

Trailblazer in Education and Training (Apprenticeship Level 3)

Role/ Occupation	Further Education Learning Mentor (LM)	Duration	Average 12 months
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The **LM** role is essentially an entry-level platform for those who wish to engage with vocational training or those who wish both to explore a more significant 'stepping stone' towards a substantive role in the Education and Training Sector (**ETS**).

The **LM** will guide the learner through the 'learning journey' providing information, advice and guidance as well as facilitating pastoral support, with the support of teaching professionals. In the workplace, they will liaise with an Assessor-Coach and/or teachers to ensure that learners receive a varied work experience that enables them to fulfil the requirements of their learning (study) programme. In a **ETS** provider context (e.g. a classroom or simulated workshop), the **LM**'s guidance will be more pastoral, supporting the teacher by encouraging positive behaviours and engagement with learning opportunities and helping to build learner confidence and autonomy.

This Trailblazer is therefore suitable for:

- the 'supervisor' of learners in the workplace, who wishes to be more effective in supporting the learning process whilst remaining in (and enhancing) their current vocational role within the employer's organisation;
- returners-to-work who have prior experience and or qualifications that would be relevant within education and training provision;
- young people who have successfully completed an apprenticeship and would now like to pass on their skills and knowledge to others;
- **ETS** non-teaching staff (such as recruitment, information and guidance staff or administrative support staff) who wish to pursue a vocational pathway into teaching or learning-related role;
- 'career-changers', for example, experienced professionals and vocational specialists (such as those in transition from the armed services) who would like to explore a new career in the **ETS**.

Some of the above examples, and notably 'career changers', may be eligible to enter the **ETS** at a more substantive Level 4 role, or above.

The **LM** apprenticeship will enable the development of the following professional behaviours, knowledge and skills.

The professional behaviour of the Learning Mentor

- Operates, at all times, within the ethical and legal standards of behaviour and professional boundaries
- Values equality and diversity and works with others to improve equality of opportunity and inclusion
- Models resilience and adaptability when dealing with challenge, maintaining self-control and a focus on goals
- Promotes an ethos of motivation, aspiration and a passion for learning
- Demonstrates, encourages and expects mutual respect in all mentoring and professional contexts

The qualified Learning Mentor will be able to -

Provide mentoring support by -

- S1 advising, guiding and supervising learners to enable them to obtain the most benefit from their learning programme
- S2 using effective questioning, listening and assertiveness skills to support mentoring
- S3 working with education provider and workplace colleagues, to plan and implement structured and meaningful learning opportunities/work experience
- S4 liaising with assessor-coaches and/or teachers to facilitate formative and summative assessment of learners skills and knowledge
- S5 identifying and referring issues, relevant to the learners progress and well-being, to education-provider and/or workplace colleagues
- S6 collaborating with assessor-coaches in reviewing learners' progress and in providing supporting evidence of progress and achievement
- S7 maintaining appropriate records to support the learning programme, in accordance with quality

The qualified Learning Mentor will understand -

The procedures for processes effective mentoring -

- K1 how to maintain currency in providing accurate and relevant vocational and pastoral advice and guidance
- K2 effective questioning, active-listening and assertiveness techniques
- K3 how to interpret/contextualise learning programme requirements to fit authentic or realistic work experience, and to plan learning opportunities with the learner support team
- K4 how to support assessment processes, carried out by the assessor-coach or teacher, providing practical help with implementation
- K5 those who have a legitimate role in receiving information relating to the learners needs and welfare
- K6 effective communication and collaborative working skills, together with ways to record progress and achievement
- K7 organisational procedures for recording and storing information relating to the learner, in line

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- requirements, confidentiality and data protection
- S8 liaising with relevant colleagues to support implementation of learner's action plans
- S9 being vigilant in the safeguarding of learners and others in contact with them
- S10 maintaining the currency of own vocational skills
- S11 complying with internal/external quality assurance for the mentoring role

- with legislative requirements
- K8 workplace and education provider colleagues who can help in enabling learners to fulfil action plans
- K9 how learners and others associated with them, may become physically/psychologically at risk
- K10 how to maintain vocational currency
- K11 internal/external quality assurance requirements and ways to report concerns

Entry Requirements

Employers are likely to expect an entrant to have a strong aspiration to support learners. It will be helpful for **LMs** have recent experience/knowledge of up-to-date workplace practice through either working in that environment or through recent education and training within the context in which they will be mentoring learners.

Qualifications

Outcomes for this standard may include:

- Level 2 Functional Skills Maths, English and ICT
- Level 3 Award in Education and Training
- Level 1 Safeguarding
- Level 3 Mentoring
- Level 2 IAG

Professional Recognition

It is expected that professional recognition at this introductory level will be overseen by the **LM's** organisation.

Progression

The **LM** could progress onto a Level 4 Assessor-Coach role or to a Level 5 Qualified Teacher role, given the necessary eligibility requirements.

Review - The apprenticeship standard should be reviewed, after a maximum of 3 years, by the Education and Training Trailblazer Leadership Group.