



LEARNING MENTOR

Reference Number: ST0148

Details of standard

This apprenticeship standard is currently in development and its contents are subject to change

Role / Occupation

Learning Mentor (LM)

Duration

Minimum 12 months

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.

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:

Within the sector, 'mentoring' is understood to be different to 'coaching'; being a relatively basic learning-support role, involving advice and guidance delivered by a more experienced person. (See the Level 4 Assessor-Coach Standard for further clarification about these two different roles.)

Professional behaviours. The Learning Mentor will:

- 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

The Learning Mentor will be able to:

Provide mentoring support

- S1 advise, guide and supervise 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

The Learning Mentor will understand:

Procedures for effective mentoring

- 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 learner's well-being and progress
- K6 the mentor's role in supporting the learner's 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 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

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

Entry Requirements

Individual employers may set any entry requirements which may include:

- A strong aspiration to support learners.
- (As a dual-professional) A qualification, at an appropriate level in the candidate's vocational/subject specialism.
- Recent experience and knowledge relevant to the context of the mentoring role (e.g. current industry standards).

Candidates may have achieved maths, English and ICT skills at Level 2 (equivalent to GCSE Grade C or above) prior to commencing their training. Those that have not must achieve this prior to taking the end-point assessment.

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.

The above outcomes will be achieved before the end-point assessment.

Progression

The LM could progress further within their vocation specialism and/or into roles involving the 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.

Review

The apprenticeship standard should be reviewed after a maximum of 3 years.

Change log:

Last updated 11th April 2018

DATE

11th April 2018

CHANGE

Minor changes to the wording and titles in standard

PREVIOUS VERSIONS

Current standard

DATE	CHANGE	PREVIOUS VERSIONS
11th April 2018	Assessment plan published	Current AP
22 October 2015	Standard first published	Learning Mentor_01

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Learning Mentor Assessment Plan

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