

**Support Framework for Work Based Learners:  
The role of the nominated person as mentor or tutor – why is it important?**

1. Basics for Face-to-face Advisory Services and Support

The advice/information is given by professionals in co-operation with volunteers. The advantage of this is the combination of comprehensive know-how and experience with direct authenticity and credibility. Depending on the training system and institution, the volunteers can be apprentices or young assistants, students or older pupils. The professional is selected and assigned firstly on the basis of an interview, secondly through an assessment of their suitability, and thirdly by looking at their qualifications. On this last point it is a question not so much of knowledge of teaching and learning methods and advisory services, but more of a qualification in the provision of practical advisory services. The combination of professional and volunteer means that it is not necessary to train young people for a qualification in the system of vocational training and the variety of career options. More important is passing on the professional/volunteer's own experience and judgements.

2. Supporting Learning

The task is to ensure that apprentices succeed and that the young person will find a suitable job. Critical to that success is the support that is provided to the individual and this support is clearly central to the process. There is a substantial body of evidence which shows that providing coherent support mechanisms which guide and monitor academic and/or vocational progression are crucial components in making learning effective.

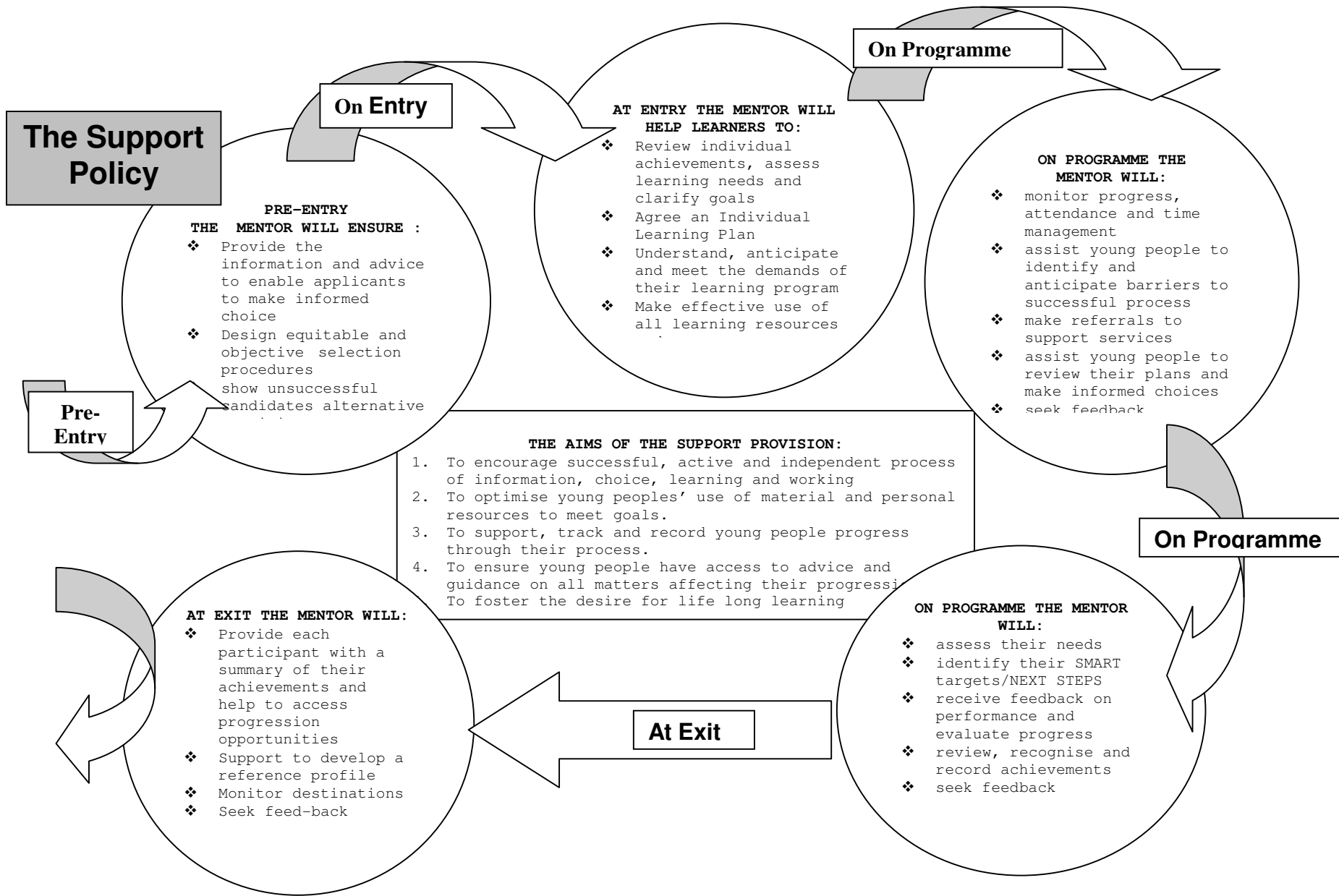
Apprentices need to be in an environment that supports their learning and working. They need to be motivated to learn and it is essential to have the skills, resources and support necessary to help him/her to achieve.

Put simply, this can translate into a need for the learners to be:

- confident in their ability to succeed
- able to review progress, prioritise conflicting demands, set targets and seek help to address the weaknesses
- able to develop learning skills and a positive work ethic.
- in the right place at the right time and with the required resources to support their learning programme

It is essential that good practice is uniformly implemented throughout the various institutions or network of institutions which are involved in the process of career guidance and training. The Support Framework for Work Based Learners is one of the ways of ensuring that standards and consistency are maintained for young people. The person responsible is the professional mentor. He or she can be supported by volunteer tutors.

The following structure gives an overview of the tasks that need to be completed in the process of career guidance and apprenticeship.



### 3. Basic conception for implementation of a support system

#### 2.1 Professional support:

- Prophylactic work with young people: Constant support for „problematic young people“ (relationship of trust) beginning with the phase of orientation for choosing a profession up to qualification: Question of identification, question of differentiating the transfer of responsibility between school (teacher), training in a company (instructor) and support level (mentor, perhaps „abH“(institutions offering assistance for apprentices/trainees)), question of choosing a suitable training company (differentiation between company/non-company training institutions) and thus a question of the scope and reliability/necessity of a market control over one or several institutes.
- Ideas for concepts on quality assurance of company training: In the case of premature termination of a training contract, compulsory advisory session with mentor: Guarantee for complete registration of all “drop-out”-apprentices and of all companies with increased risk potential;
- Intensive support of the training companies: Formation of a pattern based on necessary intensity of support, recording of quality of company training
- Personnel management concept for use of mentors: Documentation of cases for role of the apprentice, supervision
- Profile requirement for mentors: Among other things, ability to deal with conflicts, neutrality, self-reflection, mediation skill, ability to understand the situation of other people, frustration tolerance, ability to communicate, with regard to skilled craft companies and young people

#### 2.2 Career support concept through the combination of volunteer and professional support

- Organization of an offer for internet-aided advisory services and the possibility of exchanging experience for the purpose of reducing inhibitions about making use of advisory services; high flexibility with relatively low level of personnel. However, the organisation of the pool of volunteer experts is time-consuming.
- Use of apprentices and young assistants, in order to be able to give age-based experience and information in a plausible manner: Motivation concept and qualification for young advisors necessary
- Use of apprentices’ supervisors/vocational school teachers/career advisors, to give, in particular, specialized information
- Use of young people and apprentice’s supervisors both on the internet and at advisory meetings and information events would be a good idea
- Documentation of the advisory meetings in the portfolio of the young people who received advice
- Bear in mind issues concerning data protection

## **4. Supporting young people during before and during an apprenticeship:**

### **The Core Tasks**

Mentors/Tutors are expected to:

1. Interview, assess and admit applicants
2. Refer unsuccessful applicants appropriately
3. Inform applicants of selection outcomes and advise next step
4. Record learner details
5. Deliver induction
6. Monitor induction outcomes
7. Identify endorsements
8. Review achievements and needs
9. Agree Individual Learning Plan
10. Monitor punctuality and attendance
11. Identify and act on potential drop-out
12. Obtain and collate feedback concerning learners' progress for both on and off the job training (work based assessment, key skills, technical certificates)
13. Monitor effectiveness with endorsed learners
14. Monitor early leavers
15. Plan progression
16. Provide a record of achievement
17. Help to develop a reference profile, as appropriate
18. Monitor destinations

These tasks are essential in helping young people to manage their process of career planning and training. They are necessary to ensure that young people are:

- ✓ In a suitable profession and at companies/training institutions where they can succeed
- ✓ given the right start and shown how to approach their apprenticeship successfully
- ✓ helped to assess their progress and to work out how they can improve
- ✓ kept on track and are stretched to achieve their full potential
- ✓ given the right support to overcome difficulties
- ✓ planning and preparing for their future

In order to manage the first steps of working successfully, young people need to be helped to review and plan. They need to look carefully at their previous work and understand exactly why some things have gone well and others areas may need improvement. They need to plan out exactly how these improvements will be made and what steps they need to take. The review, action planning and target setting process is at the heart of the support process, and young people almost always find it easier if there are clear written records of this process. As a mentor/tutor it is easier to have clear records of all the core tasks – and you'll need evidence that they are carried out.

These 18 core tasks are common to the great majority of consultants and trainers but not to all. Sometimes, for example, you have not been responsible for interviewing, assessing and selecting learners at the pre-entry stage. But then, as a mentor or tutor, you will certainly have the responsibility and you must utilise the earlier results and also verify them.

## Checklist for Young People's Records

Name:

School/Company:

Core Tasks	Core Activity	Date Achieved	Evidence
<b>Pre-entry</b>			
1.	Interview, assess and admit applicants		
2.	Refer unsuccessful applicants appropriately		
3.	Inform applicants of selection outcomes and advise next steps		
<b>Entry</b>			
4.	Record pupil/apprentice details		
5.	Deliver induction		
6.	Monitor induction outcomes		
7.	Identify endorsements (Additional Learning and/or Social Support recipients)		
8.	Finalise pupils/apprentices Agreement		
9.	Review achievements and needs		
10.	Agree Individual Learning Plan		
<b>On Program</b>			
11.	Monitor punctuality and attendance		
12.	Identify and act on potential drop-out		
13.	Collate feedback concerning pupils/apprentices' progress for both on and off the job training, including feedback from work based assessors and lecturers, subjects and/or key skills. Prepare pupil/apprentice for target setting by using self assessment form.		
14.	Conduct work based visits/assessments at least once a term to review individual progress, plan action, and update Key Skills and technical certificates		
15.	Monitor effectiveness with endorsed pupils/apprentices.		
16.	Monitor early leavers – inform partners of the supporting network		
17.	Plan progression		
<b>Exit</b>			
18.	Provide a record of achievement		
19.	Support to develop a reference profile with the pupil/apprentice		
20.	Monitor destinations		

Use this form to record achievement of core tasks for each pupil/apprentice – place in the individual file.

**GUIDANCE NOTES FOR  
APPRENTICE/APPLICANT INTERVIEW FORM**

<b>APPRENTICES AND APPLICANTS SERVICES:</b>	Yes	No
<p><b>Supporting Team</b> The Supporting Team works with apprentices and applicants to help them to identify their particular needs and then, where possible, organise any additional support they may require. In order to discuss what support is available, an informal visit can be made: <a href="http://www.leonardomentoring.org">www.leonardomentoring.org</a> which details contacts for available support.</p>		
<p><b>Careers Guidance</b> Advice can be given, by appointment, to any apprentices or prospective apprentices. The careers staff can advise on issues of apprenticeship, employment prospects, completion of job application forms and preparation of a curriculum vitae. Young people can arrange an interview with Career Advisers. Apprentices and pupils can also use one of the careers software programmes available on <a href="http://www.leonardomentoring.org">www.leonardomentoring.org</a></p>		
<p><b>Apprentices and applicants Counselling</b> The counsellors aim to enable apprentices/applicants to deal more effectively with their problems or concerns by providing a confidential, caring and private environment in which the apprentice/applicant feels relaxed and confident enough to talk freely about any matter.</p>		
<p><b>International Apprenticeship Adviser</b> Help can be given with the application, e.g. checking possibilities of EU-internships, the equivalency of overseas qualifications and the language requirements. You can also access help with funding issues and advice regarding immigration, for example, how to apply for, change or renew student visas.</p>		
<p><b>Apprentices Services</b> The Apprenticeship Consulting Centre is there to help any learner make the best of their course by offering help with study. There are staff who can help e.g. learning problems, test results, difficulties between trainer and trainee, time management, taking notes and finding information. You can drop in to workshops to help improve your basic knowledge in different subjects. Support is available at particular times for those who do not speak English as their first language. There is special help for those who have dyslexia or similar types of learning difficulty.</p>		

<b>Guidance and Information:</b>	Yes	No
Assessment Methods		
Additionnel Modules etc.		
Work Placement Patterns		
Study Visits		
Tutorial Support		
Others:		

<b>Offer/Recommendation:</b>
<p>Conditional/Unconditional/No offer (please delete as applicable)</p> <p>Notes:</p>

<b>What happens next:</b>	

## **Supporting your career guidance and apprenticeship: a guide for young people**

(for the mentor or tutor: you can give this to the young person but this can be also a guideline to your tasks)

You will have a nominated Mentor/Tutor/Assessor/Trainer/Lecturer who will give the support you need to be successful in your work placement/employment .

In particular he/she will help you to manage your activities and make sure that you:

- Understand what is expected of you from employers
- Plan your choice, application and learning, set yourself clear goals, and review your progress
- Get any extra help which you need
- Understand how you are doing in the process
- Get clear feedback on your work based assessments, assignments and course work
- Know about and can use the services and facilities offered by the different institutions
- Know who to see about personal problems affecting your activities
- Explore your options and decide what you want to do next
- Are ready to apply for jobs progress to a higher level course

Your personal mentor will support and advise you throughout the process. They will also be your link to other institutions. He/she will help you make good use of all the available services and find the resources you need to succeed.

You must ensure that your Mentor/Tutor has the information that will enable them to do their job. Tell them about any changes in your life that are affecting your work. Let them know of any problems as early as possible.

You will have a work based visit/assessment once a term. You will use this time to review your on and off the job learning and plan what to do next.

At each interview you will review your progress towards achieving your apprenticeship and agree what you need to do next. This will help you stay on track and plan your development. Your Mentor/Tutor will help you with setting goals and targets and developing and reviewing your Individual Learning Plan - but it will only work if you take responsibility for yourself. This means that you should prepare carefully for each review.

You will need to think about things you have already achieved, the things you've done well and the things you need to improve. Think about where you want to go next and how you intend to get there. This means having an idea of the action you need to take and the resources you can use to achieve your goals.

Your Mentor/Tutor will give you regular feedback on your progress but you also need to decide for yourself how well you think you are doing. There are many resources which can help you do this, including the Progress file which is available on the Intranet ([www.leonardomentoring.org](http://www.leonardomentoring.org)), or from your Mentor/Tutor.