

Meet the Mentor

Resource developed jointly by the HASO
and Skills for Health teams

Hosted by Skills for Health on HASO which is
sponsored by Health Education England



Stephen Campbell

Stephen is an apprenticeship mentor at Chime Social Enterprise, and is currently mentoring 2 apprentices completing the Level 5 Hearing Aid Dispenser.

Stephen, tell us how did you become a mentor?

I have been supervising and mentoring students/trainees and apprentices, supported by training provided by HEIs and colleges for over 20 years.

What kind of individual support do you give the apprentices?

I hold 2 to 4 week meetings with the apprentices and support them with clinical skills training.

How have you benefitted from being a mentor?

Improves my personal and management skills that have evolved with each trainee cohort.

How has your organisation benefitted from the apprenticeship programme?

It supports the business model to meet our service-level agreement with commissioning services and to provide a service for patients.





What have been your biggest challenges whilst being a mentor?

Recently, COVID. There was a period of 4 to 5 months in which we could not offer the same support and patient-facing experiences offered pre-COVID. From a supervisor perspective, ensuring other mentors are able to support appropriately.

And your biggest successes?

Apprentices qualifying and becoming successful practitioners in their own right. Innovating with education providers to begin a training pathway that continues to recruit from a finite number of graduates from older education programmes.

What do you hope to do next?

Continue to recruit apprentices and look for any opportunities for innovation in education and training for all levels of apprentices for clinical, administrative and support roles.

What tips do you have for people wanting to become a mentor?

- Find an experienced mentor.
- Attend an apprenticeship or supervision course to support skills development to provide evidence for scope of practice.
- Don't be afraid to make mistakes.
- Listen.
- Set professional boundaries with students.