

# LEARNING MENTOR Apprenticeship

## EMPLOYER FACTSHEET GROW YOUR OWN TALENT

Learning Mentors support learners of all ages, and all levels, to develop within a new work role.

### Key Information

Level	3
Duration	12 months
Entry requirements	- 16 years or over. - Please contact our Apprenticeship team for further entry requirements.
Delivery	A minimum of 30 hours of on the job training at work place per week including a day/ block release to study theory at our Uxbridge/ Hayes/ Harrow campus
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.
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.
English & maths	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.

### Choose a Trusted Provider



We are a top provider in London with consistently high success rates



We are the largest college provider of apprenticeships in west London



We work with major companies including British Airways, Brunel university London & Menzies etc.



Government funding may be available. Eligibility and criteria apply

### Employers involved in creating this standard:

ITCSkills Limited, CETTAcademy, Canterbury University, Youthforce, Babington Group, Halesowen College, Michaeljohn Training, FOAP(T) RNAC – MOD, Derby University, Bedford College, Hull Training and Adult Education, Hull City Council, Bowling College, City and Guilds, Fircroft College of Adult Education.

☎ 01895 853780  
✉ employers@hruc.ac.uk  
🌐 www.hruc.ac.uk/employers  
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Harrow, Richmond & Uxbridge Colleges

## Modules and Content Summary

### 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.

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.)

#### 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
- 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.

#### 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
- K10 opportunities for continuing professional development
- K11 quality assurance requirements relating to the mentoring environment.

#### 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.