

APPRENTICESHIP WORKFORCE DEVELOPMENT: FINAL CASE STUDY

Supporting Mentoring and Strengthening Relationships In
Apprenticeships

Cornwall Marine Network Ltd

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CREATED BY



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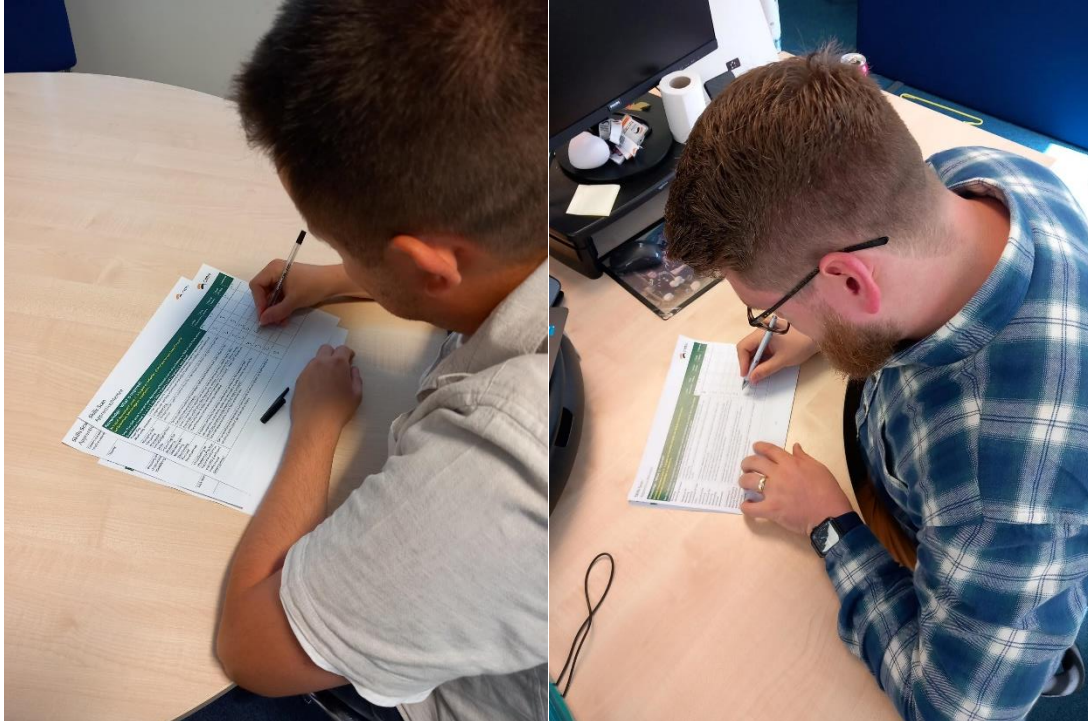
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 Recommendations for effective collaborative partnership working to address quality improvement in apprenticeship delivery. **Error! Bookmark not defined.**

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Supporting Mentoring and Strengthening Relationships in Apprenticeships

Project Overview

This project developed a range of resources to support employers to strengthen their involvement in apprenticeship delivery. Following on from the successful completion and achievement of the Education and Training Foundations (ETF's) Mentoring Programme, Cornwall Marine Network (CMN) has a new focus on mentoring across the company. The project utilised these new skills and knowledge to further develop mentoring with our employer network, through developing, piloting, and refining a toolkit of resources to support mentoring.

The toolkit for this will consist of a handbook, training session and resources for employers as information, advance and guidance about why employer mentoring is crucial to successful training and provide a step-by-step guide for them through each stage of apprentice supporting.

Project Aims

As a long-standing apprenticeship provider, CMN often finds that, although employers have excellent management skills, they lack the more specific skills to effectively mentor an apprentice. This means the apprentice relies on their CMN tutor/ assessor to learn basic skills that should have been provided by the employer in between assessment visits. The project aimed to develop mentoring resources to support increased employer involvement in apprenticeship delivery, to ensure higher quality provision and better outcomes for the individuals.

Since undertaking the Mentoring programme with ETF, CMN has a toolkit of resources and information for its tutors and assessors. The project built upon this information by creating additional toolkits for employers, consisting of various tasks and resources to enable mentors to develop and implement best practice, and mentees to self-assess and progress both professional and personal development skills. Outputs included the creation of “skills scans” to assess current and future knowledge, the gathering of feedback for development of resources, and quality checks both internally and externally to ensure the resources are future-proofed.

Positive Impact and Expected Outcomes

Toolkit users are now able to self-assess their mentoring/mentee abilities. Through the creation of some of the resources within the toolkit, both employers and apprentices now have a better understanding of the relationship model and their respective roles and responsibilities. Better communication between the apprentice and their employer will in time improve their wellbeing, this is now monitored on the latest skills scan created, which also maps the KSBs for their apprenticeship standards. This forms a solid link between the academic studies and the occupational competency moving forward.

We found an improvement in the wellbeing and motivation of apprentices after completing the tasks within the toolkit alongside their relevant manager. We also found that the toolkit helps managers to better understand apprentices’ thoughts, feelings, and ways of working. This enabled them to build stronger relationships and therefore were able to work better together and support each other in the workplace.

Toolkit engagement (total n = 32):

- 15 used the Mentor Toolkit
- 17 used the Mentee Toolkit

Knowledge of mentoring before and after using the toolkits (respondents n=20)

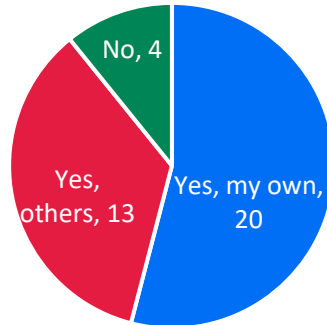
- 75% of respondents had very low, or low knowledge of mentoring before the toolkit, which was reduced to 15% after the use of the toolkit.
- 0% of respondents had high, or very high knowledge of mentoring before the toolkit, which increased to 70% after using the toolkit.

Table displaying the numbers knowledge before and after:

	Very Low	Low	Neither high nor low	High	Very High
Before	9	6	5	0	0
After	2	1	3	5	9

- 84% (total n=32) of respondents feel their relationship with their mentor/mentee has improved since using the toolkit.
- 80% (total n=30) of respondents feel more comfortable in asking questions and seeking support since completing the toolkit.

Do you feel you have improved confidence in the workplace

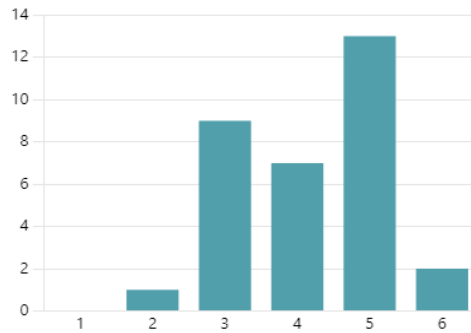


11. Do you generally feel happy in the workplace?

[More Details](#)

[Insights](#)

4.19
Average Rating



12. Has this improved since undertaking the mentoring programme?

[More Details](#)

[Insights](#)

● Yes 24
● No 8



Feedback: what did you find most useful from the toolkits:



Project Outputs

- Apprentice Mentoring Toolkit: The toolkit itself is a resource which can be used for reference purposes or to simply assist in providing those resources necessary for mentoring activities. Some resources are interactive and can be used within mentoring sessions.
- Manager Mentoring Toolkit: The toolkit itself is a resource which can be used for reference purposes or to simply assist in providing those resources necessary for mentoring activities. Some resources are interactive and can be used within mentoring sessions
- High level Mentoring information book for Apprentices (aimed at those who already understand mentoring)
- High level Mentoring information book for Management (aimed at those who already understand mentoring)
- Skills scan for Apprentices to include wellbeing checks
- Mentor Skills Scan

Future Activity

Following the completion of the programme CMN will embed the mentoring practice into our apprenticeship delivery. This will help to strengthen relationships at the beginning of the programme and therefore ensure apprentices feel supported in the workplace, thus increasing success through improved wellbeing and support.

CMN aim to use the template for the mentoring workbook to create a “Sustainability in Apprenticeships” toolkit to support apprentices and employers in being “greener” in the work they complete.

Where can colleagues find more information?

For more information about the programme colleagues should contact Kit Williams
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