

LEARNING MENTOR APPRENTICESHIP

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. 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.

ENTRY

Employers will set their own entry requirements in order to start on this apprenticeship.

DURATION

Typically this apprenticeship will take 12 months.

QUALIFICATIONS

Outcomes for this standard must include Level 1 Safeguarding. Employers may also wish candidates to achieve appropriate additional qualifications in Education and Training including mentorship.

LEVEL

This apprenticeship standard is set at level 3.

FUNCTIONAL SKILLS

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

END ASSESSMENT

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is competent and ready to undertake the independent End Point Assessment.

EDN PROFESSIONAL TRAINERS

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The EDN Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.



FOR MORE INFORMATION CONTACT US AT:

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REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

INDUSTRY KNOWLEDGE

Learner Mentors (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 professional, employers and/or human resource colleagues to meet learners' needs and achieve their potential.

The LM apprenticeship requires development of the following professional behaviours, knowledge and skills:

Professional behaviours. The Learning Mentor will:

- Promote an ethos of motivation, aspiration and a passion for learning
- Operate at all times to ethical and legal standards and within professional boundaries
- Value equality and diversity and work with others to improve equality of opportunity and inclusion
- Be resilient and adaptable when dealing with challenge and change, maintaining focus and self control
- Demonstrate, encourage and expect mutual respect in all professional contexts.

The Learning Mentor will be able to: Provide mentoring support

- 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 quality, confidentiality and data protection requirements
- 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.

The Learning Mentor will understand: Procedures for effective mentoring

- Effective practice in providing accurate and relevant vocational/pastoral advice and guidance
- Effective questioning, active-listening and assertiveness techniques
- 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
- 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.

	Knowledge	Skills
Advise, guide and supervise learners	Understand effective practice in providing accurate and relevant vocational/pastoral advice and guidance	Advise, guide and supervise learners to acquire the most benefit from their learning programme
Communicate and Collaborate	Understand effective questioning, active-listening and assertiveness techniques	Communicate and collaborate effectively and use effective questioning, listening and assertiveness skills
Plan and Implement Contextualised Learning	Know the learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team	Work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work
Facilitate Formative and Summative Assessment	Know the roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements	Liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners' skills and knowledge
Learner Progress and Well-being	Know who has a legitimate need to be kept informed of issues impacting on the learner's well-being and progress	Identify and refer issues relevant to learners' progress and well-being, to education-providers and/or workplace colleagues
Collaborate to Review Learners' Progress	Know the mentor's role in supporting the learner's development and how to provide valid evidence of progress and achievement	Collaborate with the wider education support team to review learners' progress and to provide evidence of progress and achievement
Maintain Appropriate Records	Understand organisational and legal requirements for recording, storing and sharing information on learners' progress, needs and welfare	Maintain appropriate records for the learning programme, complying with quality, confidentiality and data protection requirements
Support Implementation of Action Plans	Know the roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans	Liaise with relevant colleagues to support the implementation of learners' action plans
Safeguarding Learners	Understand how learners may become physically or psychologically at risk, and channels for reporting concerns	Be vigilant in safeguarding learners and others in contact with them
Continuous Professional Development	Opportunities for continuing professional development	Maintain the currency of their vocational skills
Comply with Quality Assurance	Know quality assurance requirements relating to the mentoring environment	Comply with internal and external quality assurance requirements

INDEPENDENT END POINT ASSESSMENT

The End Point Assessment will only commence once the employer, apprentice and EDN Training Consultant are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records.

The independent End Point Assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the minimum period of learning and development. Prior to independent End Point Assessment the Functional Skills English and maths components of the apprenticeship must be successfully completed.

SUMMARY OF INDEPENDENT END POINT ASSESSMENT PROCESS

The apprentice will be assessed to the apprenticeship standard using complementary assessment methods adjacent. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent End Point Assessment organisation.

INDEPENDENT END POINT ASSESSMENT ORGANISATIONS

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit:

<https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>

The employer will approve and appoint the assessment organisation to undertake the independent End Point Assessment of the apprentice.

LEARNING MENTOR OBSERVATIONS (LMOS)



This includes two LM 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 LM 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 IA 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 EPA will be terminated and a 'fail' will be recorded. Following the LMOs, the IA, following advice from the S/SA where necessary, will question the apprentice in order to clarify any specific.

THE PROFESSIONAL DISCUSSION (PD)



The PD, will take place in a confidential environment with no interruptions. During the PD the IA will clarify and validate the apprentice's claim to meeting the LM 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 on page 9 - 10. The Showcase must be submitted to the IA by the EPAO when the range of potential dates for the EPA is communicated from the employer to the EPAO – the employer must be given a minimum of 1 weeks' notice prior to the EPA date selected by the EPAO. When the IA 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 IA in readiness for the EPA on-site visit and the PD. The IAs prepared questions will address and clarify any practices where there appears to be gaps in fully meeting the LM standard. The IA will be advised by the S/SA, where appointed in relation to any sector/specialist knowledge and principles. The PD session will last for a maximum of 60 minutes with a variance of 10% allowed. The PD represents a total of 36% of the EPA.

COMPLETION



The LMOs and the PD are each graded Fail, Pass or Distinction. At the end of the EPA, the IA will inform the apprentice, in the presence of the employer, the provisional grades allocated for the LMO and the PD individually. In addition, a provisional grade will be given for the overall EPA. 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 LMO and the PD. An award for an overall 'Distinction' of the EPA 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 summaries). Please note that the 'final grades' will be validated by the EPAO, in line with standard quality assurance processes.