



Training provided by

**IMPACT  
FUTURES**

**LEVEL 4**

# LEARNING & SKILLS MENTOR

Helping others to be the best they can be



*From small acorns, great oak trees grow!*



# Learning & Skills Mentor

## APPRENTICESHIP STANDARD

This level 4 learning and skills mentor apprenticeship supports individuals and groups with their learning and development towards agreed goals.

You will do this by working within ethical and legal frameworks to ensure a high standard of mentoring practice. You will work collaboratively with stakeholders to inclusively meet the individual needs of the mentee. You will be committed to your own professional development and reflective practice as a mentor and within your sector.

It is suitable for people working in an environment in their organisation where they are the knowledgeable other. You will work in a variety of locations and environments where mentoring activity may be undertaken face to face or remotely.

### ENTRY

## Requirements

You must have been a UK, EEA, or EU resident for at least the past three years to undertake this training programme.

In addition, you must be able to commit to the full length of the programme, and be able to meet the programme modules through your job role.

If you do not have a level 2 or equivalent in Maths and English, you will be required to work towards achieving these qualifications as part of your apprenticeship.

## COMPONENTS OF AN Apprenticeship

Apprenticeships are 12 to 24 month training programmes. They are made up of:



More information on each of these components can be found within the learner or manager apprenticeship guide. All of the above components must be fully completed in order to successfully achieve your apprenticeship.

## WHAT IS THE DURATION AND HOW WILL YOU LEARN?

Over the duration of 16 months, you will receive a combination of face-to-face and online training and support.

The 16 month time frame is based on an employee with a full-time contract, if an employee works fewer than 30 hours then the time frame of the apprenticeship will increase accordingly. See below for example:

16 hours contracted per week = 22 months apprenticeship programme

You will undertake an online assessment that will help us to understand your learning style and needs, then we will tailor your learning experience accordingly.

We ensure that you stay on track to complete your programme on time by managing your progress through our state-of-the-art e-portfolio system, Aptem.

## OFF THE JOB TRAINING

As part of the apprenticeship, alongside your job role, a minimum of 6 hours per week of your time in work must be dedicated to improving new skills, knowledge and behaviours. This can be any time devoted to learning and improving new skills, knowledge and behaviours without interruption.

### EXAMPLES INCLUDE:



MENTORING



SHADOWING



NOTE WRITING



TEACHING SESSIONS



FORMAL HANDOVERS



STAFF MEETINGS



RESEARCH



ONLINE RESOURCES



ATTENDING EVENTS



LEARNING MODULES



ROLE PLAY



SWAPPING DEPARTMENT



ONLINE TEACHING



DIGITAL LEARNING RESOURCES



ONE TO ONE TUITION



WORKPLACE ASSESSMENT

## END-POINT ASSESSMENT

Learnt knowledge, skills and behaviours will be assessed by an independent assessor in your end-point assessment (EPA). This typically involves elements such as:

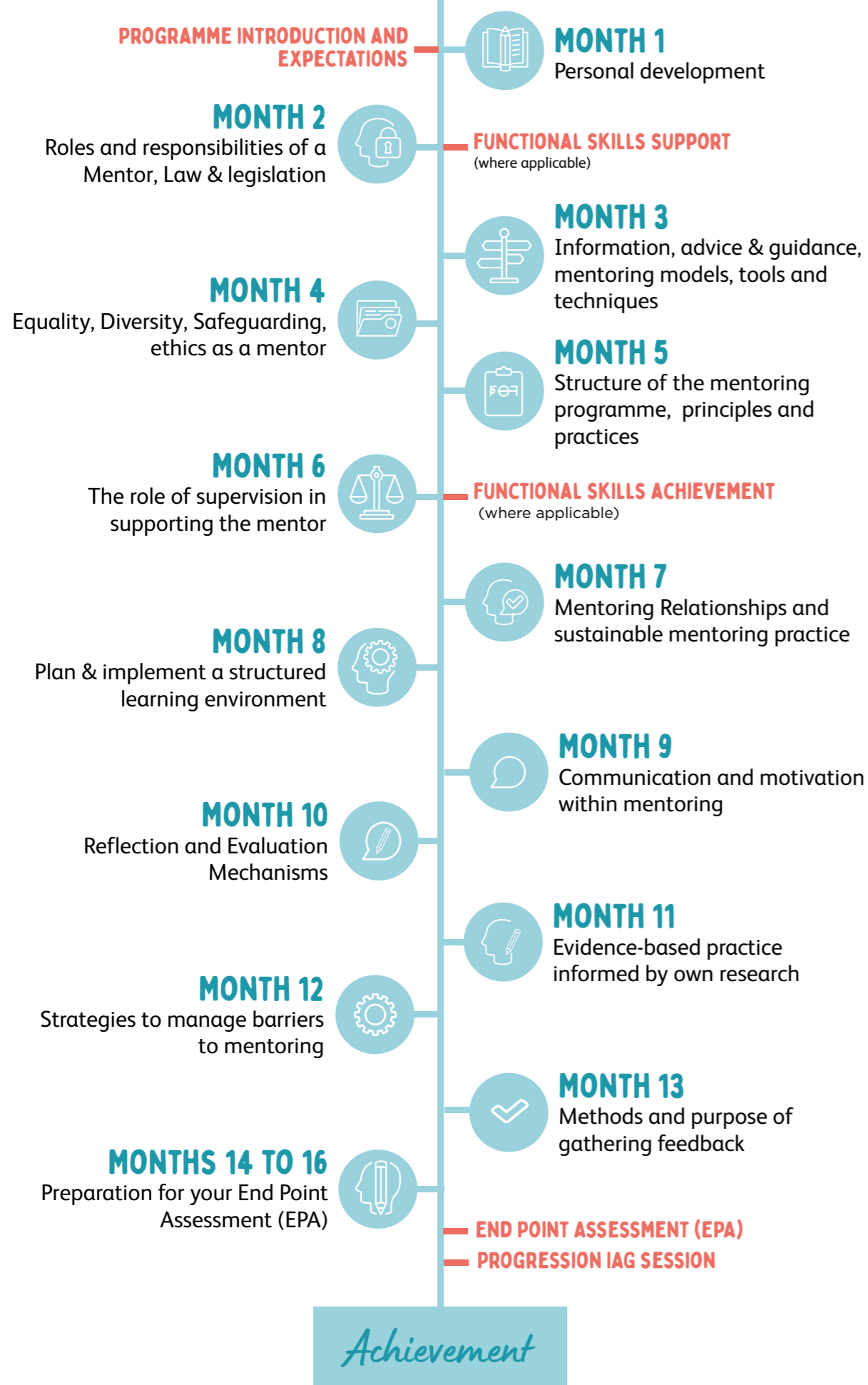


OBSERVATION WITH QUESTIONING

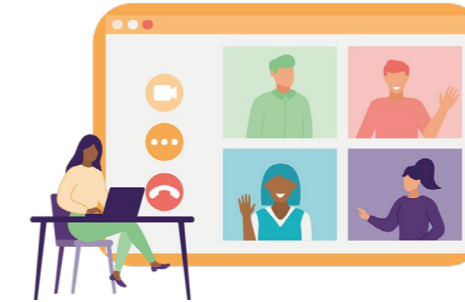


PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE

# Your Apprenticeship Journey



## You will learn how to:



### DEVELOP YOURSELF:

- Develop and maintain a personal development record and ensure currency of vocational skills are maintained.
- Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self.
- Understand how your own behaviour and way of working can impact on the mentoring process.
- Understand how Continuous Professional Development is used to develop and enhance their abilities and their mentees.

### PLAN, IMPLEMENT & MONITOR STRUCTURED LEARNING ENVIRONMENTS:

- Understand the roles and responsibilities of a mentor, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding.
- Understand how to provide accurate and relevant vocational/pastoral advice and guidance to meet mentee needs, including points of referral to other professional services.
- Implement established mentoring tools and techniques to help the mentee work towards agreed outcomes.
- Able to apply strategies to assess starting points of the mentee, including potential barriers to development.
- Conduct sustainable mentoring practice within organisational and professional boundaries.
- Cultivating evidence-based practice through mentorship.

### COMMUNICATION AND MENTORING RELATIONSHIPS:

- You will demonstrate and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies.
- Understand mentoring theory and models, including maintaining good practice and protocols within the mentoring relationship.
- Understand how and when to use questioning techniques to encourage reflection and progression.
- You will be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.
- Understand how the supervisor, mentor, mentee relationship works.
- Skills that make use of effective communication, various formats/ Models such as (e.g., listening, questioning, reflection, using mentoring models).
- Understand how to use feedback to evaluate – how effective mentoring process has been

# Modules of learning/Key Areas:

## REFLECTION AND EVALUATION MECHANISMS

- Be able to demonstrate rigorous evaluation processes with mentees to support reflection on the effectiveness of the mentoring relationship
- How to plan for mentoring sessions and review and revise action plans
- Methods of communication to maintain the mentoring relationship and review progress toward agreed outcomes
- Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self
- Assess and review progress and achievement of agreed outcomes and revise action plans as appropriate

## PLAN & IMPLEMENT A STRUCTURED LEARNING ENVIRONMENT

- Plan, conduct, and record mentoring activities to support the progression of the mentee
- How to plan for mentoring sessions and review and revise action plans
- Establish and maintain mentoring contracts with mentees and where relevant, other stakeholders
- Conduct mentoring sessions according to agreed plans
- Work to ethical and legal standards within professional boundaries
- How to create a safe and ethical environment for mentoring to take place

## ROLES AND RESPONSIBILITIES OF A MENTOR, LAW & LEGISLATION

- Understand your role as a mentor, as well as all responsibilities with regard to the confidentiality of mentoring sessions
- The roles and responsibilities of a mentor, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding
- Work to ethical and legal standards within professional boundaries
- Understand the skills, knowledge, and behaviours required to be an effective mentor
- Be able to explain the purpose of mentoring records for mentor and mentee

## METHODS AND PURPOSE OF GATHERING FEEDBACK

- Be able to demonstrate effective methods for providing feedback to inform progression with their mentees
- Obtain and utilise feedback from a variety of sources
- Methods for providing feedback to inform progression
- Provide feedback to the mentee to inform progression
- Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self
- How to use feedback as a tool for measuring tools for progress/competency/achievement
- How to use feedback to evaluate – how effective mentoring process has been

## STRATEGIES TO MANAGE BARRIERS TO MENTORING

- Strategies to assess starting points of the mentee, including potential barriers to development
- How to use a SWOT analysis to overcome- Threats / barriers to the mentoring process
- How to identify the most common potential barriers for individuals and employers
- Understand resistance to change
- Be able demonstrate effective management of their own mentees (mentoring programs)

## EVIDENCE-BASED PRACTICE INFORMED BY OWN RESEARCH

- Be able to demonstrate how 'Evidence-based practice' used correctly is a key educational strategy for busy mentors and mentees
- Evidence-based practice informed by own research
- Apply evidence-based mentoring practice informed by own research
- Committed to improving own professional practice in relation to mentoring

## PERSONAL DEVELOPMENT

- Identify the details of your chosen pathway and how you will be supported to collect evidence towards end point assessment
- Identify how your progress is reviewed, how we support any additional learning needs and appeals procedures
- Explore and discuss some of the topics you may be learning as part of your overall qualification

# Making an impact, now and in the future:

## WHAT WILL YOU ACHIEVE?



## WHAT'S NEXT?

YOUR CAREER IS A JOURNEY  
*Take the next step*



LEVEL 5 OPERATIONS MANAGER

LEVEL 3 TEAM LEADER



# *Make an impact*

For more information, contact  
[apprenticeships@helpinghands.co.uk](mailto:apprenticeships@helpinghands.co.uk)



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