

VRQ

Learner name:

UET14

Learner number:

L/505/0189





VTCT

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

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Preparing for the mentoring role

UET14

The aim of this unit is to prepare you for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.

Level

4

Credit value

3

GLH

15

Observation(s)

0

External Paper(s)

0



Learning outcomes

On completion of this unit you will:

1. Understand own role and responsibilities in relation to mentoring
2. Understand the use of mentoring in a specific context
3. Understand how to identify client goals and outcomes

Evidence requirements

1. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
2. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
3. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
4. **External paper**
There is no external paper requirement for this unit.



Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Learning outcome 1

Understand own role and responsibilities in relation to mentoring

You can:	Portfolio reference
a. Analyse the skills and qualities required for a specific mentoring role	
b. Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role	
c. Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship	
d. Explain the importance of acting according to ethical and professional standards in a mentoring relationship	
e. Analyse ways of building a relationship with a client in a mentoring role	

Learning outcome 2

Understand the use of mentoring in a specific context

You can:	Portfolio reference
a. Analyse the benefits of mentoring in a specific context	
b. Analyse the impact of mentoring on individual learning and development	
c. Explain legal and organisational requirements in a specific context relating to: <ul style="list-style-type: none">• data protection• privacy• confidentiality• safeguarding and disclosure	
d. Identify sources of support to deal with issues which are outside of own expertise or authority	
e. Explain what constitutes a safe and comfortable environment for a mentoring session	

Learning outcome 3

Understand how to identify client goals and outcomes

You can:	Portfolio reference
a. Analyse ways of identifying and agreeing outcomes and goals with clients	
b. Explain the role of a mentoring agreement	
c. Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals	
d. Analyse client responsibility and autonomy for making changes	

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand own role and responsibilities in relation to mentoring

Skills and qualities required for a specific mentoring role:

Qualities needed to be an effective mentor (e.g. expertise in subject, availability on a regular basis, use of inductive and deductive techniques, ability to create a rapport between mentor and mentee), role of mentor (e.g. to develop individual ability and/or willingness in a specific subject to benefit the organisation, plan and/or deliver a formal programme covering a period of time), questioning technique, written/verbal/non-verbal communication.

Impact of values, behaviours, attitudes and emotional awareness on the mentoring role:

Creating a rapport, conflicts of interest, codes of practice, confidentiality. Own values shaped by cultural/social/political factors, self-reflection, forms of reflection (e.g. technical or problem solving reflection, practical reflection (appraisal of the whole situation involving the assumptions/values of the reflector), critical reflections which consider the social/political context of the issue), models of reflection (e.g. Gibbs, Johns, Rolfe et al., Atkins and Murphy).

Establish ground rules for engagement and boundaries:

Agreed structure, time allocated, fosters commitment, facilitate learning, build relationships (clarify, role, responsibilities, expectation), maintain trust and confidentiality.

Acting according to ethical and professional standards:

Role and responsibilities, professional standards, codes of conduct, good practice, organisational policy and practice, mentor/mentee relationship (trust).

Ways of building a relationship with a client:

Mentoring agreements, motivation theory (e.g. Maslow, Herzberg, McGregor), safety, security, positive attitudes, effective communication, challenging inappropriate behaviour, conflict management, time management, advice, guidance and support.

Learning outcome 2: Understand the use of mentoring in a specific context

Benefits of mentoring in a specific context:

For mentees, for mentors, for an organisation, impartial advice and encouragement, problem solving, teamwork and mutual support, creativity and co-operation, flexibility and persistence, reflective practice, organisational change, continuous professional development.

Impact of mentoring on individual learning and development:

The mentoring wheel, role of the mentor (counsellor, networker, facilitator, coach), motivation theory (e.g. Maslow, Herzberg, McGregor), one-to-one meetings, use of inductive technique ('pushing it in' or telling) and deductive technique ('drawing it out' or coaching), written/verbal/non-verbal communication, confidence building.

Legal and organisational requirements in a specific context relating to:

Data protection, copyright, privacy, confidentiality, safeguarding and disclosure, internal and external policy and practice.

Sources of support to deal with issues that are outside own expertise or authority: IAG (information, advice and guidance), signposting, role of support agencies, learner support opportunities, learning support opportunities, identifying key staff within the organisation responsible for referral, limits of responsibility.

Safe and comfortable environment for a mentoring session:

The concept of the safe learner including identification of hazards/risk/controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. every child matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), impact of legislation on own practice.

Learning outcome 3: Understand how to identify client goals and outcomes

Identifying and agreeing outcomes and goals with clients:

Mentoring agreements, reflection, focus (SMART targets), plan, support (types of and level), review cycle.

Role of a mentoring agreement:

Defined goals, measure of success, accountability, responsibility, confidentiality, protocols, planning, reviewing.

Importance of agreeing with the client records of interaction and progress towards agreed objectives and goals:

Clarification, objectivity, progress, accountability, conflict management.

Client responsibility and autonomy for making changes:

Evaluation, outcomes, mentoring agreements (defined goals, measure of success, accountability, responsibility, confidentiality, protocols, planning, reviewing).

Notes

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