



# LEARNING MENTOR

COURSE DURATION | 12 MONTHS MIN.

L3

APPRENTICESHIP STANDARD

## Supporting learners of all ages, and all levels, to develop within a new work role.

### Course Overview

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).

#### Typical responsibilities for a learning mentor are:

- LMs **support the development of learners' knowledge, skills and behaviours**, throughout their programme, particularly in **applying theoretical learning** in practical work environments.
- 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**.

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.)

As part of the Learning Mentor standard, learners have to complete the following qualifications:

- **Level 1 Safeguarding**



Education & Skills  
Funding Agency



The NVQ  
Training Centre

## Contact Us

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### Website

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# COURSE CONTENT

## Knowledge

- 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 well-being and progress
- The **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
- 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

- **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 & **provide evidence of learners' progress.**
- **be vigilant in safeguarding learners** and others in contact with them
- **Comply** with internal and external **quality assurance requirements**

## 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
- **Demonstrate, encourage and expect mutual respect** in all professional contexts
- **Be resilient and adaptable** when dealing with **challenge and change**, maintaining **focus and self-control**