APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

Supporting Resource for One Day Mentor Course

Sunderland Engineering Training Association (SETA)

CREATED BY

AUGUST 2023

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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.

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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 W R E H µ I U L H Q G V ¶
- 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
- ' R Q¶W promise confidentiality
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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.

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

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

Is the learner progressing as

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 of8(e)8(o)-3(fbtype/1 215.21 BT/F1 pe/1 21o2(g))8(b)-3(y)10( )-9fegeo2(g)ab(n

Mentoring An Apprentice ntice

Goal/s	
Reality	
Options	
Will	
Follow up Session Date:	Review results? Were the goals achieved?

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

Example STTARR template:

STTARR Session

Jargon Buster

Jargon	What does it mean?
IFATE	Institute for Apprenticeships and Technical Education

Self-Directed Learning

Topic	What Resources?
Learning Mentor Apprenticeship (Level 3)	Pearson. 12-month programme. TQ UK Learning Mentor Standard

IFATE