

‘an experienced person supporting a less experienced person to help foster their development and professional growth’

# A GUIDE TO MENTORING - SUPPORTING THE APPRENTICESHIP MENTOR

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# Webinar Protocol



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# Agenda

The Workplace Mentor in Apprenticeships

Key Roles & Responsibilities

Mentoring Approach at Staffordshire

Tripartite Reviews

Understanding Off the Job Learning

Tri-partite Review Proforma

Successful Mentoring Relationships

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# The Workplace Mentor in Apprenticeships

- Rules - The employer must provide the apprentice with 'appropriate support and supervision to carry out their job role'
- Levy paying employers have to sign an agreement with government to comply with the apprenticeship rules
- Ofsted require learning objectives and progress against these to be documented and monitored
- Employers are signatories to responsibilities set out for them in the apprenticeship Commitment Statement
- A Mentor is a facilitator and critical friend - to aid apprentice's own understanding and problem solving
- Mentoring is common in apprenticeships because it aids successful completion
- An apprenticeship is usually 80% learning on the job - Apprentices benefit from help to understand and apply their off and on the job learning in their role
- Regularly = every 12 weeks as a minimum to contribute to the **formal** Apprenticeship progress review - the 'Tri-partite review'
- Informally though more regular contact is usual – a monthly cycle is typical plus for key milestone activities or issues

# Responsibilities

Build A Relationship

- Build trust and a sharing and honest relationship

Encourage

- Apprentices to take risks and reach their potential

Portfolio Development

- Guide the selection of suitable evidence

Strategy & Action Plans

- Work jointly to create A “campaign’ with clear objectives, roles and responsibilities and timelines .

Source Resources

- Liaise with colleagues to make resources available

Guide

- Facilitate self learning, helping them apply their learning to their role

Liaise

- with others in the learning network including the Personal Tutor to review progress

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# Responsibilities

## Document Progress & Achievements

- Report your mentee's progress each month to the Personal Tutor through your Mentor Feedback Form ( in the Mentor Handbook )

## Be a "critical friend"

- support and challenge views and learning e.g. for mentee's assignments

## Maintain contact quarterly

- with the apprentice and the Course Leader/Tutor
- in preparation for the Tri-partite review

## Routinely reflect

- Work with mentee to reflect, complete journals and assess their experiences and learning

## Certificates of Authenticity

- Provide testimony and witness statements for aspects of the apprenticeship progress and success

## Network

- With other mentors, personal tutors and teachers in the programme

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# Our Mentoring Approach at Staffordshire

## Listening

- **Active listening**
- Pay careful attention to what is being said and picking out the key points.
- Do not think ahead to what you are going to say.
- Do not interrupt when your mentee is speaking.
- Listen for feelings.
- Keep an open mind - do not judge immediately.
- Encourage your mentee to clarify what has been said.
- Check your own understanding of what is being said, if necessary ask your mentee to repeat the parts that are not well understood.

## Looking

- being aware that some people communicate with verbal and body language,
- pay attention to the whole person.
- Make eye contact with your mentee
- Show that you are listening by leaning forward in your chair
- Watch for expressive hand or body movements that might be a substitute for words

## Levelling

- Be honest and clear about feelings and thoughts
- Encourage new ways of thinking, different viewpoints
- Support and counsel
- Be honest in replies to questions, but ensure the answer is not discouraging
- Examine consequences and impact
- Speak for yourself, Use "I" statements instead of "you"
- Acknowledge your mentee's feelings.
- Do not give unwanted advice or try to change feelings or intentions.

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# THE TRI-PARTITE REVIEW

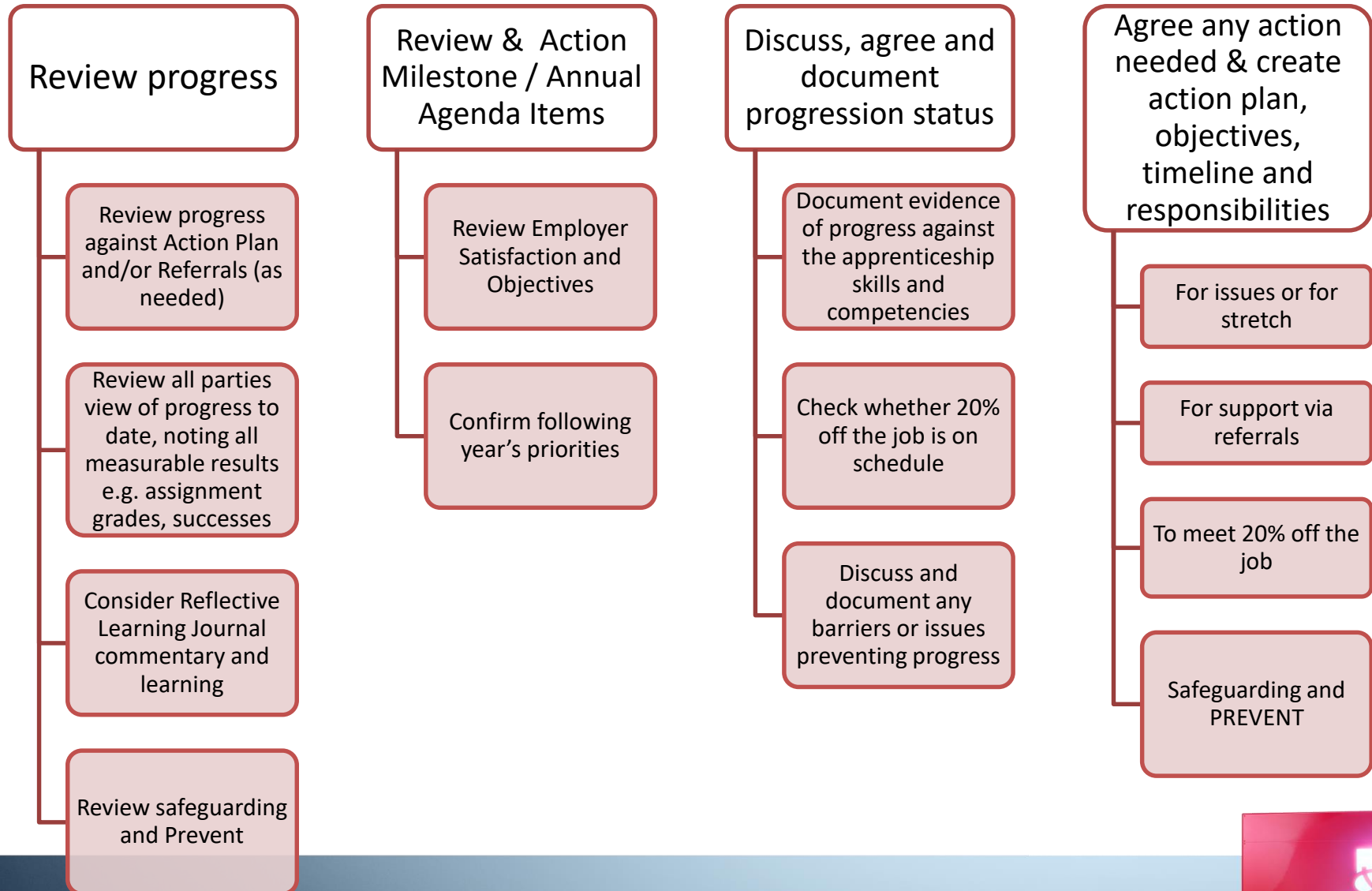
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# The Tri-partite Review

- Mandatory element within the apprenticeship
- Only three way sessions in the apprenticeship - employer, University & apprentice
- Mentor and apprentice must prep – work with apprentice to consider their learning journal and achievements
- A Progress Review
  - Bank evidence of modules and skills progress attained
  - Set future learning objectives
  - Confirm off the job learning is on schedule to meet 20% minimum
  - Identify blocks or issues
  - Action plan if needed
  - Identify any additional support needed
  - identify opportunities to enhance learning

# Tri-partite Review Agenda



# OFF-THE-JOB LEARNING

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# Off the Job Learning

Minimum 20 % off the job learning is a legislative requirement in an apprenticeship



It can only include training to acquire knowledge, skills and behaviours that are required in the apprenticeship



progress reviews or on-programme assessments are not eligible



Off the Job just means not undertaking usual job tasks



It is up to providers and the employer to decide how the off-the-job training is delivered.



learning should take place in normal working paid hours. If not, time in lieu must be provided



It can be undertaken one day a week, or block release, or any schedule to suit



Off the job does not mean out of the office e.g. it includes writing an assignment at your desk



This may include regular day release, block release and special training days/workshops

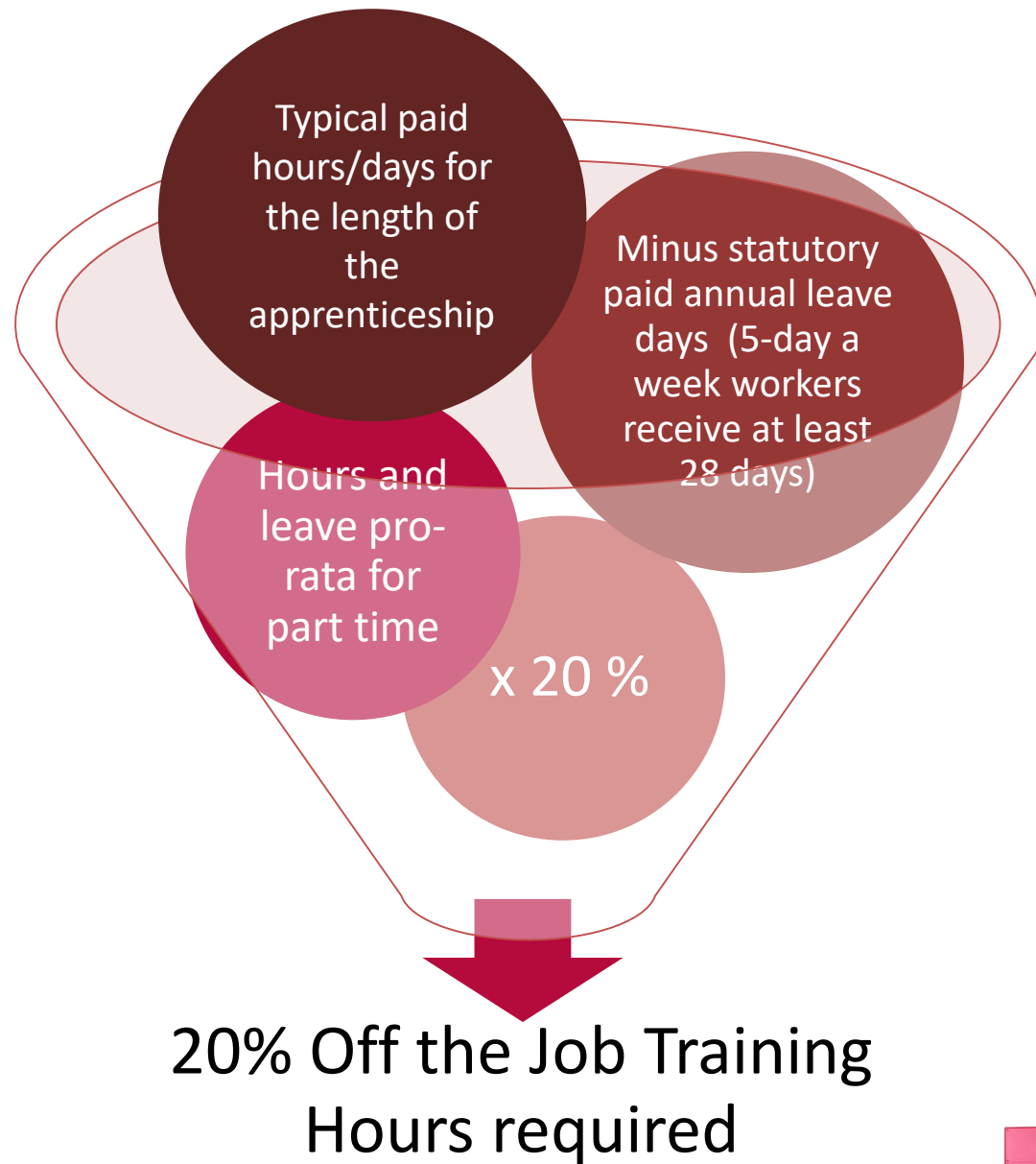


The University must have evidence that this has taken place

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# Off the Job Learning



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# Off the Job Learning

## Eligible Activity

- directly relevant to the apprenticeship, teaching new knowledge, skills and behaviours required to reach competence in the particular occupation.
- the teaching of theory (for example, lectures, role playing, simulation exercises, online learning, and manufacturer training)
- practical training, shadowing, mentoring, industry visits, attendance at competitions
- time spent writing assessments/ assignments.
- Undertaking new tasks or activities not part of the usual role to test skills/ acquire skills
- Taking part in discussions or meetings to acquire knowledge or skills - observing or participating
- Peer to peer 'learning raid' sessions to share skills, review options, problem solve or share knowledge and skills

# RECORDING & MONITORING PROGRESS

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Staffordshire University  
Higher & Degree Apprenticeship  
Apprenticeship Workplace Learner Review and Progress Summary  
(Tripartite Review)



**NOTE** – This document forms a record of progress with an individual's apprenticeship and may be audited by the Education and Skills Funding Agency (ESFA) as part of their monitoring and audit process to ensure provision of high quality apprenticeships  
All sections of this document must be completed for each review. Reviews to be no more than 12 weeks apart  
Completed Copies must be sent to Apprenticeships Team (apprenticeships@staffs.ac.uk) for storage on the Apprentice's File

Apprenticeship Title & Course Code:			
Apprentice Name:			
ULN Number:			
Student Number:			
Subcontractor name (if applicable):			
Employer (Company Name):			
Employer Representative:			
Course Leader:			
Work-Based Education Officer:	Visit date		Next visit due date
Purpose of the visit:	<input type="checkbox"/> Tripartite	<input type="checkbox"/> Gateway	<input type="checkbox"/> End of Programme

<b>Outcomes:</b>			
<input type="checkbox"/> Referrals to other Services:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Purpose:	
<input type="checkbox"/> Post Referral follow up summary:		<input type="checkbox"/> Referral Actioned	
<b>Progress Summary:</b>	<input type="checkbox"/> G	<input type="checkbox"/> R	<input type="checkbox"/> A
<input type="checkbox"/> Progress in meeting the competencies of the apprenticeship standard	<input type="checkbox"/> On Schedule	<input type="checkbox"/> Ahead	<input type="checkbox"/> Action Plan
<input type="checkbox"/> Progress in meeting the required level (min 20%) of off the job learning	<input type="checkbox"/> On Schedule	<input type="checkbox"/> Ahead	<input type="checkbox"/> Behind

REVIEW OF PREVIOUS ACTIONS		
Targets	Progress	Met / Not met

# The Tri-partite Review

- Must document outcomes and ensure issues are identified and visible
- Early intervention is essential
- Must manage and monitor any areas of risk
- Track action plans to completion

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# The Tri-partite Review

- Document and confirm achievements against the Individual Learning Plan and knowledge, skills and behaviours required by the apprenticeship

REVIEW OF PROGRESS OF ELEMENTS OF APPRENTICESHIP STANDARD		Planned End Date		
Area for review	Comments and actions			
English Functional Skills Progress (if applicable)	% complete & target date			
Maths Functional Skills Progress (if applicable)	% complete & target date			
Digital Skills Progress (if applicable)	% complete & target date			
Attendance & timekeeping	In Work	Good	Satisfactory	Poor
	In University	Good	Satisfactory	Poor
Progress with Qualification (enter details)	% complete & target date			
Progress with any required additional qualification (Enter Details)	% complete & target date			
Record any Off the Job learning undertaken in the workplace since the last review	Number of Day/Hours "off the Job"	Description of Activities		

## KSB's TRACKER

Module 1	Expected Outcome	Progress Check	Comments
<b>KNOWLEDGE</b>			
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SKILLS</b>			
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
<b>BEHAVIOURS</b>			
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	

Module 2	Expected Outcome	Progress Check	Evidence Example	Comments
<b>KNOWLEGDE</b>				
XXX	<input type="checkbox"/>	<input type="checkbox"/>		
XXX	<input type="checkbox"/>	<input type="checkbox"/>		
XXX	<input type="checkbox"/>	<input type="checkbox"/>		
<b>SKILLS</b>				
XXX	<input type="checkbox"/>	<input type="checkbox"/>		
XXX	<input type="checkbox"/>	<input type="checkbox"/>		

# The Tri-partite Review

- Confirm next quarter action plan objectives
- Document wider support issues or action plans
- Mentor updates their views on progress:
  - Reinforce achievements not fully reflected in discussions
  - Highlight issues and priorities for the apprentice and the university for this next period of study and progression e.g. completion of the reflective learning journal or learning log or the importance of additional learning required to meet of the job requirements or support additional experience required by the apprentice
  - report satisfaction with the apprenticeship programme

XXX	<input type="checkbox"/>	<input type="checkbox"/>	
<b>BEHAVIOURS</b>			
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
XXX	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ON TARGET</b> YES / NO <b>Actions needed to be taken</b>			
<b>AT RISK</b> YES / NO			
<b>ACTION PLAN</b>			
<b>SMART MILESTONE TARGETS AND ACTIONS</b>	<b>How will target be achieved</b>		<b>By when</b>
<b>APPRENTICE COMMENTS &amp; PASTORAL CARE / ISSUES.</b> (Confirm learner is receiving additional support if required.)			
In this box record a summary of progress and performance at work that can include: <ul style="list-style-type: none"> <li>• Work/projects undertaken</li> <li>• Off the job learning</li> <li>• Successes/Learning</li> <li>• Issues</li> <li>• Problems</li> </ul>			
<b>WORKPLACE MENTOR FEEDBACK ON APPRENTICE'S PROGRESSION AND OVERALL PROGRAMME SATISFACTION</b>			
<b>WORK-BASED EDUCATION OFFICER COMMENTS</b>			
<b>RECORD ANY HEALTH AND SAFETY, ETHICS OR CONFIDENTIALITY ISSUES BELOW:</b>			
<b>SAFEGUARDING AND PREVENT</b> – Are there any safeguarding or prevent issues that have not been dealt with in the workplace? Please indicate yes or no in each review meeting. If yes record comments and then take action in line with Staffordshire University's safeguarding policy			
YES/NO			

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# CHARACTERISTICS OF A SUCCESSFUL MENTOR

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# Characteristics of a Successful Mentor

Creates Self Awareness, Understanding and Ownership of Apprenticeship Success

Challenging but Supportive  
- Offering Guidance and Constructive Feedback

Listen to what is said and not said

Empowers action

Makes Time - is Open & Available

Enables Change  
- Sets Goals and Action Plans

Shares Stories & Experience

Is invested in the success of the Mentee

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# Further Information & Resources

- Mentoring Handbook
- The Apprentices Commitment Statement - Individual Learning Plan
- Tri-partite review Agenda
- The Apprenticeship Standard



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