

- Project Name: Developing a mentoring framework for work based learning and the third sector

**Amendment History:**

Version No.      Date      Reason for Amendment

**Name of Project Manager & Contact Details**

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**Document Distribution**

<i><b>Name</b></i>	<i><b>Location</b></i>	<i><b>Responsibility</b></i>	<i><b>Action/Information</b></i>
Mike Smith	HWSTPA	Executive Officer	Lead
Debbie Lambert	LLN	Manager of the LLN	For information
Prof.Geoffrey Elliott	UW	Members of the Steering Group	To approve the proposal
Chris Morecroft	WCT		
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

**Background**

HWSTPA already run a successful contextualised work based Preparation for Teaching in the Life Long sector [PTLLplus] course for 60 teacher/trainers/tutors. These are from a range of training providers including Voluntary and ACL providers.

A new contextualised level 4/5 Diploma to teach in the life long sector [DTLL] course is being developed. This would offer mentor training specifically targeted at 20 staff in the work based learning and third sector fields.

**Objectives of the Project**

The main objectives of the project will be to

- Research the specific needs of mentors in work based learning and third sector settings.
- Produce a framework and protocols for mentors engaging with mentees their line managers and employers
- Produce criteria required to succeed in the role of mentor, including a person specification, appropriate qualifications and experience.
- Establish the training needs and technical support required to become an effective mentor in a work based setting,
- Implement a CPD Programme of study for mentors
- Put in place a central mentoring resource for organisations to share.
- Pilot a course in mentoring DTLL students

## **Project Approach**

Staff at HWSTPA will work with staff at Warwick University (who validate their PTLLplus), and Training organisations with experience of acting as mentors in work based learning and third sector settings, and students to develop a framework for mentoring students undertaking higher level qualifications.

### **Scope:**

#### **A Key Products from the project**

1. 3 day accredited training programme for mentors (15 credits at level 4 or 5)
2. Framework and support materials for mentors and students undertaking teacher training courses

#### **B Out of Scope**

Payment for course delivery or student fees

### **Constraints**

- Availability of staff
- Complex nature of sectors involved

### **Initial Project Case**

This project will result in an accredited course which will complement the delivery of a work based contextualised DTLL. It will target the development of mentoring skills in staff in work placed learning settings which could be of benefit to a range of other courses in the region, ranging from the diploma to HE courses based in industry.

### **Benefits of the Project**

#### Benefits to the student

- By providing dedicated mentoring to trainee teachers, there will be an opportunity to support new trainers/ teachers so that the experience will be enhanced through better quality of education, training and improve retention.
- A trained mentor will know how better to support a trainee trainer/teacher through enhanced communication skills, providing feedback and giving support and guidance in a structured and professional manner.

#### Benefits to the employer

- The whole organisation will benefit from having a trained mentor on site or access to a mentor through the network that will be able to mentor future and existing practice on a formal and informal basis.
- Increased involvement with HE
- The FE sector will benefit through shared practice and the development of a registered bank of mentors that could be signposted to partner organisations. It will also allow the opportunity for continued peer support and review in sharing good practice across Herefordshire and Worcestershire

#### Benefits to the LLN

- Engagement with employers
- Module on mentoring which could be useful for a range of Teacher training courses
- Promote progression pathways to HE

### **Key Assumptions**

- The willingness of employers to participate
- Sufficient DTLL candidates to test mentoring framework

### **Timescale**

To be completed by the end of December 2009.

### **Costs**

£

Research and Development of mentoring framework and protocols  
35 hours @ £29 per hour  
1015

Coordination and administration of project 48 hours @ £19 per hour  
912

Mentors skills development workshop  
850

Testing framework in practice  
700

Evaluation reports and dissemination event  
323

Total  
3800

### **How will the project be evaluated?**

A steering group will be established to monitor progress throughout the project

At the selection process for the mentors, the Key Competence Matrix will be used as an Initial Assessment in June 2009. The Matrix will be revisited on two occasions to monitor the changes made during the role. This will give us an indication of the distances each mentor travels and identify which aspects of their development have most impact on the role.

The project will also be evaluated by both the steering group and by the mentors following completion of the training and reviewed by the deliverers.

### **How will the project be sustained?**

The DTLL programme will be delivered by FE/HE intuitions Supported by HWSTPA mentors.

In house mentors will be actively encouraged however a 'pool' of mentors will be established to help, advise and support Work based learning Association members who lack the resource to develop in house mentoring. Administration of the 'pool' mentors will be undertaken by the Training providers Association under the articles of membership for the Association

## Implications for Equality and Diversity

The research will be conducted in a manner sensitive to issues of inclusiveness and widening participation.

## Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

<b>Risks</b>	<b>Probability</b>	<b>Impact</b>	<b>Containment Plan</b>
Insufficient financial resources results in reduced and limited outputs	high	high	seek additional resources from partners.
Inadequate collaboration from partner organisations	medium	high	Review/ revisit and refocus on committed provider organisations
Low response from provider organisations groups	medium	medium	Extend scope of provider organisations to include all FE providers
Slippage in timescales in delivering project	medium	medium	Review impact and reschedule if appropriate, assign additional resources

## Project Team

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Phil Broomhead Riverside Training

Penny Ottewill Warwick University WMCETT WBL Co-ordinator.

Kim Cook HWSTPA

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