

Introduction**What is this unit about?**

Support learners by mentoring in the work place.

Who is this unit for?

This unit is appropriate for you if your role involves mentoring trainees in the workplace, supporting personal development through learning in the workplace.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

The activities you are likely to be involved in:

- Agreeing the nature of mentoring in the workplace
- Creating an appropriate environment in which mentoring can take place
- Mentoring trainees as they put their training plan into practice
- Giving trainees information, advice and guidance on their work roles and expectations
- Reviewing the potential for technology-based support for the mentoring process, including mentoring on-line
- Identifying and providing resources and facilities that meet the needs of the trainee
- Giving trainees encouragement and support to stay motivated

Content of unit

The elements are:

1. Plan the mentoring process
2. Set up and maintaining the mentoring relationship
3. Give mentoring support

Place in the NVQ/SVQ framework

This unit is a group 2 option unit in the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

Origin of unit

This unit originates from the National Occupational Standards for Learning and Development developed by ENTO where it appears as Unit L14.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 1.1, 3.2, 3.3	Communication: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2

<u>The National Standard</u>	
Element CCLD 343.1	<u>Plan the mentoring process</u>
Performance criteria	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> 1. Explain your role as a mentor in the workplace and the activities everyone will perform 2. Identify how mentoring can contribute to the training programme in the workplace 3. Identify the resources and facilities needed to perform your role as a mentor 4. Identify who else could be involved in mentoring in the workplace and what their role should be 5. Explain the relationship between the mentor, the people the mentor is helping and other people in the organisation 6. Identify sources of information and support to help you in your role as mentor 7. Agree how you will keep to the ethical code for mentoring in your organisation 8. Plan when, where and how often mentoring sessions should be arranged to ensure an appropriate environment for mentoring 9. Ensure you have prepared documents and activities which will help trainees in the early stages of mentoring 	

<u>The National Standard</u>	
Element CCLD 343.2	<u>Set up and maintain the mentoring relationship</u>
Performance criteria	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> 1. Behave in a way that shows you accept the trainee you are supporting 2. Discuss, explain and agree the roles and expectations involved in the mentoring relationship 3. Agree the aims of the mentoring process and the rules that you will both work within 4. Agree the mentoring support which will help trainees meet the needs of their workplace programme 5. Agree the boundaries of the mentoring relationship and how they will be recognised and maintained 6. Agree with trainees where and how often mentoring sessions take place 7. Agree how progress and any problems will be reviewed during mentoring sessions 	

The National Standard**Element CCLD 343.3****Give mentoring support****Performance criteria**

This is the national standard which you must meet:

1. Set aside enough time for each mentoring session
2. Help trainees to express and discuss ideas and any concerns affecting their experience in the workplace
3. Give trainees information and advice that will help them to be effective in the workplace.
4. Give trainees the opportunities which help them understand and adapt to the working environment
5. Identify ways of developing trainees' confidence in performing activities in the workplace
6. Help trainees take increasing responsibility for developing their skills in the workplace
7. Give trainees the opportunities to get experience in the workplace to increase their confidence and self-development
8. Help trainees look at issues from an unbiased point of view that helps them make informed choices
9. Give trainees honest and constructive feedback
10. Identify when the mentoring relationship needs to change to still be effective, and agree any changes with the trainee
11. Identify when the mentoring relationship has reached its natural end and review the process with the trainee
12. Agree what extra support and help the trainee needs or can access.
13. Plan how to provide extra support and help

What you must know and understand

To be competent in this unit, you must know and understand the following:

343K01	How to give an overview of the training programme and see how the different areas of the workplace fit together
343K02	How to identify appropriate mentoring activities in relation to the training programme in the workplace
343K03	How to identify opportunities to develop skills and increase confidence in the workplace, such as changes to work roles, job shadowing and setting specific tasks
343K04	How to monitor how effective, and how appropriate the mentoring relationship is
343K05	How to explain and agree your role as mentor within the organisation
343K06	How to promote the interests of the trainee in the organisation
343K07	How to show you use good practice in the workplace
343K08	How to identify and involve other people in the workplace in the mentoring process
343K09	How to identify and secure the resources and facilities needed for the mentoring process
343K10	How to identify the information and advice trainees are likely to need, and the expectations of your own role, the mentoring scheme and the organisation you are working with
343K11	How to identify and use sources of support
343K12	How to identify and apply an appropriate code of practice for mentoring which deals with: <ul style="list-style-type: none"> • Commitment to best practice • Recognising the limits of your own experience and competence • Setting and maintaining boundaries within the mentoring relationship • Being open and truthful within the mentoring relationship • Monitoring and evaluating your own performance throughout the mentoring process • Using appropriate sources of support • Managing differences between your own values and beliefs and the agreed ethical code • Answering to the trainee and their organisation for your mentoring activities
343K13	How to work out mutual roles and responsibilities in the mentoring relationship
343K14	How to realistically assess the technical and personal skills needed in acting as a mentor to a trainee
343K15	How to listen, ask questions and negotiate
343K16	How to gain and keep the enthusiasm and commitment of trainees
343K17	How to explore issues with trainees without judging them
343K18	How to motivate trainees and develop their self-confidence
343K19	How to agree you will keep information confidential during the mentoring process
343K20	How to encourage trainees to express themselves
343K21	How to identify and give trainees appropriate information

343K22	How to use reviews and evaluations to encourage trainees to be independent
343K23	How to identify sources of extra support that are available to the trainee
343K24	How to identify and use sources of and procedures for referral to other agencies
343K25	How to identify and use technology-based support for the mentoring process
343K26	How to identify and apply responsibilities in relation to health, safety and environmental protection legislation
343K27	How to agree rules on confidentiality and data protection within the mentoring relationship
343K28	How to identify and act within the requirements of a mentoring scheme and the organisation's policies