) must ensure our assessment team meet.

Please provide detailed information for how you meet the requirements of the **Learning Mentor Level 3** Standard (and pathways, where appropriate) you are applying to assess.

Name:	
Date:	
Contact number:	
Do you hold an Assessors qualification? (D32, D33, A1, CAVA) Please list dates achieved (or dates expected if working towards):	
Do you hold an Internal Quality Assurance (IQA) Qualification (D34, V1)	
Do you hold any current and valid DBS checks?	
Date the DBS Check was completed:	

STANDARD:	Occupational competency requirements, as set out in the assessment plan:	How do you meet these occupational competency requirements? <i>Consider including information such as: details of environments you have worked in, currency of your practical competence, dates and timeframes of experience, how you remain current, details of any professional registrations or qualifications you hold, specific to standard and/or pathway.</i> NB. For standards which have multiple pathways, please enter N/A for the pathways you have no experience in. https://www.instituteforapprenticeships.org/media/2337/level-4-ap-st0146.pdf Please click on the link to look up the latest Apprenticeship Standard.	<i>Internal use only:</i> Score
Learning Mentor L3	Have excellent knowledge and understanding of the apprenticeship standard.		
	Which vocational competence-based qualifications (NVQs), formalised work-based education and training qualification do you hold?		
	Do you have 'hands on' experience with mentoring vocational learners within the last 3 years?		
	How do you keep your CPD for this standard up to date?		

	Key knowledge, Skills and Behaviours as set out in the assessment plan:	How do you meet the standard criteria for the KBSs listed below? <i>An understanding of the apprenticeship standards and the assessment models used, with specific knowledge about the relevant industry area for the role. Explain your “hands on” experience within the following areas. Please include dates and as much detail as possible. As you type into the boxes they will expand.</i>	<u>Internal use only:</u> Score
	<p>Provide mentoring support Able to:</p> <ul style="list-style-type: none"> • Advise, guide and supervise learners to acquire the most benefit from their learning programme. • Communicate and collaborate effectively and use effective questioning, listening and assertiveness skills. • Work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience. • Liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners’ skills and knowledge. • Identify and refer issues relevant to learners’ progress and well-being, to education-providers and/or workplace colleagues. • Collaborate with the wider education support team to review learners’ progress and to provide evidence of progress and achievement. • Maintain appropriate records for the learning programme, complying with 		

	<p>quality, confidentiality and data protection requirements.</p> <ul style="list-style-type: none"> • Liaise with relevant colleagues to support the implementation of learners’ action plans. • Be vigilant in safeguarding learners and others in contact with them. • Maintain the currency of their vocational skills. • Comply with internal and external quality assurance requirements. 		
	<p>Procedures for effective mentoring Understand:</p> <ul style="list-style-type: none"> • Effective practice in providing accurate and relevant vocational/pastoral advice and guidance. • Effective questioning, active-listening and assertiveness technique. • Learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team. • The roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements. • Who has a legitimate need to be kept informed of issues impacting on the learner’s well-being and progress. 		

	<ul style="list-style-type: none"> • The mentor’s role in supporting the learner’s development and how to provide valid evidence of progress and achievement. • Organisational and legal requirements for recording, storing and sharing information on learners’ progress, needs and welfare. • The roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans. • How learners may become physically or psychologically at risk, and channels for reporting concerns. • Opportunities for continuing professional development. • Quality assurance requirements relating to the mentoring environment. 		
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Thank you for your time completing this form

Please return your completed form to ELS by uploading your form at:

<https://www.elsbusinesstraining.co.uk/end-point-assessment/independent-end-point-assessors-and-internal-quality-assurers/>

or email it to epaenquiries@explosivelearningsolutions.com