Level 4 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 14 - Preparing for the Mentoring Role

Level 4
QCA Accreditation Number T/500/9006

Unit Description

Unit aims:

- To understand the role and responsibilities in relation to mentoring

- To recognise individual mentoring needs and what issues need to be considered

- To identify ways in how to review progress and identify relevant action

- To enable learners to reflect on current practice and identify areas for development

Credit value: 3

Unit synopsis

This unit is about

- The role of mentoring and what place this has in the learning process

- Being able to identify individual needs throughout the mentoring process

- Identifying the issues to consider in the role of mentoring and the individual responsibilities to the learners

Examples of teaching and learning strategies

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion

- Directed study and research

- Lecture

- Resource based learning

- Question and answer

- Micro teaching session

- Role play

- Discussion

- Lecture and exposition

- Games

- Debate

Guidance on delivery for centres

The delivery of this unit should be planned in accordance with the knowledge as set out against the assessment criteria. The taught sessions could be planned using the knowledge as signposts for the lessons. The unit is very similar to the coaching role and mentoring role units at level 3.

Points to consider when delivering this unit might be to:

- Give the candidates reading material, research documents or websites prior to the taught sessions taking place

- Encourage candidates to identify mentoring situations in their own workplace which can be brought out in the taught sessions for discussion

Links from this unit can be made to the Planning and Enabling Learning unit so that candidates can identify or know how to identify individual learning needs.

Tutors should be aware that this unit is at level 4 therefore it is expected that a candidate's assessment work will demonstrate a greater depth of understanding compared to work produced for the level 3 unit. Therefore further reference material may be needed to ensure the candidates can develop the analytical skills needed when evidencing the assessment criteria.

Guidance on assessment for centres

Candidates should be encouraged to use their reflective journals to highlight evidence within the assessment criteria. Assessors should encourage candidates to obtain witness testimonies if they are in a mentoring role/teaching role whilst completing the CTLLS.

Assessment of this unit can be in the form of a report so the candidate can clearly demonstrate to the assessor their level of knowledge and understanding. There is no restriction as to how long the report should be, however it is expected to be at least two pages. The assessor must be able to assess against the assessment criteria and a report should not always be the form of evidence produced. Assessors should support the use of referencing within a report if this method of assessment is used.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Curzon, L. (1997) *Teaching in Further education: an outline of principles and practice*. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – achieving success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Maslow, A. (1987*) Motivation and Personality*. New York: Harper & Row

Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation*. London: Hodder and Stoughton

Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Business Education Publishers Ltd

Rowntree, D. (19XX) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace s, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters

Websites
www.ocr.org.uk
www.qca.org.uk
www.dfes.gov.uk
www.lluk.org.uk

Assessment Criteria, Knowledge and Practice

1. Understand own role and responsibilities in relation to mentoring

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Identify and analyse the role and responsibilities of the mentor, discussing the boundaries of the role	• What is meant by mentor • What responsibilities does a mentor have • How to recognise the boundaries of the role • How does a teachers role link into mentoring	• Report • Professional discussion
1.2	Identify and discuss the qualities and skills required in a mentor	• Qualities of a mentor • Skills of a mentor • How to create the necessary skills for a mentor	• Report • Professional discussion
1.3	Identify and justify resources and/or materials required for mentoring	• Select appropriate resources required for mentoring	• Reflective journal • Session plan

2. Understand ways to identify individual mentoring needs

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Identify and discuss individual learning needs that can be met through mentoring	• Ways of identifying individual learning needs • How to recognise and describe learning needs • How needs may be met through mentoring	• Learning needs questionnaire • Report • Reflective journal
2.2	Identify and discuss individual learning styles that need to be considered when mentoring		

3. Understand key techniques to establish and maintain an effective mentoring relationship

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Identify and discuss styles of mentoring to meet learner needs	• Different types of mentoring styles • How to ensure learners needs have been met	
3.2	Discuss and demonstrate the importance of a code of conduct, ground rules and confidentiality in a mentoring relationship	• What are ground rules • What is meant by code of conduct • Issues in relation to confidentiality • How to establish a professional mentoring relationship	
3.3	Discuss and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement	• How the role of assessment would assist in exploring options • How to assist mentors in establishing their goals • Giving feedback relevant to individual needs	• This learning outcome may be presented in a report • Assessors observation • Lesson plan
3.4	Discuss and demonstrate ways of assisting mentees to clarify their goals and explore options to facilitate their achievement	• How to create situations that provide opportunities for feedback • Ways of conducting de-briefing situations to identify barriers	
3.5	Discuss and demonstrate ways of building rapport with individuals in mentoring sessions	• What is rapport • How may a rapport be built with individuals • What issues may cause a negative rapport	
3.6	Discuss and demonstrate ways of creating an environment in which effective mentoring can take place	• How to create a climate conducive to learning either within a group setting or an individual setting	

4. Understand how to review progress

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Explain how to review the mentee's progress, identifying and taking action as required	• Practical procedures for conducting and recording ongoing assessment and documenting progress • How to obtain documentary evidence to be used in practical application of feedback given to learners • Ability to identify areas for development within learners practice • Understand the issues to consider when taking appropriate action	• Reflective journal • Assessors observations • Witness testimony • Individual learning plan
4.2	Discuss and apply good practice in providing feedback to mentees on their progress		

5. Understand how to evaluate the effectiveness of own practice

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Use reflective practice and feedback from others to review own mentoring role and identify areas for development, suggesting modifications to own practice as necessary	• Concepts and benefits of keeping a reflective journal • How to plan own personal development and identify areas for improvement • Ability to recognise and modify own practice as necessary	• Reflective journal