

# APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

**Supporting Resource for One Day Mentor Course**

**Sunderland Engineering Training Association (SETA)**

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CREATED BY  
**seta**<sup>∞</sup>

## The “Mentoring An Apprentice” Course

Delegates will be individuals who have a genuine interest in becoming a mentor to an apprentice in their organisation.

Retention of apprentices is a key focus for most employers so that they develop their future workforces, reinforcing existing skills and building new skills. Delegates will have a keen desire to support apprentices in the workplace and will learn about their own knowledge, skills, and behaviours as well as practical coaching tools to support young people.

This handbook is a support resource for the One Day Mentoring An Apprentice course with its presentation contents and activities. This may also act as a guide for individuals once they begin to practise their role as mentor in the workplace.

### Contributors

These resources have been developed primarily by Seta (Sunderland Engineering Training Association), lead partner in the Better Employer Engagement Project funded by ETF relating to Apprenticeship Workforce Development. The focus of the project is how employers can better retain their apprentices – when there currently is a national drop-out of around 35%.

Contributions from other partners in the project include:

- IAE (Industrial Agricultural Engineers - Apprenticeship Employer and Training Organisation)
- JCB (Apprenticeship Employer and Training Organisation)
- Peta (Portsmouth Engineering Training Association)
- The University of Sheffield, AMRC Training Centre (Apprenticeship Training Organisation)
- Xtrac (Apprenticeship Employer and Training Organisation)

Other contributors include:

- Rolls Royce
- SEMTA

### Contents

This one-day course is segmented as follows:

- A. Developing Yourself As a Mentor
- B. Duty of Care
- C. Understanding Apprenticeships
- D. Practical Tools To Use
- E. Scenarios and Tactics
- Jargon Buster
- Self-Directed Learning

It is intended that the course can be run face-to-face or virtually.

## A. Developing Yourself As A Mentor

### What is a Mentor?

You may be in role where you are mentoring, coaching, and supervising an apprentice. However, this course is focused on you being a mentor.

What is a Mentor?
What is a Coach/Trainer/Assessor?
What is an Apprentice Supervisor?

### What is a Mentor to an Apprentice?

The mentor role to an apprentice has a myriad of aspects:

- Being a crucial local point of contact for apprentices from their induction
- Support the apprentice to learn about the company structure, site/department/team, including rules, guidelines, points of contact, communications
- Guide and mentor apprentices through their training programme
- Ensure apprentices progress and achieve
- Support apprentices to plan and achieve their goals
- Share knowledge and experience (including life experience)
- Signpost apprentices to further support to achieve the correct course of action/way forward
- Listen and give feedback as required
- Act on the apprentice's behalf as an advocate to other parties

- Build and maintain relationships
- Understand and increase awareness of the Apprenticeship Standards and learner journey – getting involved in progress reviews and end-point assessment
- Apply good practice and understanding of health and safety, equality, and diversity, safeguarding and British values – acting as a good role model

## What are the Benefits of Mentoring?

To You?
To Your Organisation?
To the Apprentice?

## Self-Assessment – Knowledge, Skills, Behaviours

Apprenticeship standards are now developed and segregated into KSB or Knowledge, Skills, and Behaviours. The standards are developed and influenced by employers to ensure that apprenticeships meet their skills needs. It will be a useful activity to self-assess your own KSB to identify what you may need to learn and develop as part of your development as a mentor.

Assess yourself, 0 – 5 (0 being none, 5 being fully confident/competent)

<b>Knowledge</b>		Start of Course	End of Course	Reflect once you start mentoring your apprentice
K1	Role of a mentor to an apprentice			
K2	Benefits to you and your employer			
K3	Benefits to the apprentice			
K4	Practical mentoring tools to use			
K5	Legal aspects relating to apprentices			
K6	Equality and diversity in practice			
K7	Safeguarding and an apprentice			
K8	Apprentice journey of learning			
K9	Apprentice training plans			

K10	Apprentice progress and completion			
K11	Apprentice gateway and EPA			
K12	Apprentice next steps guidance			
Note your key strengths?				
Note your key areas for development?				

<b>Skills</b>		Start of Course	End of Course	Reflect once you start mentoring your apprentice
S1	Good planning			
S2	Good communication skills			
S3	Good advocacy for your apprentice			
S4	Accurate record-keeping			
S5	Well-structured conversations			
S6	Leadership by example			
S7	Use technology well			
S8	Able to guide and assist learning			
S9	Impart legal knowledge of H & S, E & D, Safeguarding and Radicalisation			
S10	Demonstrate British Values			
Note your key strengths?				
Note your key areas for development?				
<b>Behaviours</b>		Start of Course	End of Course	Reflect once you start mentoring your apprentice

B1	Relate well to young people			
B2	Develop myself and others			
B3	Listen to other's point of view			
B4	Approachable			
B5	Trustworthy and confidential			
B6	Aware of local issues and culture			
B7	Motivate and inspire others			
B8	Future focus on company values			
B9	Empower myself and others			
B10	Have empathy with apprentice			
Note your key strengths?				
Note your key areas for development?				

Notes
Learning Points



## B. Duty of Care

An apprentice in your organisation is generally inexperienced and lacking in knowledge of your organisation's policies and procedures. For all employees, legislation applies at work, and it is important that a mentor is a good role model helping the apprentice to understand what is and isn't acceptable and how to demonstrate good practice.

**Duty of Care** has additional meaning for an apprentice in the workplace. A range of learning topics will be reviewed regularly as part of the Apprenticeship standards AND government requirements e.g., in their regular Progress Reviews:

Health & Safety (Law)

Diversity, Equality, and Inclusion (Law)

Safeguarding (Law)

Data Protection (Law)

PREVENT – how to report radicalisation/extremism

British Values – how to reinforce democracy, law, citizenship

## Health & Safety At Work Act

### Activity

Jot down all the responsibilities required by an employer and what “extra” for an apprentice e.g., young person's risk assessment.

Remember, there should be reinforcement of H & S every 12 weeks at Progress Reviews. Your apprentice should demonstrate excellent H & S knowledge and behavior. Prohibitions on use of machinery should be clear.

## Equality Act

### Activity

Read the list of protected characteristics in law:

***Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.***



**Discrimination** against the protected characteristics is illegal e.g., harassment, victimization, failure to make reasonable adjustments.

**Equality does NOT mean treating everyone the same.** It means giving everyone a fair chance which may mean adaptations have to be made to ensure that happens.

Discuss media events that can bring an employee and/or employer into disrepute or face court actions. Examples may be discussed at the Progress Review.

## British Values

Your apprentice will be required to understand **British Values** such as democracy, rule of law, individual liberty. Mutual respect to listen and respect the views of others from different backgrounds and views.

## Prevent / Anti Extremism

**Prevent** is a government initiative to ensure apprentices and all citizens are aware of extremist groups, terrorism, and the requirement to report any concerns.

## Safeguarding Act

The Safeguarding Act does apply to everyone in society so please don't think it doesn't apply to you or your work. It is particularly relevant for organisations that provide services to children, **young people (16 & 17 years old)** and vulnerable adults.

Apprentices can often be 16 or 17 years of age. Anyone in your organisation may be a **"temporarily" vulnerable adult** for example if they are bereaved or suffer from mental illness.

It is about ensuring our apprentices have good role models when it comes to acceptable behaviours and have clear lines of communication with people who will listen and take action if they raise a concern. It is about keeping all employees safe from harm including understanding their vulnerability at work and outside of work.

**The Safeguarding Act covers different types of abuse e.g., physical, mental, sexual, financial, institutional, neglect, modern slavery, discriminatory.**

For example, **institutional** abuse could relate to how new apprentices were initiated into an organisation – they might have been humiliated in some way. This is against the law.

## Code of Conduct

### Mentoring an Apprentice Safeguarding Conduct

- Be aware of the Designated Safeguarding specialist at your organisation or at the training organisation for the apprentice
- Avoid situations where you are totally alone with an apprentice
- Think about your language, what you say, jokes etc
- If you must be alone with an apprentice, find a room with a window or tell someone else who you are with and where you are going
- Avoid physical contact with an apprentice (i.e., consoling/restraining)
- Do not give apprentices your personal telephone number or email address
- Do not communicate with apprentices on social network sites or invite them to be 'friends'
- If providing a lift or carrying out a home visit, take another responsible adult with you or let someone know what you are doing and how to contact you
- Never accept or give gifts to individual apprentices unless this is witnessed or for a group
- Think about contact with apprentices outside of work as well as in
- If a disclosure is made, ensure you advise the apprentice that you must tell an authorised person – do not investigate yourself
- Don't promise confidentiality
- DO record your conversations and share back with the apprentice to confirm, copying to confidential HR files

### **What would you do if an apprentice disclosed to you a safeguarding issue?**

*How will you record this?*

*Who will you report to?*

### **Additional support mechanisms to you and your apprentice?**

*Examples:*

*Designated Safeguarding Lead*

*Disclosure & Barring Service (DBS)*

*Policy and Reporting of Concerns*

*Safeguarding Board at every Local Authority*

**Explain the difference between H & S and Safeguarding**

## **Data Protection Laws**

Governments and organisations are required to demonstrate legal compliance on how they store records.

Be aware of the GDPR policy and arrangements in your organisation and be clear how you will record your sessions with your apprentice, where you will store these, and ensure you comply with legal requirements.

## C. Understanding Apprenticeships

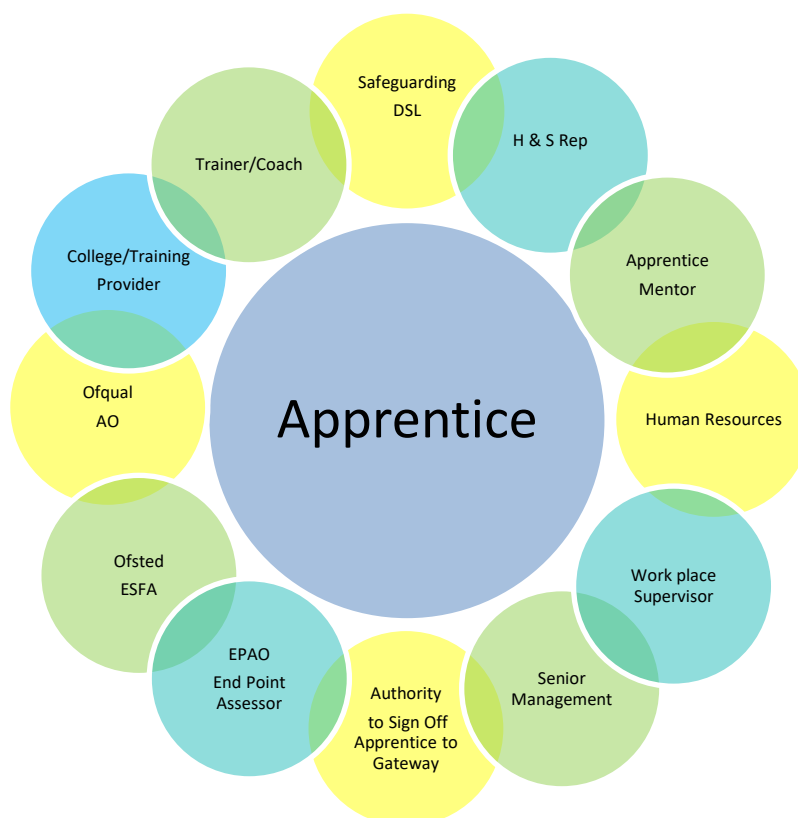
### Background Compliance Information

Employers are encouraged to develop Apprenticeship Standards specifically for their sector and skills needs. Apprenticeships can apply from 16 years onwards and now go up to Higher Apprenticeships to level 6. The Institute for Apprenticeships and Technical Education (**IFATE**) holds all the Apprenticeship Standards and occupational maps. The Office of Qualifications and Examinations Regulations (**Ofqual**) oversees the criteria for accreditation of Apprenticeship Standards. Awarding Organisations (**AO**) develop the standards and then apply approvals to colleges, training organisations etc. to run these. End Point Assessment Organisations (**EPAOs**) do final “examination” that the apprentice has met the standard.

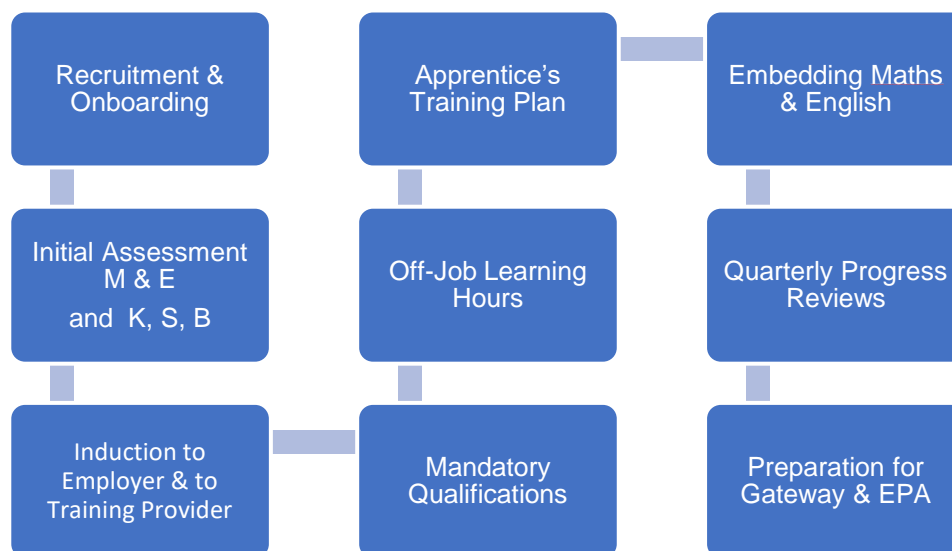
**Ofsted** (Office for Standards in Education) inspects anyone who delivers apprenticeship standards using government-funded means. **ESFA** (Education & Skills Funding Agency) gives funding and contracts to colleges and training providers with a strict set of auditable processes to follow. Legal and regulatory compliance has been outlined previously.

The Apprentice’s learning journey is therefore governed by a myriad of compliance requirements. It is critical that mentors are involved from the very beginning of the learning journey if possible.

### Key Stakeholders in the Apprentice’s Learning Journey



## Know Your Apprentice’s Learning Journey



Apprentice Journey	Points to Note
<b>Recruitment &amp; Onboarding</b>	Matching the apprentice to the job role and the employer is a critical part of onboarding including interviews. Matching is also critical for the apprenticeship standard to be chosen
<b>Initial Assessment</b>	<p>Maths and English (M &amp; E)– very important to determine the starting point of apprentices e.g., struggle to read, then struggle with learning. Some learners must continue to do functional math and English to level 2 if they wish to achieve a level 3 Apprenticeship Standard.</p> <p>Knowledge, Skills &amp; Behaviours (KSB) for the apprenticeship standard that is right for the employer and the job.</p>
<b>Induction</b>	<p>Induction – is critical – remembering that these apprentices may not have worked before.</p> <p>Induction will include the legal aspects and should include the Training Plan or Delivery Model for the standard.</p>
<b>Training Plan</b>	Critical that apprentices, mentors, coaches work together to clarify the Training Plan or Delivery Model and that this is used at each Progress Review
<b>Off-the-Job Learning Hours</b>	There is a requirement that the apprentice logs and records all hours of learning that are not done at his/her workstation. Be very clear that this can include learning in new tasks and

	<p>skills in another part of the organization. If the learner is having mentored sessions, these could be considered off-the-job learning if there are new concepts being covered related to the apprenticeship standard e.g., new policies for health and safety being developed. Don't forget to record these and other related short courses.</p> <p>Obviously, all classroom or practical workshops should be logged.</p>
<b>Qualifications</b>	Mandatory qualifications are not needed in all Apprenticeship Standards, but most employers and training providers like these. Optional and additional qualifications may be included.
<b>Maths &amp; English</b>	Maths and English must continue to be embedded in learning. Functional Skills at minimum level 2 must be achieved to achieve a level 3 Apprenticeship Standard for example.
<b>Quarterly Progress Reviews</b>	Quarterly Progress Reviews are a compliance requirement and must take place every 12 weeks as a minimum
<b>Gateway</b>	<p>When the apprentice is deemed ready and all KSB have been demonstrated, then the Coach/Trainer/Assessor will carry out the necessary regulatory activities to place the apprentice in Gateway.</p> <p>Gateway entry requires authorisation from the Employer that the apprentice has satisfactorily achieved the KSB.</p>
<b>EPA End Point Assessment</b>	<p>A series of mixed activities including portfolios, presentations, products, questioning etc. to test that the apprentice has satisfactorily achieved the KSB with evidence required. An End Point Assessor will carry out this task either remotely or on site.</p> <p>Certification occurs when the apprentice has achieved the EPA requirements. They may receive a Pass, Merit or Distinction depending on the standard.</p>

## Progress Reviews and Your Input

Your role as Mentor is throughout the learning journey, however, we will focus on your critical input into a Progress Review. This is an auditable document and is crucial to ensure compliance.

The most reliable method is to plan for regular updating/involvement with the apprentice and their work supervisor ahead of the planned Progress Review so that:

- You know what progress is being made
- You can support and motivate
- You can check with them that the training meets their needs
- You can look back at previous targets and ensure they are being met

**Apprentice to complete in advance of the Progress Review – example:**

PART A - APPRENTICE LEARNING - Apprentice to complete where possible in advance				
<p>Looking at your last progress review, have you achieved the targets set? In full, in part or not at all? – please comment.</p>				
Maths, English or Digital Functional Skills				Hour s*
Maths, English or Digital embedding of further learning				
Extension Tasks relating to Apprenticeship				
Additional Learning Support				
Career Path Learning (IAG)				
Learning undertaken				
Knowledge		Skills	Behaviour s	Other
Summary of learning undertaken Off Job by Employer including short courses related to Apprenticeship Standard	OtJ Hour s	Summary of Off Job learning with Provider <i>Including Qualifications</i>		OtJ Hour s
Additional Training – not related to Apprenticeship Standard	Hour s*	<b>TOTAL</b>		
<b>Off the Job Hours since Last Review</b>				
Personal Development, Attitudes and Behaviour				



<b>Assess as a result of this course, your:</b>						
<b>1 = limited, 5 = excellent</b>	1	2	3	4	5	<b>Comment/ What needs to improve?</b>
<b>Progress through the course</b>						
<b>Personal development</b>						
<b>Behaviour</b>						
<b>Attitude</b>						
<b>Knowledge</b>						
<b>Skills</b>						
<b>Overall satisfaction</b>						
Apprentice Comments/Concerns/Potential change of circumstances which may impact on learning plan:						

**Your input is vital here:**

<b>PART B - EMPLOYER FEEDBACK - supervisor to complete in advance of review, if possible</b>						
<b>Assess your apprentice objectively on the following indicators:</b>						
<b>1 = limited, 5 = excellent</b>	1	2	3	4	5	<b>Comment/ What needs to improve?</b>
<b>Progress through the course</b>						
<b>Personal development</b>						
<b>Behaviour</b>						
<b>Attitude</b>						
<b>Knowledge</b>						
<b>Skills</b>						
<b>Overall satisfaction</b>						

Employer Comments/Concerns/Potential change of circumstances which may impact on learning plan:

Target-setting for all parties to ensure apprentice is progressing as planned:

Is the learner progressing as planned (Y/N)			
		If no, what actions undertaking to get back on track? Addendum sheet must be completed for learners behind target for additional actions.	
		Has Senior Management been informed of slow progress? Y/N	
Targets for next period for Apprentice / Supervisor / Trainer / Mentor (A/S/T/M)			
Functional Skills / Knowledge / Skills / Behaviours / Additional Support / Extension Tasks / IAG Career Path / Other		A/S/T/M	Target Date
Short (up to 6 weeks)			
Medium (7-13 weeks)			
Long (14 weeks +)			
Assessment / Testing / Assignments/ Exams / End Point Assessment			
Short			
Medium			
Long			
Training Officer/Coach - Comments/Concerns/Potential change of circumstances which may impact on training plan:			
Date of Next Review:		Summary of Off The Job Hours To Date:	

## D. Practical Tools to Use

### GROW Model



The GROW model, proposed by Sir John Whitmore, is used in a workplace context to give structure to their sessions. As you can see, it is based on a person-centred approach, which means that the focus is on the apprentice having responsibility for their own learning, with the mentor/coach as facilitator. The GROW model is designed to help question the learner about where they are now, where they want to get to, and how they are going to get there. Used well, it can help apprentices to be clearer about their goals in terms of learning and life ambitions, and to ensure that sessions contain the right mix of challenge and support.

The **STTARR model** is used in many different organisations as a method of recording mentoring or performance interviews with employees.

## E. Scenarios & Tactics

Using a range of scenarios for your apprentice e.g., poor progress, persistent absence, persistent lateness, disrespect for authorities, gambling, poor relationships with other apprentices. Try to complete the templates below.

Example GROW template:

GROW Session	
Date:	Mentor: Apprentice:
Goal/s	
Reality	
Options	
Will	
Follow up Session Date:	<i>Review results? Were the goals achieved?</i>

Keep a record of each session, send to your apprentice, and set a follow up date.

Example STTARR template:

STTARR Session	
Date:	Mentor: Apprentice:
Situation	
Targets with Timescales	
Actions taken or to be taken	
Review the Results	<i>Review results? Were the targets achieved?</i>
Follow up Session Date:	

Keep a record of each session, send to your apprentice, and follow up.

Example GROW template:

GROW Session	
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<b>Actions taken or to be taken</b>	
<b>Review the Results</b>	<i>Review results? Were the targets achieved?</i>
Follow up Session Date:	

Keep a record of each session, send to your apprentice, and follow up.



IFATE	Apprenticeship Standards and occupational maps

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