



MENTOR HANDBOOK



Who Are We?

With over twenty years' experience in the education sector, Qube Learning is an Ofsted grade 2 training provider that specialises in vocational courses, short courses and e-learning. We pride ourselves on working with recognisable brands, from BMI Healthcare to Sainsbury's, and we deliver a range of training and qualifications to various industries across the UK.

Awarded numerous contracts by the Education & Skills Funding Agency, the government provider of skills training for further education, we deliver programmes that are focused on employed positions and therefore take place within a work environment.

We are committed to providing a flexible and welcoming approach when working with both our customers and students, ensuring all parties are comfortable and well informed from the offset. We are passionate about building great relationships and pride ourselves on being adaptable to employers' requirements.

Phone Number

01235 83 38 38

Email Address

tellmemore@qube-learning.co.uk

Postal Address

7 Park Square, Milton Park, Abingdon,
Oxfordshire, OX14 4RR

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What is mentoring?

Mentoring is a relationship between two people – the “mentor” and the “mentee.” As a mentor, you pass on valuable skills, knowledge and insights to your mentee to help them develop personally and in their career.

“Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.”

Eric Parsloe, The Oxford School of Coaching and Mentoring

In Greek mythology, Odysseus placed his friend Mentor in charge of his son Telemachus when he had to leave to fight in the Trojan War. The name Mentor has been adopted in English as a term meaning someone who imparts wisdom to and shares knowledge with a less experienced colleague.

What is a Traineeship?

A Traineeship is a government funded education and training programme with work experience that is focused on giving young people the skills and experience that employers are looking for.

What are the benefits of a Traineeship?

- You as an employer can support the development of a high quality Traineeship programme for your company in partnership with us - ensuring it suits both the needs of your business and the needs of the trainee
- You can get ahead of the competition by bringing enthusiastic young people into your business before they get on to the job ladder
- Traineeships will allow you to shape the skills and experience of young people from your local community, alongside giving members of staff the chance to develop their skills in mentoring and coaching young people.

The involvement of the employer

You will need to commit to providing a high quality work placement that includes:

- Pre-agreed content and objectives between your company, us and the trainee
- A structured opportunity for the young person that is matched to their areas of interest and aspiration
- Coaching and training from an identified mentor in the business

How do Traineeships differ from Apprenticeships?

An Apprenticeship is paid and involves a contract of employment, whereas a Traineeship can be viewed as a pre Apprenticeship placement that is unpaid and requires no contract of employment.

What is an Apprenticeship?

How do Apprenticeships work?

An Apprenticeship offers a learner the opportunity to earn a wage while they train in a job, gaining a formal qualification and supporting their journey towards progressing in their career.

Apprenticeships may be offered to both new and existing employees within an organisation. As a rule they will require the apprentice to work for at least 30 hours a week, although this may be reduced in certain circumstances. An apprentice is generally paid in the same way as an employee, however, there are set minimum guidelines which can be seen at www.gov.uk/national-minimum-wage-rates

Apprenticeships are available at:

- Intermediate level – Level 2
- Advanced level – Level 3
- Higher level – Level 4-5
- Degree level – Level 6-7

Apprenticeships can be in over 190 sectors with over 2000 job roles being covered. The apprentice will develop Functional Skills in English and Maths, and depending on their chosen Apprenticeship, may also study a nationally recognised qualification that combines knowledge and competency-based criteria.

Roles and Responsibilities

Apprenticeships and Traineeships involve a tripartite relationship between the student, the employer and a training provider. Each has their respective roles and responsibilities within the relationship and these are flexed in each situation, depending on the particular needs and abilities of the parties involved.

The apprentice's responsibilities include:

- Preparation and planning
- Mandatory attendance for sessions
- Completion of tasks in an agreed time frame
- 20% off-the-job training
- Functional Skills (where needed)
- Taking responsibility for their own development
- Communicating support needs
- Maintain a learning record
- Keep open communication lines with their Manager and Tutor
- Submit content to the e-portfolio when required
- Sit an End-Point Assessment (EPA)

The employer's responsibilities include:

- To employ the apprentice and pay their salary, providing a contract of employment
- To provide an induction, including personal safety
- To provide a safe and healthy work environment
- To safeguard the apprentice
- To provide a work role whereby the apprentice has access to relevant work experience to complement the chosen Apprenticeship
- To pay the required contribution toward training costs (if applicable)
- Allowing the apprentice time off for study
- Supervisory mentor support

The mentor's responsibilities include:

- Facilitating time for learning
- Monthly 1-2-1 reviews with students to discuss progress, provide feedback and guide development
- Supporting opportunities for the 20% off-the-job training

- Creating and providing opportunities for the student to participate in relevant workplace tasks
- Keeping open communication lines with the student, Tutor and manager (if different from mentor)
- Coordinating development reviews
- Preparing the student for End-Point Assessment

The training provider's responsibilities include:

- Supporting the employer with the identification of an appropriate Apprenticeship
- Helping develop job descriptions and person specifications
- Supporting with recruitment
- Initially assessing the candidates to ensure they receive the appropriate learning support to maximise the chances of them achieving their Apprenticeship
- Creating and updating as appropriate, an Individualised Learner Record and Learning Plan to document the Apprenticeship journey
- Registering the apprentice with appropriate awarding organisations for their Apprenticeship
- Providing advice, guidance and materials to support the building of an evidence portfolio
- **Supporting the apprentice's workplace induction**
- Developing and implementing a bespoke training programme in line with employer and apprentice requirements
- Managing the required paperwork to ensure the provider can claim the Government funding available for the training within the Apprenticeship
- Managing Ofsted responsibilities
- Regularly monitoring, reviewing and assessing progress and providing feedback to both the employer and apprentice
- Supporting with additional training where such needs are identified
- Providing pastoral care to apprentices whilst on programme
- Supporting the apprentice to successfully complete the EPA

20% OFF

20% off-the-job training

Each Apprenticeship standard requires a student to spend 20% of their contracted employment hours each week undertaking off-the-job training. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

Do not fear - the apprentice will naturally participate in many off-the-job activities. Examples include:

- Attending lectures
- Attending relevant on-site or off-site training courses
- Completing assignments
- Conferences
- Coursework
- Distance learning
- Industry visits (as above)
- Job coaching
- Listening to relevant podcasts
- Meetings with other apprentices
- Observing or shadowing colleagues
- Receiving mentoring
- Research including reading journal articles
- Self-reflection and evaluation
- Self-study
- Simulation exercises
- Teaching or learning theory related to their role
- Training
- Virtual learning
- Visiting other departments, learning about other roles in a manner that connects to aspects of the programme

End-Point Assessment (EPA)

What is End-Point Assessment?

An EPA is a collection of assessments that offers confirmation of knowledge, skills and behaviours (known as KSBs) for a particular role. It takes place once the apprenticeship training has been completed and the apprentice is deemed ready for EPA. The EPA must be achieved before an apprenticeship certificate can be issued.

How does End-Point Assessment work?

When an apprentice reaches the end of their training, the employer (supported by the training provider) will make the decision on whether the apprentice is ready to take the EPA - this decision process or stage is known as the "gateway".

Key points to note include:

- An apprentice can't complete and achieve their apprenticeship without passing the EPA
- The registered assessment organisation and the assessor must be independent of and separate from the training provider and the employer
- The EPA organisation must be approved on the ESFA register of Apprenticeship assessment organisations
- EPA is separate to any qualifications or other assessment an apprentice may undertake during training.

While the majority of assessments will be graded, it's important to note that some exemptions may apply, subject to agreement being given during the approval process. A grading system has many advantages for employers, enabling them to distinguish between pass, merit and distinction candidates whilst also motivating learners to aim high.

Maintaining Impartiality

The structure of an EPA is designed to ensure that those making a decision on the competency of an apprentice are totally impartial. This means that an assessment must either be conducted by an independent third party, or in a way that ensures no party involved in the management or training of the apprentice can make the sole decision on competence and passing the EPA - via a panel of experts, for example.



Action planning, setting SMART targets

One way to be helpful to the mentee will be to support them to set effective targets they can work towards and help them achieve these.

SMART targets help develop explicitness in goal setting. SMART stands for: Smart, Measurable, Achievable, Realistic and Time-bound.

So SMART targets set out what is going to happen, who's going to do it, by when and how achievement will be measured. Such targets should be set by the apprentice to ensure that they 'own' them and therefore feel greater commitment to their achievement.



Specific



Measurable



Achievable



Realistic



Time-bound



Developing SMART targets

Specific

The goal needs to be specific and not general. This means the target is clear and unambiguous. To make goals specific, they must state exactly what is expected and will generally answer the “W” questions:

What: What do I want to accomplish?

Why: Specific reasons, purpose or benefits of accomplishing the goal.

Who: Who is involved?

Where: Which location?

Which: Identify requirements and constraints.

Measurable

Requires the need for concrete criteria for measuring progress towards achievement in order to know if the target is complete.

A measurable goal will usually answer questions such as: How much? Or how many?

Achievable

This requires the target to be realistic and attainable - it may push the student beyond their usual boundaries but should never be impossible. A measure of achievability may be the ability of the apprentice to answer questions around how they plan to achieve the target.

Realistic

Relevance is about ensuring that the target matters. That it will make a difference to the apprentice and their role. Ask yourself “Does this seem worthwhile?”. If the answer is **YES**, the goal is relevant.

Time-bound

Requires the identification of a time frame or end date. This provides a focus for the effort and prioritisation. By answering the question “by when” the target will be time-bound.

Sometimes there are 2 additional letters added to SMART, ER, making SMARTER targets where:

E - Evaluate

R - Re-evaluate

By adding ER this reminds the apprentice to reflect on the progress and process and consider if alternatives would have been better options to further add to their development and growth.

Capturing SMART targets into a formal action plan will provide a document on which to base the assessment of progress and distance travelled.



Managing the mentoring relationship

The mentoring relationship needs to be treated with respect. It should focus on the mentee's needs, and use the skills of smart questioning, active listening and feedback to achieve the best outcome.

Ground rules

Establish some rules for the mentoring arrangement, with desired outcomes. This could be a set agenda for points to cover, or some performance goals for the mentee to pursue outside of their regular appraisal structure. This clarity ensures that all parties know explicitly what the mentoring relationship is for and what success of the relationship looks like. One of the key reasons that mentoring can fail is that there is a fundamental misunderstanding about what is expected from either party. It is important to ensure that the mentoring relationship is not confused with the line management relationship.

Set regular mentoring meetings

Mentoring is based on mutual trust and respect. You will need to set regular meetings to ensure you have opportunities to work together on planned activities and review progress against actions set. Your own time management and reliability are important features to ensure that the mentoring time is respected and treated as a priority. If possible, conduct mentoring meetings away from the mentee's normal working environment. This will help them see things from a different perspective.

Lead by example

The mentoring conversation may be informal, but the overall arrangement is important and should be professional. This needs to be modelled by the mentor if the mentee is to understand the importance and treat the relationship appropriately. Consistency is key, showing that you have a consistent approach to development, the relationship and your commitment to the development of the mentee.

Be honest and open

Discuss current issues or concerns in an honest conversation. You will need to be approachable and show respect for your mentee.

Build sustainable improvements, not quick fixes

Use the mentoring session to exchange views and give the mentee guidance. It is important not to just give the mentee immediate answers to a problem. A simple answer to a problem is rarely as valuable as understanding how to approach such problems in the future. Mentoring is a great way to progress a person's professional and personal development, and help create a more productive organisation. It can also be very rewarding – for the mentor and the mentee. To keep the mentoring relationship on track, set regular mentor meetings, be honest and open, and do not look for quick fixes. Mentoring is a long-term commitment.



Good practice and skills of mentors

To be a good mentor, you need to have experience relevant to the mentee's situation. This can be technical experience, management experience, or life experience. Mentoring is about transferring information, competence, and experience to mentees, so that they can use it to build their confidence and understanding. As a mentor, you are there to encourage, nurture, and provide support because you have already travelled the same road.

In terms of process, the mentor must be in charge of the timely completion of tasks, ensuring the mentee on track and focused, in collaboration with their manager where appropriate. They must hold the mentee accountable for setting goals and strategies to achieve these outcomes. The mentor role is to reflect back, provide pathways and structure to enable clarity of thinking and generation of positive ideas for growth and development.

Therefore to be an effective mentor, you need to:

Want to help others

You will need to be willing to spend time helping someone else to understand aspects of work, work life and the skills required for tasks and be generally available to provide information, guidance and act as a sounding board.

Be positive

Be approachable in order to encourage questions.

Show empathy

Ensure that the mentee understands that you are supportive and were once in their position, and understand their concerns and challenges.

Understand what motivates development and personal growth

Through continuing your own personal development, you become a role model for others on the journey of career growth. To help others progress, you need to value your own improvement and promote through role modelling the idea of lifelong learning.

Have confidence

Offer feedback and challenge your mentee in a way that is non-threatening and helps them to look at situations from different perspectives.

Ask the right questions

It is useful as a mentor to ask the questions that enable your mentee to do the thinking. One way to achieve this is to think of what you want to tell the mentee and to find a question that will help the mentee come to the same conclusion. Open questions are critical here, those that cannot be answered with just yes or no. Also, challenge the responses offered by the mentee to ask why they offered that answer; are there other perspectives? It is important to ask rather than make your own assumptions about a situation or area of development. This may be achieved by summarising your understanding and asking if your summary is correct.

Observe progress

You will need to be able to objectively observe skills and abilities being implemented and provide feedback on these.



Motivating and encouraging

Ensuring that through your support the mentee is motivated towards their learning and feels supported, even when things are not going as well to plan as they may hope.

Listen actively

This involves attentively listening not only to what is said but also the way it is said in terms of tone, body language and perhaps what is not said. Showing that you are listening is an invaluable skill - it shows that you value that person's view and that you will not interrupt them. This requires patience, practice and time.

Provide feedback

Feedback is critical to ensure that the mentee understands the progress they are making and areas for further development. It should be delivered objectively and supported by specific task-based evidence to make it tangible. This provides another opportunity to suggest alternatives to a chosen approach and adopting a different perspective. It should also include some alternatives and suggestions for continued improvement and development. They may well need ideas and even advice at this stage. This feedback will contribute to the apprentice's overall assessment by their learning provider.

Notice

A key to good mentoring may be merely noticing how the apprentice is feeling. Sometimes this may be more about what is not said than what is said. Are there any changes in their motivation, commitment, attendance and so forth that may need support and discussion? There may be subtle indicators that the apprentice has an issue with work or interpersonal relationships that - with support - they can overcome.

Agree future goals and targets

In order to understand how to progress to the next stage, the mentee needs help with setting specific, measurable, achievable, realistic and time-bound goals and recording these in some form of action plan to enable you together to review progress against these at the next opportunity.

Mentoring is about supporting structured development. The mentor should not feel pressured to have to tell the mentee everything they know about a subject, at every opportunity. What is more important is helping the mentee to identify suitable opportunities to gain skills, knowledge and experience at work, preferably within everyday tasks. Opportunities might include, but not be limited to the following ideas:

- Reading appropriate manuals, procedures
- Work observation or shadowing
- Learning a new job, procedure or practice
- Researching options to an issue or question
- Attending relevant meetings
- Solving work-based problems
- Managing tasks or systems
- Writing reports to update others on an event, task or job
- Attending internal training

Benefits of good mentoring and making the relationship work

When carried out well, mentoring can help the mentee feel more confident and therefore move toward greater development and self-reliance. They will develop greater self-awareness and improve vital skills required to succeed in the workplace and the wider world.

For an organisation, mentoring is a good way of transferring valuable competencies from one person to another, in a way which makes sense to that particular organisation. It therefore complements training and external support. Mentoring can help to build strong teams and can form part of succession planning, ensuring the skills vital to business success are developed and nurtured within the workplace. Many Apprenticeship schemes are based on the principles of mentoring.

The apprentice's learning is their responsibility; as a mentor you are there to facilitate their learning by helping to manage the mentoring relationship. Both parties have responsibility

for the quality of the relationship and making it work. It is worthwhile spending some initial time with the learner when you first meet, agreeing the 'ground rules' for how you will work together. The initial meeting might include: getting to know each other informally to begin to build trust and identify areas of common interest; discussing the mentee's learning needs and aspirations for career development; setting the ground rules in terms of timeliness for set meetings, honesty, openness, respect, directness of feedback and their preferred communication style; and what records or formal papers will be required to document the relationship.

It is essential that you discuss confidentiality and types of information that will be private but also that as a mentor you would be duty bound to report to appropriate colleagues, e.g. anything illegal or where you believe the mentee may be at risk of harm to himself/herself or others.

Links between the workplace and the external learning support

In collaboration with your organisation, Qube Learning will provide sets of standards for the qualifications that the apprentice is working towards. These will provide details of the knowledge, skills and experience required to be evidenced and how these must be evidenced and assessed. Discussing these criteria with the apprentice and the Tutor assigned to your organisation by your learning provider, will ensure that the opportunities for gathering evidence from the workplace are maximised and your role as mentor is as effective as possible. It will also ensure that the Apprenticeship framework or standard units to be completed are relevant to your

organisation and confirm the role that the apprentice is expected to perform within it.

Transferring the agreed plans for evidence building into a formal training plan will aid explicitness and provide a tangible reference to support day to day target setting. Your Tutor will work with you to do this. This plan will link to an assessment plan, with qualification units, timing for their completion and the assessment evidence required. This will enable formal assessment visits to be scheduled to enable you and the apprentice to fit the planned schedule and help motivate the apprentice through unit achievement.



Stages in the mentoring relationship and how to let go of the relationship

There are 4 key stages in the mentoring relationship:

1. Getting to know each other

Establishing rapport and building a relationship of trust. At this stage it is essential to ensure that expectations of both parties are explicitly understood.

2. Goal setting

Agreeing learning expectations by:

- Identifying potential learning opportunities at work and how these will fit with the off-the-job training element
- Agreeing a schedule of meetings
- Confirming the 'ground rules' and perhaps formally recording these

3. Progress

This should be the longest stage in the relationship. Using the series of meetings agreed you will meet to review, assess and provide feedback on targets as well as agree future goals and targets. All will contribute to the off-the-job training provided by the learning provider.

4. End

It may be difficult to end the relationship, as it may develop into a close working relationship. However, defining the end of the relationship is important. A final meeting may be helpful here to provide a final review, a reflection on distance travelled and confirming future support strategies which may be in place for the apprentice's future development and career journey. It may also include a celebration of achievement.



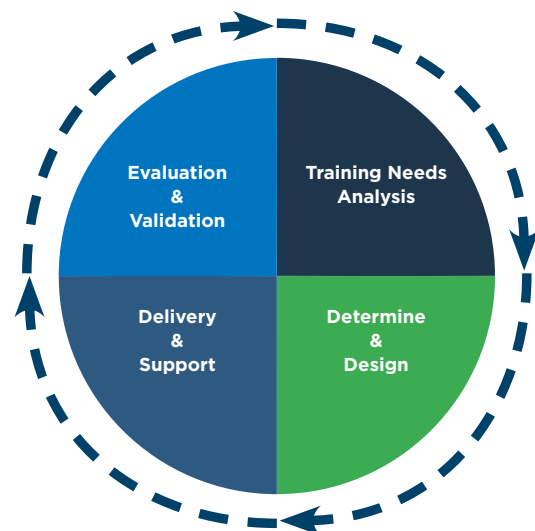


Training cycle and learning styles

The Training Cycle

Without overcomplicating the process, the training cycle is a simple way of ensuring that the best Individual Learning Plan (ILP) is determined for the apprentice and may include any or all of the following:

- Establishing the skill requirements and subsequent training needs of the mentee
- The design of the most suitable events and most effective training methods
- Delivery of the training with additional support if required
- Evaluation and validation of the training to ensure that the mentee achieves their required outcome and offers an opportunity to reflect on alternative pathways or ways to improve further



The Learning Cycle

There has been much research carried out on how individuals learn and the most popular and widely referenced is the work carried out by David Kolb in the 1970s and 1980s.

He described the learning cycle, now known as

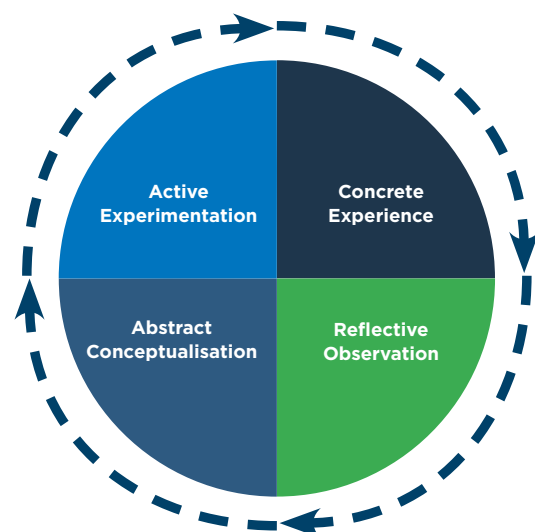
The Kolb Experiential Learning Cycle:

Concrete Experience - Doing/having an experience

Reflective Observation - Reviewing/reflecting on the experience

Abstract Conceptualisation - Concluding/learning from the experience

Active Experimentation - Planning/trying out what you have learnt





The learning might commence at any point on the cycle (an experience or a lesson) but the learner needs to go through all the processes of the cycle to complete the learning. This must include reflecting on the experience in order to understand how to apply the learning in another context. As a mentor you might wish to discuss with them what they have learned in order to stimulate that reflection process.

Learning styles

Preferred styles guide the way individuals learn. They also change the way you represent experiences, the way you recall information, and even the words you choose. Research shows that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn.

An individual's preferred learning style and the environment they find most comfortable for learning is a function of their personality type. We have the ability to learn using all learning styles, but will have a preference. The key to successful learning is to satisfy your own preferences and use all the appropriate learning styles required, to meet the learning needs necessary to accomplish the task. We can truly grow as learners by using all learning styles, including those you least prefer.

The Seven Learning Styles

Visual (spatial): prefer using pictures, images, and spatial understanding

Aural (auditory-musical): prefer using sound and music

Verbal (linguistic): prefer using words, both in speech and writing

Physical (kinaesthetic): prefer using your body, hands and sense of touch

Logical (mathematical): prefer using logic, reasoning and systems

Social (interpersonal): prefer to learn in groups or with other people

Solitary (intrapersonal): prefer to work alone and use self-study.

Through understanding these differences it is possible to support the mentee to think about learning opportunities which either match their preferences or - when they want to stretch themselves - use different learning styles other than their preference. There are many online questionnaires freely available which can support the mentee to understand their learning style.

Suggested e-courses

Looking to increase your knowledge on the topics covered in this booklet?

Qube Learning offer a range of online e-learning courses to help boost your knowledge. These courses are available to complete online, whenever is convenient for you.

Courses available in:

- Health and Safety in the Workplace
- Risk Assessment on Site and at Work
- Safeguarding Adults at Risk

and many more.

Visit www.qube-learning.co.uk to see the full range of courses.



Health & safety

Qube Learning will conduct a Health & Safety assessment of your organisation and the apprentice's workplace before the apprentice starts with you, and as a result there might be some suggested actions if risks are identified. This process will also identify any personal, protective equipment that might be required by the apprentice.

As the mentor you might not be a designated Health & Safety representative but as an

employee you do have an obligation to always consider Health & Safety in the workplace. You will be ideally placed to identify any potential risks to the apprentice and obliged to act on any concerns raised by the apprentice. You can seek immediate advice from your local Health & Safety representative but your training provider will also be well placed to offer support and should be notified immediately if the apprentice has any concerns, even if they are being addressed.

Mental Health

Anyone can develop poor mental health at almost any time in their life, just as they can a physical illness. Poor mental health has no respect for age, background or circumstances. It can be triggered by a range of things – including ostensibly happy events like getting married, having a baby, getting a new job or being promoted.

Qube Learning takes mental health and well-being very seriously and provide a Mental Health Support and Guidance

document to aid with mental health issues, as well as being able to signpost through appropriate outside agencies to people looking to help others with mental health issues.

A printed copy of this document can be requested from the student's Tutor and is also available on the Media Centre section of the Qube Learning website: www.qube-learning.co.uk/media-centre or scan the QR code to the right.



Safeguarding

As well as the normal duty of care that an employer has towards any employee, there is an enhanced responsibility for Safeguarding when it comes to an apprentice. This will form part of the workplace assessment carried out by Qube Learning. Issues that will be considered in the process will be that there is adequate supervision, not working alone and not at risk of harassment,

discrimination or abuse. Qube Learning will offer the apprentice advice and guidance on staying safe and provide them with contacts to report any concerns that they might have. As a mentor it is your responsibility to remain vigilant to ensure that the apprentice is not exposed to these risks. If you have any concerns, you can ask for advice.



CONTEST & PREVENT

Since early 2003, the United Kingdom has had a long term strategy for countering international terrorism known as CONTEST. CONTEST aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence.

It is made up of four areas of work known as the “four Ps”

Protect – strengthening our borders, infrastructure, buildings and public spaces from an attack

Prepare – where an attack cannot be stopped, to reduce its impact by responding effectively

Pursue – to disrupt or stop terrorist attacks

Prevent – to stop people becoming terrorists or supporting terrorism

PREVENT has been described as the “only long term solution” to the threat we currently face from terrorism. Unlike the other Ps, PREVENT is about taking action before any criminal activity has taken place. It involves supporting and protecting people who might be susceptible to radicalisation, ensuring that they are diverted away before any crime is committed.

Qube Learning is determined to ensure that all necessary steps are taken to protect those children, young people and adults who participate in learning programmes from harm. This includes colleagues who work for us. Every colleague has a responsibility for safeguarding our learners. We are responsible for supporting PREVENT and reporting suspicions of any student being radicalised.

Promoting Fundamental British Values

It is also encouraged that you consider the wider obligation to promote personal, social, moral, cultural and spiritual development. In addition, we have a duty to prepare students for a range of environments they will encounter through life.

What are Fundamental British Values?

Fundamental British Values are defined as “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”; institutions

are expected to encourage learners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010. Qube Learning approaches the promotion of Fundamental British Values in line with the Government’s PREVENT theme of the anti-terrorist strategy CONTEST.

Qube Learning have further supporting literature on Safeguarding, PREVENT & Fundamental British Values. Please contact us should you wish to be sent further information.



Barriers to success

Barriers to effective mentoring and coaching stem from:

1. Organisational issues
2. Personality issues
3. External issues

Organisational issues create barriers where the mentoring relationship is not fully supported in the workplace. This may mean accessing time with the apprentice is difficult. This often results from the fact that organisational needs and objectives are not aligned with those of the mentoring relationship, most commonly because of business needs.

"We need to get this done, there is no time to..."

It is vital that when the Individual Learning Plan (ILP) is put together that it is realistic in terms of expectations of what both the apprentice and the mentor will be working on. It must also have an element of flexibility in order to accommodate business needs. If it becomes apparent that the business requirements have changed, then discuss this with the workplace Tutor and adjust it accordingly.

However, if an employer agrees to offer a young person an Apprenticeship then they are agreeing to make certain commitments in terms of resources in supporting the apprentice. If they are unable to see that commitment through then they should not take on an apprentice. The mentoring obligations in terms of direct supervision and time out from the workplace must not be seen as less important than other business needs.

Personality issues between the mentor and the mentee can lead to a breakdown in the relationship. Often it simply comes down to communication. If the relationship is irreparably damaged then a new mentor will need to be identified.

External issues arise when other factors are important to the mentee and they are unable to concentrate on progressing their targets in line with the mentoring commitment. These will often manifest as issues in the apprentice's personal life or circumstances. Your workplace Tutor will provide you with assistance in working with the apprentice to talk through the issues in an attempt to help the apprentice to identify possible solutions.

Another barrier to a successful outcome for the apprentice might be that they have additional learning needs. These should be identified in the Initial Assessment of the apprentice which is carried out by Qube Learning before the apprentice starts. Qube Learning will work with you to develop a strategy of additional support for both mentor and apprentice if this is the case.

Occasionally the additional learning needs will only be identified after the apprentice has begun their Apprenticeship. In these circumstances you will need to work with us to determine the best course of action for all parties.

Where to signpost for additional support:

There are many support agencies available to signpost your mentee to for specific advice. Below is a sample of the types of support available and links to find them.

General Advice

Citizens Advice	http://www.citizensadvice.org.uk/index.htm
No Limits	http://www.nolimitshelp.org.uk
Mental Health Support	http://www.mind.org.uk

Money and Debt Advice

Frontline Debt Advice	http://frontlinedebtadvice.org.uk
Benefits Advice	https://www.gov.uk/browse/benefits

Alcohol and Drug Addiction Support

NHS Alcohol Support	https://www.nhs.uk/live-well/alcohol-support/
Alcoholics Anonymous	http://www.alcoholics-anonymous.org.uk
Drug Support - Talk to FRANK	http://www.talktofrank.com/contact-frank
NHS Drug Support	http://www.nhs.uk/Livewell/drugs

Pregnancy Support

NHS Support for Parents	https://www.nhs.uk/conditions/pregnancy-and-baby/services-support-for-parents/
NHS Pregnancy Support for Teenagers	https://www.nhs.uk/conditions/pregnancy-and-baby/teenager-pregnant/

Sexual Health Support

NHS Sexual Health Information	http://www.nhs.uk/service-search/sexual-health-information-and-support/locationsearch/734
Sexual Healthline	http://www.patient.co.uk/support/sexual-health-line-england
HIV and AIDS	http://www.tht.org.uk

Housing and Council Tax Support

Council Tax Advice	https://www.citizensadvice.org.uk/housing/council-tax/council-tax/
Shelter	https://www.shelter.org.uk/

Disability and Learning Difficulty Support

Disability Support	https://www.gov.uk/browse/disabilities
The National Autistic Society	http://www.autism.org.uk
Dyscalculia	https://www.bdadyslexia.org.uk/dyslexic/maths-difficulties-dyscalculia
Dyslexia	http://www.dyslexiaaction.org.uk
Dyspraxia	https://www.dyspraxiafoundation.org.uk/dyspraxia-adults

Career and Employment Advice

National Career Service	http://www.nationalcareersservice.direct.gov.uk
National Wage	https://www.gov.uk/am-i-getting-minimum-wage

Children and Young People Support

Children and Childline	http://www.childline.org.uk/Pages/Home.aspx
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Health Advice

Eating Disorders	https://www.b-eat.co.uk
Health Advice	https://www.gov.uk/government/organisations/public-health-england

Other

Victim Support	http://www.victimsupport.org.uk
Sexuality	http://www.stonewall.org.uk
Rape	http://rapecrisis.org.uk
Race	https://www.equalityhumanrights.com/en
Equal Opportunities	https://www.equalityhumanrights.com/en



£750 + VAT
for up to 8
people

Qube Learning Mentoring Course

1 Day Course

This mentor training course has been designed to provide advice, support and guidance to anyone that may be taking on the role of mentor.

Mentoring is a learning support mechanism where an experienced person provides guidance, knowledge and advice to someone who is in development or has less experience in a given topic or function.

The role of mentor is a very important one and whether the relationship is formal or informal, the fact is that a good mentor can be instrumental in the development of not only a mentee's skills and knowledge, but also their behaviour, attitude and social outlook.

This course will help participants to develop their skills as a mentor, increase their awareness of the role and responsibilities as a mentor and highlight how the role of mentor might personally benefit their own development. The mentor training materials focus on the following areas:

Roles and Responsibilities

Explore the part played by both mentor and mentee in the relationship and how this works throughout the stages of a mentoring relationship.

Code of Practice and Confidentiality

Appreciate the need for discretion as a mentor and the dos and don'ts.

Mentoring Agreement

Identify the need for an agreement prior to beginning the mentor relationship and developing a sample agreement.

Encouraging Reflection

Look at how reflection plays a large part in a mentoring relationship and develop methods of encouraging reflection from a mentee. Includes the Gibbs model of reflection as a reference.

Facilitative vs. Directive Mentoring

Know when to challenge and when to instruct to get the best results.

Using Questions

Explore the different types of questions that you can use as a mentor to get different effects.

Giving Feedback

Use a feedback model to define the different levels of feedback and how to implement them.

Objectives:

At the end of this mentor training course participants will be able to:

- Explain the mentor/mentee relationship and the roles and responsibilities
- Develop a clear set of guidelines and principles for a successful mentor relationship
- Understand and use specific tools to help provide effective support for the mentee
- Confidently deliver exceptional mentor support

For more information or to book your course, contact
tellmemore@qube-learning.co.uk



Advanced Learner Loan

£550 + VAT

(Fundable through a learner loan)

ILM Level 3 Certificate in Coaching and Mentoring

This qualification is designed for people in first management roles – including team leaders and first-line managers. Get the tools and confidence to coach or mentor people as part of your normal working role.

Results for you:

- Learn about coaching and mentoring as powerful development tools
- Understand the role and responsibilities of an effective coach and mentor
- Explore different coaching and/or mentoring models
- Put your skills into practice - carry out supervised coaching and/or mentoring

Impact for your employer:

- Implement coaching and mentoring in your organisation
- Ensure the managers you develop as coaches and mentors are properly equipped with the skills, knowledge and ethical understanding they need to be effective
- Create a coaching and mentoring culture in your organisation
- Focus on the skills you need

Two mandatory units give you the underpinning knowledge of good practice in coaching and mentoring. You can then choose between coaching and mentoring specialisms to finish your qualification - either by completing two further units on coaching or two on mentoring. Both routes involve planning and carrying out supervised practice to hone your skills.

For more information or to book your course, contact **tellmemore@qube-learning.co.uk**





Celebrating Success

We want to celebrate the progress of your trainees and apprentices together, so it's beneficial to recognise achievement internally within your organisation. Some companies use newsletters or their social channels to celebrate achievement throughout the programme. You would be surprised how much this means to the student and the people who have supported them to learn.

Once you have an established Apprenticeship programme, you can add prestige by entering the National Apprenticeship Awards. Qube Learning would be more than happy to support your entry. For more information please visit <https://appawards.co.uk/>

Qube Awards

Qube Learning host an annual awards ceremony, the 'Qube Awards.' The event showcases exceptional achievements by way of recognition and celebration for hard work, achievement, passion and dedication.

The 2018 Qube Awards took place at the fabulous Montcalm Hotel, Marble Arch, presented by former Olympic athlete and world record holder, Colin Jackson.

Throughout the evening, many students took to the stage to receive recognition for their hard work and the lucky winners were awarded a trophy from Colin.

For more information on the Qube Awards, or to nominate your student, please speak with your Tutor.

To watch the highlights from our 2018 ceremony scan this QR code.



Planning and notes

Meeting planner

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Notes

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ST-EDS
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www.qube-learning.co.uk
01235 83 38 38
tellmemore@qube-learning.co.uk

