



# Apprentice Mentoring

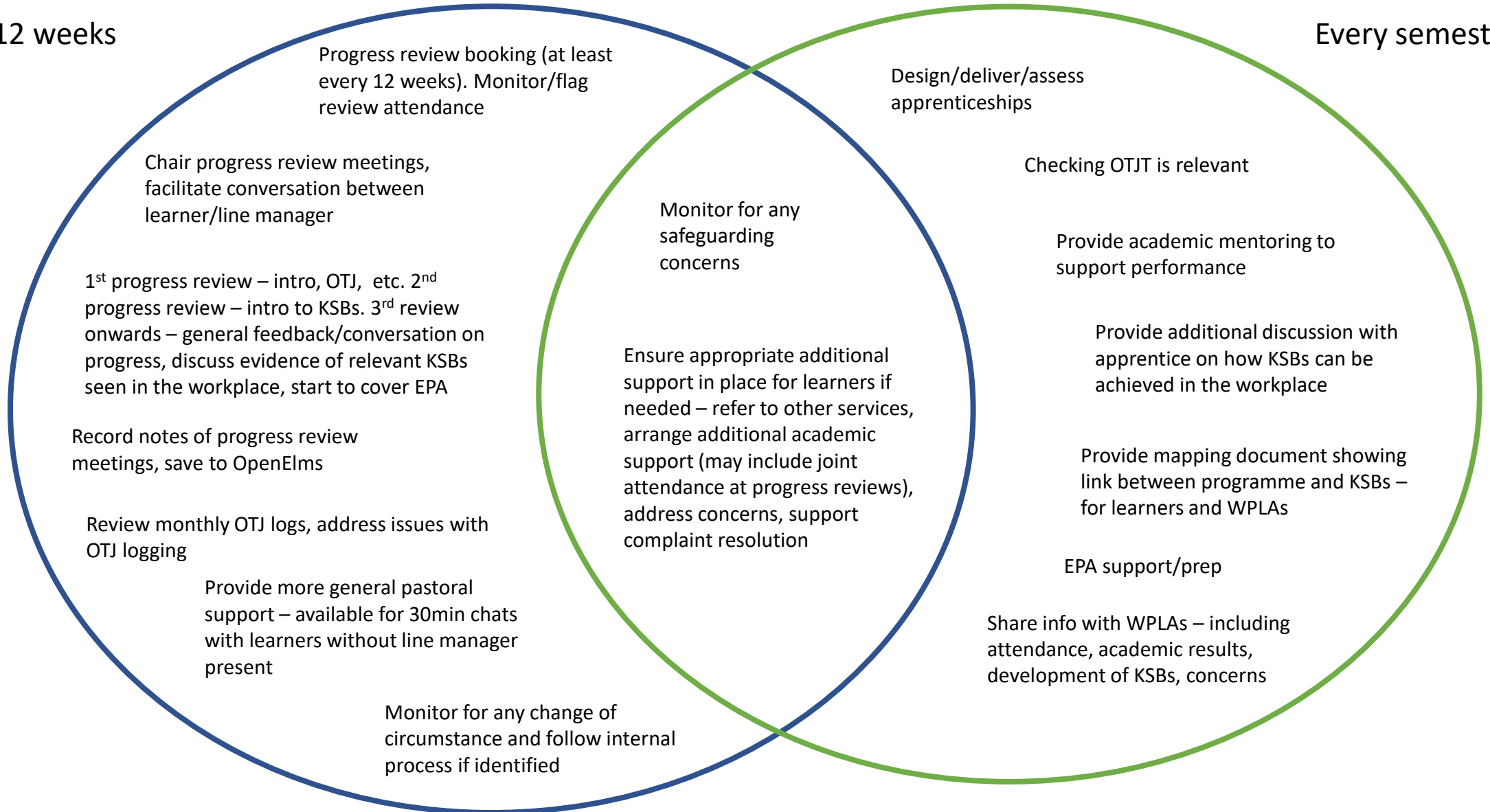
Workplace Learning Advisors

Both

Course team

Every 12 weeks

Every semester...?



\*Workplace Learning Advisor responsibilities remain with the course team until an Advisor has been assigned to that cohort

# Ofsted expectations – Quality of education

## Intent

- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs
  - **Evidence**
    - how leaders ensure that the curriculum supports learners' progression and provides knowledge and/or skills for the future (including non-qualification activity, where relevant)
    - how learners see links between different areas of knowledge and skills and recognise that some knowledge and skills are transferable

## Implementation

- **Evidence**
  - their view of how those learners are progressing through the curriculum

## Impact

- Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether learners are ready for their next steps.
  - **Evidence**
    - Inspectors will evaluate learners' progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, skills and behaviours and whether they have achieved their individual, challenging learning goals.

# Questions for Discussion



<https://padlet.com/DrEmmaH/Mentoring>



WHAT IS (ACADEMIC)  
MENTORING?

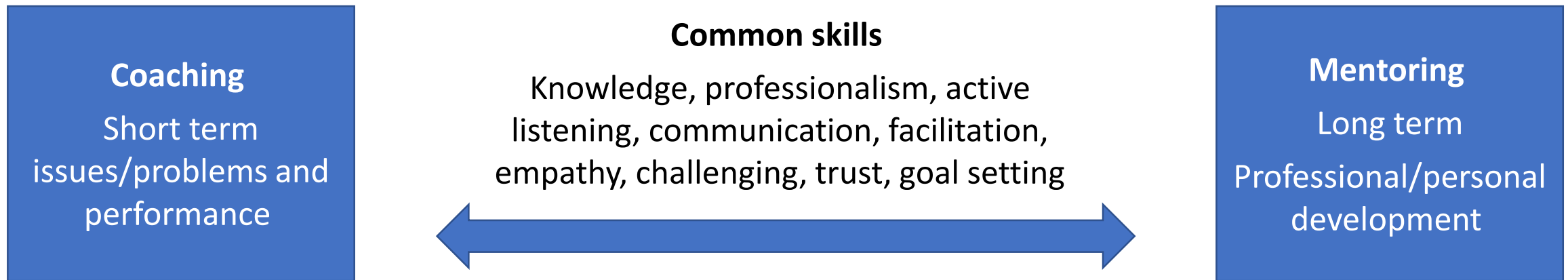


HOW DO (COULD YOU) YOU  
ASSIGN AN ACADEMIC MENTOR?



WHAT DOES GOOD (ACADEMIC)  
MENTORING LOOK LIKE?

# What is mentoring?



1<sup>st</sup> year Level 4a

2<sup>nd</sup>/3<sup>rd</sup> year Level 4b/5a

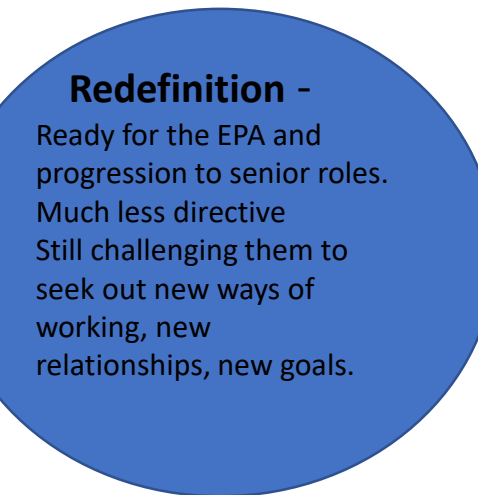
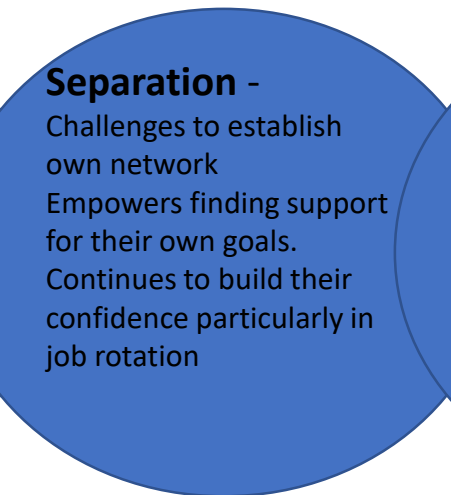
4<sup>th</sup> year Level 5b

5<sup>th</sup> year Level 6 into EPA

Rapport building  
Direction setting  
Emotional need -  
Nurturing

Maturation

Close down  
Intellectually Challenging



Mullen & Schunk, 2011;  
Kram, 1988

Carruthers, 1993

Mentor has the most influence & protégé is dependent on the mentor for support

Protégé begins to feel more confident with guidance from the mentor.

Protégé becomes more self confident/ autonomous  
Mentor influence reduces

Cohen, 1995

Build the relationship with the apprentice & ensure understanding of them and their aspirations.  
Agree boundaries to help them do this.

Facilitate the creation of a vision

Challenge them to achieve the best academic outcome they can.

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WHAT DOES GOOD (ACADEMIC)  
MENTORING LOOK LIKE?

# Matching apprentices with a mentor



**Good matching leads to higher satisfaction and persistence in the programme.**



**Natural/organic**

Allows the apprentice to choose their own mentor



**Assigned**

Skills  
Experience



**Values & attitudes**

Matched?  
Diverse?

2 Key Questions you may wish to ask:

- What characteristics are relevant to achieve your mentoring program goals?
- How much input will you and/or the participants provide to make a match?



# Questions for Discussion



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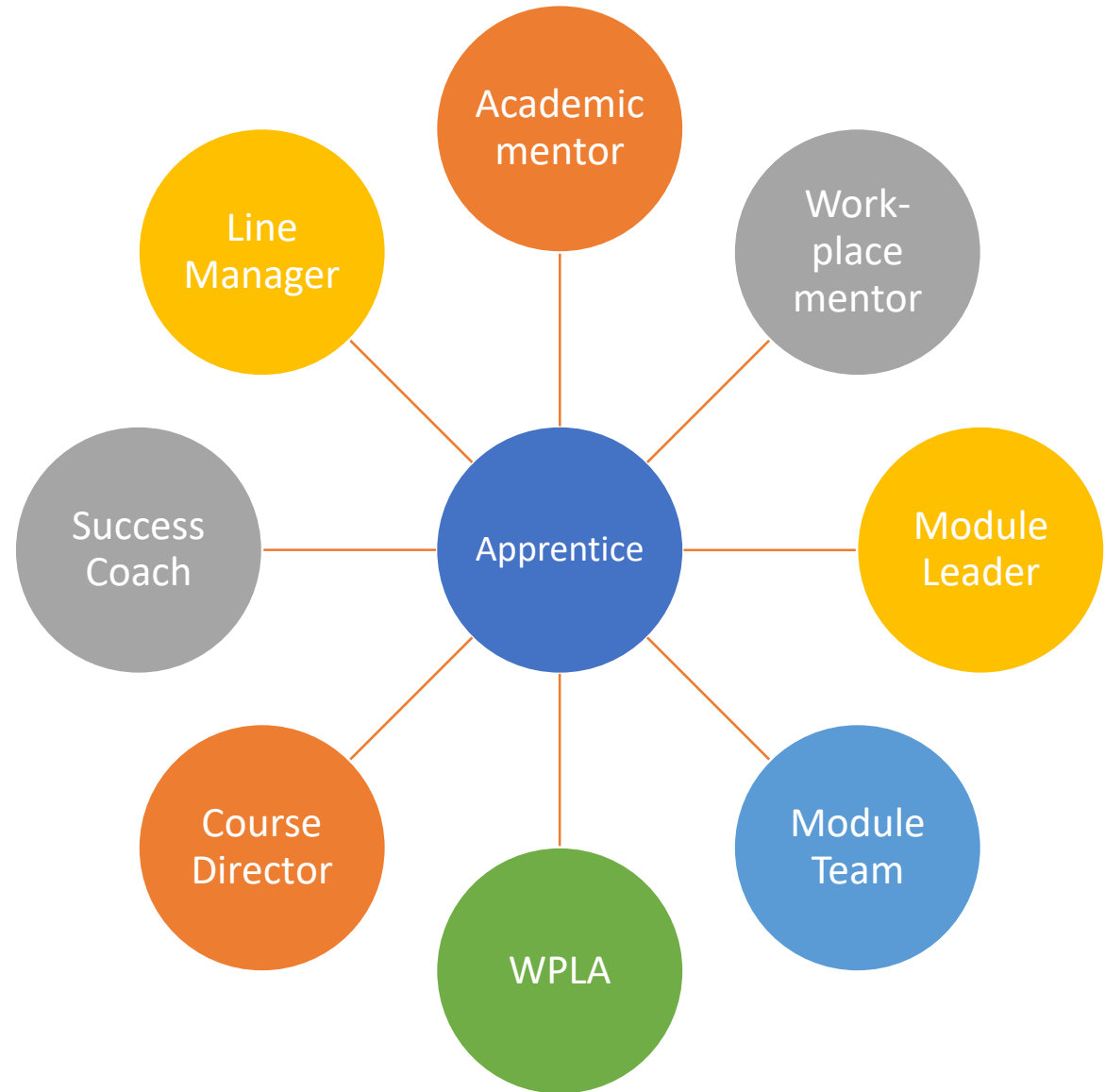


WHAT DOES GOOD (ACADEMIC)  
MENTORING LOOK LIKE?


# What does good look like?

|   |  |
|---|--|
|  Trust                   | Rapport  |
|  Clear objectives        | Workplace and academic   |
|  Aligned values          | Welcomes and supports diversity                                      |
|  Voluntary???            | For the apprentice and the academic                                  |
|  Time                    | Create and hold time for the apprentice                              |
|  Knowledge               | Technical & experiential<br>Ability to link studies to the workplace |
|  Motivational          | Improve academic performance   |
|  Creates opportunities | Networks<br>Professional development                                 |
|  Builds community      |  |

Joining it up...  
how can we  
do this better?







What will you do now?

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A person with long blonde hair is sitting at a desk, writing in a spiral notebook with a black pen. The desk also has a white coffee cup on a saucer, a laptop, and another notebook. The background is slightly blurred, showing what appears to be an office or meeting room setting. The text is overlaid in white on a dark, semi-transparent background.

WPLA & Contract  
Managers are available for  
chat over lunch!

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# Additional reading & guidance

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- Read, D. C., Fisher, P. J., & Juran, L. (2020). How do women maximize the value of mentorship? Insights from mentees, mentors, and industry professionals. *Leadership and Organization Development Journal*, 41(2), 165–175. <https://doi.org/10.1108/LODJ-02-2019-0094>
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