

## Learning Mentor Apprenticeship Level 3

Study Mode: Full Time Programme Component | Course Level: 3

### Is this course right for me?

Mentoring is the foundation of vocational training and apprenticeships and takes place in all parts of the education and training sector and staff-development contexts.

Learning mentors support learners of all ages, and all levels, to develop within a new work role. The learners may be apprentices, trainees or new recruits (ranging from young entrants, to new CEOs) in the workplace, or in any vocational learning environment.

They 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) - and give practical, technical and/or pastoral support and guidance.

Learning mentors 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. They are 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.

They collaborate closely with colleagues, other education and training sector professionals, employers and/or human resource colleagues to meet learners' needs and help them to achieve their potential.

### Entry Requirements

GCSE 9(A\*)-3(D) in maths and English or equivalent

### What will I learn?

CORE KNOWLEDGE, SKILLS AND BEHAVIOUR REQUIREMENTS

KNOWLEDGE

Apprentices will develop knowledge of:

- 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
- 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 well-

being and progress

- Mentor's role in supporting the learner's development and how to provide valid evidence of progress and achievement
- Organisational and legal requirements for recording, storing and sharing information on learners' progress, needs and welfare
- 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.
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## SKILLS

Apprentices will gain skills in how to:

- 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 well-being, 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

## BEHAVIOURS

Apprentices will demonstrate the following 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

## **How will I be assessed?**

Throughout the programme the apprentice will receive expert training from highly qualified staff.

A qualified assessor will provide an induction and regular workplace assessments

## What can I do next?

Completion of the programme will enable the apprentice to act as a learning mentor and/or 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.

## Delivery

**Location:** Work-based & College

**Start Date:** 02/09/2024

**Day:**

**Time:**

**Course Fee:**

**Course Code:** X0017

**Study Mode:** Full Time Programme Component

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