

Role / Occupation	Higher/Further Education - Learning Mentor (LM)	Duration	Minimum 12 months
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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 including: work based/independent training provision; further, adult and higher education; offender learning and the voluntary sector. All education and training roles are 'dual-professional', requiring (first) knowledge and skills in a specialist vocational or subject area as well as in helping learners to learn. The **LM** is (and has to be) 'grounded' in up-to-date processes and procedures, relevant to the learners programme of development. The role could therefore be considered to be a first step towards a secondary role as an education and training professional.

Within the sector, 'mentoring' is understood to be different to 'coaching'; being a relatively basic learning-support role, based on advice and guidance delivered by a more experienced person.

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 Education and Training professionals and employers 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:	The Learning Mentor will understand:
<p>Provide mentoring support</p> <p>S1 advise, guide and supervise learners to acquire the most benefit from their learning programme</p> <p>S2 communicate and collaborate effectively and use effective questioning, listening and assertiveness skills</p> <p>S3 work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience</p> <p>S4 liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners' skills and knowledge</p> <p>S5 identify and refer issues relevant to learners' progress and well-being, to education-providers and/or workplace colleagues</p> <p>S6 collaborate with the wider education support</p>	<p>Procedures for effective mentoring</p> <p>K1 effective practice in providing accurate and relevant vocational/pastoral advice and guidance</p> <p>K2 effective questioning, active-listening and assertiveness techniques</p> <p>K3 learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team</p> <p>K4 the roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements</p> <p>K5 who has a legitimate need to be kept informed of issues impacting on the learners well-being and progress</p> <p>K6 the mentor's role in supporting the learner's</p>

The Learning Mentor will be able to:	The Learning Mentor will understand:
team to review learners' progress and to provide evidence of progress and achievement	development and how to provide valid evidence of progress and achievement
S7 maintain appropriate records for the learning programme, complying with quality, confidentiality and data protection requirements	K7 organisational and legal requirements for recording, storing and sharing information on learners' progress, needs and welfare
S8 liaise with relevant colleagues to support the implementation of learners' action plans	K8 the roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans
S9 be vigilant in safeguarding learners and others in contact with them	K9 how learners may become physically or psychologically at risk, and channels for reporting concerns
S10 maintain the currency of their vocational skills	K10 opportunities for continuing professional development
S11 comply with internal and external quality assurance requirements	K11 quality assurance requirements relating to the mentoring environment.

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.