



PROGRAMME QUALITY HANDBOOK 2023-2024

Level 4 Learning and Skills Mentor

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1. Welcome and Introduction to Level 5 Learning and Skills Teacher

1.1 Welcome Statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://www.ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

As a learning and skills mentor you will be responsible for the mentor relationship with the mentee working within ethical and legal frameworks and organisational boundaries to support the progression of the mentee. You may work with a wide range of stakeholders to support the progression of the mentee and ensure best practice is developed and maintained. As a mentor you may be responsible for completing your own work to specification, with minimal monitoring, ensuring you meet set deadlines.

The Level 4 Learning and Skills Mentor is designed to support those new to the mentoring role and those who want to enhance their mentoring skills. This programme has been designed to equip you with the knowledge, skills and behaviours required to work as an effective mentor, covering the following duties:

- **Duty 1** Plan, conduct and record mentoring activities to support the progression of the mentee working within legal and ethical frameworks, including confidentiality and safeguarding.
- **Duty 2** Use strategies to establish and maintain expectations and boundaries of mentoring contract, including recognising starting points of mentee, agreed development needs, potential barriers to development and where relevant, other stakeholders needs.
- **Duty 3** Select and use mentoring models, tools and techniques to support mentee to make desired changes, demonstrating responsiveness to the individual mentee needs.
- **Duty 4** Demonstrate awareness of own values, beliefs and behaviours and their effect on the mentor/mentee relationship.
- **Duty 5** Provide support to the mentee providing information, advice and guidance, working within own professional boundaries and recognising requirements for referral to other professional services where required.
- **Duty 6** Establish rigorous evaluation processes with mentee to support reflection on effectiveness of mentoring relationship.
- **Duty 7** Evaluate and reflect on effectiveness of own practice for the purpose of self-development.
- **Duty 8** Make sustainably informed decisions in approaches used to plan, conduct, record and evaluate mentoring practice.
- **Duty 9** Maintain records of mentoring practice and recording of continual professional development activities.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and HE Lead	Kath Burrows	kathburrows@southdevon.ac.uk
Higher Education Coordinator	Katy Joy	katyjoy@southdevon.ac.uk
Curriculum Head	Katy Joy	katyjoy@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. Your personal tutor is Kath Burrows. You can find out more about Kath and the wider team here:

[Initial Teacher Education - University Centre South Devon \(ucsd.ac.uk\)](https://www.ucsd.ac.uk)

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. The integrated tutorial model ensures all students have a personal tutor and access to personal development resources, and can access professional study skills, wellbeing, disability, and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information.

See section [Student Support Hub](#) below for more information.

1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: <https://www.ucsd.ac.uk/research-and-expertise/initial-teacher-education/>

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Tutor	Units	Contact	If part time days/hours that are worked
Kath Burrows	All	kathburrows@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Leigh Bower	All	Leighbower@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Katy Joy	All	katyjoy@southdevon.ac.uk	Mon – Fri 09:00 – 16:30

1.6 Preparing for Your Programme

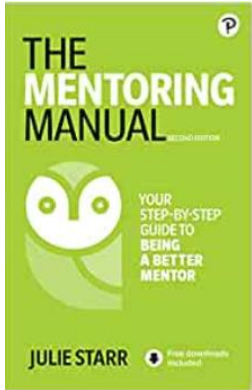
At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability, and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

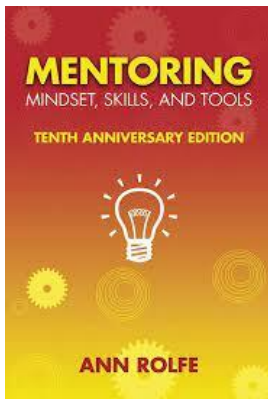
Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Recommended Preparatory Reading:



Starr, J. (2021) *The mentoring manual*. 2nd edn. London: Pearson
ISBN - 978-1-292-37421-5

Other Materials:



Rolfe, A. (2022). *Mentoring mindset, skills and tools*. 10th edn
Synergetic People Development Pty LTD: Melbourne
ISBN: 978-0-9872765-4-4

1.7 Curriculum Design Principles

Programme Rationale (Summary)

The Level 4 learning and skills mentor apprenticeship programme aims to provide individuals with the necessary knowledge, skills, and experience to become effective mentors in a professional setting. The rationale for this programme is to address the growing need for skilled mentors who can support and guide others in their personal and professional development. Effective mentoring requires a specific set of skills and competencies. This programme is designed to develop these competencies, including active listening, communication, empathy, goal setting, and feedback delivery. Apprentices will gain a deep understanding of the mentoring process and techniques to foster a supportive and constructive mentor-mentee relationship.

Context

Many organisations recognise the value of mentoring in fostering employee growth, engagement, and retention. As a result, there is a rising demand for qualified mentors who can facilitate learning and development within their respective industries. The Level 4 learning and skills mentor apprenticeship addresses this demand by equipping apprentices with the expertise to excel in mentoring roles.

Content

Through the following themes the Level 4 Learning and Skills Mentor provides a structured and sequenced approach to enhancing your knowledge, skills, and behaviours.

- You as a mentor – Values and beliefs, skills, qualities and behaviours.
- Preparing to mentor – Contracting, assessing starting points, how to plan, monitor and track sessions.
- Becoming a mentor – Models, skills, practical sessions and reflection.

Through the above themes the following professional behaviours will be developed:

- Demonstrate and promote sustainable practices with mentee
- Work to ethical and legal standards within professional boundaries
- Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control
- Demonstrate and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies
- Committed to improving their own professional practice in relation to mentoring

Teaching and Learning Strategy

The delivery approach adopted provides a good blend of academic study and practical application. All members of the delivery team have both strong teaching backgrounds and experienced in coaching and mentoring enabling them to build mentor's knowledge and skills. Both theoretical and practical assessment formats are used to ensure all learning outcomes can be effectively evidenced. The delivery team work hard to develop supportive learning environments focused on developing mentor's 'self-confidence' and 'self-concept', both as mentors and independent Higher Education students. The apprenticeship provides apprentices with an opportunity to enhance their own professional growth and development. By engaging in practical mentoring activities, apprentices can reinforce their existing knowledge and expertise, develop their skills, and gain a broader understanding of mentoring within their own setting.

Resources to Support Outstanding Teaching and Learning

You will be provided with a reading list in your course handbook. There is an onsite library where all recommended reading texts are available. You will also be directed to a range of online sources of information throughout your programme to support your professional development. We highly recommend that you become a member of the Society for Education and Training, where you will have access to a vast range of free online resources, as well as opportunity to attend professional development courses.

1.8 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Professional Development

The ITE team are all highly qualified and experienced practitioners who are dedicated to maintaining their currency in practice through professional development.

Research and Scholarly Activity

Each member of the delivery team is engaged with research and scholarly activity, be that as part of a formalised qualification (Masters and Doctoral level) or as part of ongoing professional practice.

Each of the team have obtained a Fellowship of the Higher Education Academy where we have the following levels of Fellowship: Fellow, Senior Fellow and a recent application for Principal Fellow.

Industry Liaison and Engagement

We have high levels of engagement with industry with one of the team being chair of the Education and Training in FE trailblazer team which involves monthly engagement with other providers in the sector, such as the Institute for Apprenticeships and the Department for Education. Members of the team also work as external examiners in education programmes up to level 7.

1.9 Knowledge, Skills, and Behaviours Developed on the Programme

	EPA	Module covered in	Formative Assessment
K1: The roles and responsibilities of a mentor, understanding the organisational and professional boundaries, legal and ethical requirements, including safeguarding	Professional Discussion	Introduction to Mentoring The Mentoring Process	ITM – A1 TMP – A5
K2: How to establish and manage a mentoring contract	Professional Discussion	Developing Mentoring Skills The Mentoring Process	DMS – A1 TMP – A5

K3: How to plan for mentoring sessions and review and revise action plans	Professional Discussion	The Mentoring Process	TMP – A1 TMP – A5
K4: Mentoring theory and models, including maintaining good practice and protocols within the mentoring relationship	Observation & Questioning	Introduction to Mentoring Developing Mentoring Skills The Mentoring Process	ITM – A1 DMS – A1 DMS – A2 DMS – A3 TMP – A1 TMP – A3
K5: Organisational and legal requirements for recording, storing and sharing personal information	Professional Discussion	Introduction to Mentoring Developing Mentoring Skills The Mentoring Process	ITM – A1 DMS – A1 TMP – A5
K6: Strategies to assess starting points of the mentee, including potential barriers to development	Professional Discussion	Developing Mentoring Skills The Mentoring Process	DMS – A1 DMS – A3 TMP – A5
K7: Methods of communication to maintain the mentoring relationship and review progress towards agreed outcomes	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3
K8: Questioning and listening techniques	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 DMS – A3 TMP – A1 TMP – A3
K9: Methods for providing feedback to inform progression	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 DMS – A3 TMP – A1 TMP – A2 TMP – A3
K10: The impact of their own values, beliefs and behaviours on mentoring practice	Professional Discussion	Introduction to Mentoring Developing Mentoring Skills The Mentoring Process	ITM – A1 DMS – A3 TMP – A5
K11: How to provide accurate and relevant vocational/pastoral advice and guidance to meet mentee needs, including points of referral to other professional services	Professional Discussion	The Mentoring Process	TMP – A2 TMP – A5
K12: Theories and models of evaluation and reflection	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 DMS – A3 TMP – A1 TMP – A3
K13: Approaches to sustainable mentoring practice	Observation & Questioning	Introduction to Mentoring Developing Mentoring Skills The Mentoring Process	ITM – A1 DMS – A2 TMP – A1 TMP – A3
K14: Opportunities for continuing professional development	Professional Discussion	Introduction to Mentoring Developing Mentoring Skills The Mentoring Process	DMS – A3 TMP – A5
K15: The role of supervision in supporting the mentor	Professional Discussion	The Mentoring Process	TMP – A4 TMP – A5
K16: Evidence-based practice informed by own research	Professional Discussion	Introduction to Mentoring Developing Mentoring Skills The Mentoring Process	ITM – A1 DMS – A1 DMS – A3 TMP – A5

S1: Conduct sustainable mentoring practice within organisational and professional boundaries, and legal and ethical requirements, including safeguarding	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3
S2: Establish and maintain mentoring contracts with mentees and where relevant, other stakeholders	Professional Discussion	Developing Mentoring Skills The Mentoring Process	DMS – A1 TMP – A5
S3: Conduct mentoring sessions according to agreed plans	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A2 TMP – A3
S4: Implement established mentoring tools and techniques to help the mentee work towards agreed outcomes	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3
S5: Maintain records of mentoring practice, complying with quality, confidentiality and data protection requirements	Professional Discussion	Developing Mentoring Skills The Mentoring Process	TMP – A2 TMP – A5
S6: Establish and use assessed starting points to establish agreed outcomes of the mentoring process	Professional Discussion	Developing Mentoring Skills The Mentoring Process	TMP – A2 TMP – A5
S7: Assess and review progress and achievement of agreed outcomes and revise action plans as appropriate	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A2 TMP – A3
S8: Maintain mentoring relationship through a non-judgemental and objective approach	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3
S9: Use questioning techniques to encourage reflection and progression	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3
S10: Provide feedback to the mentee to inform progression	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A2 TMP – A3
S11: Inform, advise and guide the mentee to support development toward agreed outcomes	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A2 TMP – A3
S12: Apply theories and models of evaluation and reflection to support mentee development	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 DMS – A3 TMP – A1 TMP – A3
S13: Monitor and reflect on own mentoring practice, including feedback from supervision, to develop self	Professional Discussion	Developing Mentoring Skills The Mentoring Process	DMS – A3 TMP – A4 TMP – A5
S14: Apply evidence based mentoring practice informed by own research	Professional Discussion	Developing Mentoring Skills The Mentoring Process	DMS – A3 TMP – A1 TMP – A5
B1: Demonstrate and promote sustainable practices with mentee	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3
B2: Work to ethical and legal standards within professional boundaries	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3
B3: Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	Professional Discussion	The Mentoring Process	TMP – A4 TMP – A5
B4: Demonstrate and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies	Observation & Questioning	Developing Mentoring Skills The Mentoring Process	DMS – A2 TMP – A1 TMP – A3

B5: Committed to improving their own professional practice in relation to mentoring	Professional Discussion	Developing Mentoring Skills The Mentoring Process	TMP – A4 TMP – A5
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1.10 Assessment and Feedback Strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEStudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

The Level 4 Learning and Skills Mentor assessment plan can be found here: [Learning and skills mentor / Institute for Apprenticeships and Technical Education](#)

On programme assessment will be undertaken at regular intervals with formative assessment methods being used to support the preparation or EPA. Assignment tutorial weeks are built into the timetable and all trainees can book one-to-one tutorials with the assignment tutor.

1.11 Student Engagement in Ongoing Programme Development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College’s governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
This is the first year of this programme and therefore this will be updated throughout year 1 of delivery	This is the first year of this programme and therefore this will be updated throughout year 1 of delivery

1.12 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>. By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. However, we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A¹ Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years. Everyone will find the step up to Higher Education learning a challenge. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging.

There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk. Sessions can be held face-to-face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies. We understand that students can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support.

For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.13 Preparation for Employment, Further Academic Study and Personal Development

The programme provides apprentices with an opportunity to enhance their own professional growth and development. By engaging in mentoring activities, mentoring can reinforce their existing knowledge and expertise, develop leadership skills, and gain a broader understanding of their industry. This programme empowers mentors to contribute actively to mentoring within their organisation and broaden their career opportunities. Additional 'transferable skills' developed within the curriculum that are useful to employers across a variety of jobs and industries include, 'Communication', including active listening and giving constructive feedback, 'leadership' including delegating others and goal setting, 'empathy and emotional intelligence' which supports building relationships, resolving conflicts, and fostering a supportive work environment, 'time management' and 'problem solving'.

1.14 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your

academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-Level Academic Skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills, and behaviours.

Positive Personal Attributes for Your Future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability, and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-Ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work.

1.15 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 4						
Employability Criteria	Definition	Programme Aims and Intended LOs	Units	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	All programme aims	All units	All assessment	Professional development opportunities Wider professional practice	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	All programme aims	Wider Professional Practice	All assessment	-	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	All programme aims	All units – record keeping	Practical Portfolio	-	Accessing and managing Moodle, MS Teams, Library, OneDrive, OneFile, email etc.
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	All programme aims	All units	All assessment	Peer observation	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	All programme aims	All units	All assessment	Tutorials and progress reviews	UCSD Employability Support and Personal Tutor Support

Commented [KJ1]: @Leigh Bower @Kath Burrows can you please update for the mentoring programme and not the teaching programme

Commented [KB2R1]: @Katy Joy - done

Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	All programme aims	Mentoring practice units	Practical observations	Mentoring practice	-
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	All programme aims	All units	All assessment	Signposting to online resources	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	All programme aims	All units	All assessment	-	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	All programme aims	All units	All assessment	-	Linkedin
Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.						Extra employability-related activity will be recorded on the Employability Activity Form.

1.16 Regulations, Policy, and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

Awarding Body:	<i>NOCN</i>
Delivery Institution	<i>South Devon College</i>
Accrediting Body:	<i>N/A</i>
Mode of Study:	<i>Part Time</i>
Final Award:	<i>Level 4 Learning and Skills Teacher</i>
Programme Title:	<i>Level 4 Learning and Skills Teacher</i>
Date of Programme Approval:	<i>June 2023</i>

2.2 Programme Aims

[Learning and skills mentor / Institute for Apprenticeships and Technical Education](#)

2.3 Programme Intended Learning Outcomes (ILO)

Programme intended learning outcomes will be aligned with the Knowledge, Skills and Behaviours from the standard and can be summarised below:

Knowledge and understanding

On successful completion graduates should have developed:

- The knowledge of legal and ethical requirements
- The knowledge of professional boundaries
- The knowledge of how to manage mentoring sessions
- The knowledge of mentoring theories and models
- The knowledge of methods of communication
- The knowledge of theories and models of evaluation and reflection

Cognitive and intellectual skills

On successful completion graduates should have developed:

- Independent study skills
- Reflective practice skills

Key and transferable skills

On successful completion graduates should have developed:

- Empathy and emotional intelligence
- Time management and problem solving
- Independent study skills
- Self-reflection skills
- Practical mentoring skills

Employment related skills

On successful completion graduates should have developed:

- Mentoring skills, knowledge and understanding to support development in their current role and/or support progression onto future employment.
- A wide range of interpersonal and intrapersonal skills are embedded in the programme, therefore there are a number of transferrable skills into other areas of employment.

Practical skills

On successful completion graduates should have developed:

- Practical mentoring skills

2.4 Progression Route(s) – what can you do next.

From achieving this qualification mentors will be able to progress onto the following programmes:

- Coaching Professional Apprenticeship
 - At USCD
- Level ILM certificate in Coaching and Mentoring
 - At South Devon College

2.5 End Point Assessment Arrangements (if required)

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2.6 Admissions Criteria

Entry Requirements for Level 5 Learning and Skills Teacher	
Level 2 English and Maths	Apprentices are required to hold a level 2 English and Maths qualification. It is highly recommended that this is achieved prior to the start of the apprenticeship, however an apprentice can be supported to complete this alongside. Evidence of certificates must be provided prior to gateway
Level 4 Learning and Skills Mentor apprenticeship is not approved for learners under 19 years of age. Pearson's cannot accept any registrations for learners below this age group.	
Admissions Criteria for Higher Level Apprentices if applicable (including skills scan requirements)	<p>Application: Completion of application form and Skills Scan is required.</p> <p>Duration: Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard, is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:</p> <ul style="list-style-type: none"> • Levy paying employers with sufficient funds in their digital account – 100% funding • Non-Levy payers -90% ESFA funding, 10% Employer co-funding. Non-levy paying companies will be asked to pay their 10% of the full cost of the apprenticeship at the start of the programme. <p>All candidates must be employed in a role related to the subject matter of the Higher Apprenticeship and be sponsored by their employer. Funding for this degree is provided by the Education and Skills Funding Agency (ESFA) who will pay two-thirds of the student fees and the employer who will pay the remainder of the fees plus a salary to the apprentice.</p> <p>All Higher Apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the course. Although the College may receive direct applications and filter these applications before passing them to prospective employers, some apprentices may apply directly to an employer. Either way, after acceptance by an employer, South Devon College will require a formal application, which it will assess according to the programme entry criteria.</p>

2.7 Programme Structure

The following structure diagram(s) provides the current structure for this programme:

Level 4 Learning and Skills Mentor			
THEME	Year of Delivery*	Semester / Term of Delivery	Core / Optional
You as a Mentor - Values and beliefs, skills, qualities and behaviours	1	All Year	Core
Preparing to Mentor - Contracting, assessing starting points, how to plan, monitor and track sessions.	1	All Year	Core
Becoming a Mentor - Models, skills, practical sessions and reflection	1	All Year	Core

3. Apprenticeship Standard

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