



Pearson

Education and Training – Learning Mentor Apprenticeship

Level 3

Minimum 12 months

Funding Band TBC

Apprenticeship Group

The apprenticeship group is made up of a range of employers from the Education and Training Sector, including Bowling College, emCETT, Michael John Training, Hull City College, University of Derby, Buttercups, Training 2000, Education and Training Foundation and UCET

Who is this apprenticeship for?

The learning mentor is 'grounded' in up-to-date processes and procedures, relevant to the learners programme of development. The role could be considered to be a first step towards a secondary role as an education and training professional.

This apprenticeship has been designed to be taken by anyone wanting to work as a mentor who will offer advice and guidance to individuals working in their sector of expertise.

On-Programme

In order to meet the apprenticeship standards, apprentices must complete the Level 1 Safeguarding qualification and any Education and Training qualification, including mentoring qualifications that covers the knowledge, skills and behaviours set out in the standard. Although it isn't mandatory, apprentices can complete the Pearson BTEC Level 3 Award in Education and Training.

Apprentices must also achieve a minimum of Level 2 English, Level 2 Maths and Level 2 ICT before completing the apprenticeship.



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End Point Assessment – TO BE CONFIRMED

Apprentices must be register with an Assessment Organisation so that End Point Assessment can be carried out. A list of Assessment Organisations for this standard will be available on the Register of Apprenticeship Assessment Organisations (RAAO).

There are four components that make up End Point Assessment for the Learning Mentor Apprenticeship. Assessment will consist of:

- Reflective log and development plan
- Mentoring Journal
- Observation – minimum of 30 minutes
- Professional Discussion – between 20-30 minutes

Progression Opportunities

After completing the Learning Mentor Apprenticeship, apprentices could further within their vocation specialism and/or into roles involving the assessment and coaching of vocational learners. They may also be eligible to progress onto a full teaching role within an education and training sector.

DRAFT ASSESSMENT PLAN NOT APPROVED