



Learning Mentor Apprenticeship

Sector	Learning Mentor
Level	3
Guided Learning Hours	12 Months

Potential Job Roles: Learning Mentor

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.

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.

Mandatory requirements	Functional Skills	Level
	Maths	2
	English	2
	ICT	2
	Safeguarding	1
Combined Knowledge, Skills and Behaviours		Learning Mentor

Mandatory Requirements

Knowledge:

The Learning Mentor will understand the procedures for effective mentoring including:

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
K10	Opportunities for continuing professional development
K11	Quality assurance requirements relating to the mentoring environment

Skills:

The Learning Mentor will be able to provide mentoring support including:

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 then learning programme, complying with quality, confidentiality and data protection requirements

S8	Liaise with relevant colleagues to support the implementation of learners' action plans
S9	Be vigilant in safeguarding learners and others in contact with them
S10	Maintain the currency of their vocational skills
S11	Comply with internal and external quality assurance requirements
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

End point Assessment

Learning Mentor Observations (LMOs):	64%
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This includes two Learning mentor sessions with a minimum of two different learners, totalling 120 minutes. The observation will involve learners who will be taking part in a genuine mentoring session. Following the observations, the Assessor, will question the apprentice in order to clarify any specific sector/specialist practice/s arising from the observation. The duration of the questioning will be specific to each apprentice. Questioning, where needed will not exceed 10% of the total time of the observation. The observations represent a total of 64% of the EPA.

The Professional Discussion (PD):	36%
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The professional discussion, will take place in a confidential environment with no interruptions. During the professional discussion, the Assessor will clarify and validate the apprentice's claim to meeting the Learning Mentor Standard through ongoing practice, illustrated in examples provided in the Showcase portfolio. When the Assessor 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 Assessor in readiness for the EPA on-site visit and the professional discussion. The session will last for a maximum of 60 minutes. The professional discussion represents a total of 36% of the EPA.

Making the Assessment Judgement:

The **Learning Mentor Observations** and the **Professional Discussion** are each graded Fail, Pass or Distinction as identified in the points allocated and grading summaries on pages 7, 10 and 11 of the assessment plan.

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.**

Qualification Progression	Employers may also wish candidates to achieve appropriate additional qualifications in Education and Training including mentorship
Job role progression opportunities:	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.