



## Learning Mentor Level 3 Apprenticeship

### Entry requirements

Set by employer.

### Qualifications

Must have achieved Level 2 maths, English and ICT skills (equivalent to GCSEs 9 to 4 or A\* to C) and Level 1 in Safeguarding prior to completing their apprenticeship.

### Duration

Minimum of 12 months.

### Progression

Could progress further within their vocation specialism and/or into roles involving the assessment and coaching of vocational learners. May also be eligible to progress onto a full teaching role within an education and training provider organisation.

### Role

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. Learning Mentors 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.

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To discuss how MAXIMUS Training can add value to your business, contact us on:

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## A bit more about the role

Learning Mentors (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 professionals, employers and/or human resource colleagues to meet learners' needs and achieve their potential.

### Behaviours

- 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.

### Knowledge

#### Procedures for effective mentoring

- Effective practice in providing accurate and relevant vocational/pastoral advice and guidance.
- Effective questioning, active-listening and assertiveness techniques.
- Learning programme requirements and the need to plan contextualised learning in authentic or realistic work settings with the learner support team.
- The roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements.
- Who has a legitimate need to be kept informed of issues impacting on the learner's wellbeing and progress.
- The mentor's role in supporting the learner's development and how to provide valid evidence of progress and achievement.

## Knowledge

### Procedures for effective mentoring

- Organisational and legal requirements for recording, storing and sharing information on learners' progress, needs and welfare.
- The roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans.
- How learners may become physically or psychologically at risk, and channels for reporting concerns.
- Opportunities for continuing professional development.
- Quality assurance requirements relating to the mentoring environment.

## Skills

### Provide mentoring support

- Advise, guide and supervise learners to acquire the most benefit from their learning programme.
- Communicate and collaborate effectively and use effective questioning, listening and assertiveness skills.
- Work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience.
- Liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of learners' skills and knowledge.
- Identify and refer issues relevant to learners' progress and wellbeing, to education-providers and/or workplace colleagues.
- Collaborate with the wider education support team to review learners' progress and to provide evidence of progress and achievement.
- Maintain appropriate records for the learning programme, complying with quality, confidentiality and data protection requirements.
- Liaise with relevant colleagues to support the implementation of learners' action plans.
- Be vigilant in safeguarding learners and others in contact with them.
- Maintain the currency of their vocational skills.
- Comply with internal and external quality assurance requirements.

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