

Skillsfirst Awards

Handbook

Level 2 Award in Mentoring a Trainee in the Workplace (QCF)

MTA2



Skillsfirst
growth through learning

| Contents | Page |
|--|------|
| Section 1 – Introduction | 2 |
| Section 2 – Skillsfirst Awards Limited | |
| 2.1 Data protection | 2 |
| 2.2 Equality and accessibility | 2 |
| 2.3 Enquiries and information sources | 3 |
| 2.4 Complaints and appeals | 3 |
| 2.5 Malpractice and maladministration | 4 |
| Section 3 – Occupational expertise of those who assess performance, and moderate and verify assessments | |
| 3.1 Deliverers, assessors, moderators and internal verifiers | 4 |
| 3.2 Expert witnesses | 4 |
| 3.3 Continuous professional development | 5 |
| Section 4 – Summary of assessment methods | |
| 4.1 Suggested delivery strategy | 5 |
| 4.2 Characteristics of assessment guidance | 5 |
| 4.3 Types of evidence | 5 |
| 4.4 Professional discussion | 6 |
| 4.5 Simulation and witness testimony | 6 |
| 4.6 Recognition of prior learning (RPL) | 7 |
| Section 5 – Qualification information | |
| 5.1 What is the qualification and credit framework (QCF) | 7 |
| 5.2 QCF units | 8 |
| 5.3 QCF terminology | 8 |
| 5.4 Availability of qualifications | 8 |
| 5.5 Qualification aim and design | 8 |
| Section 6 – Qualification structure | |
| 6.1 Number of credits required for this qualification | 8 |
| 6.2 The rules of combination | 9 |
| 6.3 List of available units and their credit value | 9 |
| 6.4 Learner entry requirements | 9 |
| 6.5 Progression opportunities | 9 |
| Section 7 – The units of learning | |
| 7.1 Structure of the unit | 10 |
| 7.2 Group M – mandatory unit | 11 |

1.0 Introduction

- 1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.
- 1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.
- 1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 2 Award in Mentoring a Trainee in the Workplace (QCF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

- 1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.
- 1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at www.skillsfirst.co.uk

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk

email: customerservices@skillsfirst.co.uk

Tel: 0121 270 5100

Fax: 0121 747 4102

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 215
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 Occupational expertise of those who deliver, provide expert witness, assess performance and moderate and verify assessments

Deliverers, assessors, moderators and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

3.1 Deliverers, assessors, moderators and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery, assessment, moderation or verification of the unit.

3.2 Expert witnesses

Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the unit they are providing an expert opinion on

3.3 Continuous professional development

Centres are responsible for ensuring that deliverers, assessors, moderators and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors, moderators and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.0 Summary of delivery and assessment methods

For this qualification, learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the unit.

4.1 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the unit within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit.

4.2 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

4.3 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources.

Examples of types of evidence might include:

- learner statement
- notes
- letter
- e-mail
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- expenditure record
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- screen dumps (print screen)

Please note that centres are not restricted to the types of evidence listed above.

4.4 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

4.5 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the standards

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

4.6 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of **evidence**, the following should be considered:

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

5.0 Qualification information

5.1 What is the qualification and credit framework?

The qualification and credit framework (QCF) is a way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications and enable qualifications to be achieved in smaller steps. Units within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

- allow providers to design more flexible programmes, suited to the needs of a wider range of learners
- describe achievements (credits) to employers, providers and learners in a way that is easy to understand
- allow learners to accumulate credit, by recognising smaller steps of learning at their own pace
- allow learners to transfer credits into an electronic learner achievement record, which they will keep for life

5.2 QCF units

Each unit has a credit value based on the total number of hours of learning required to achieve it, (notional learning). Each 10 hours of learning equals 1 credit, for example, if a unit takes 30 hours of learning, it will receive a credit value of 3. The units vary in credit value. In addition all units have a level which may be different from the qualification in which they can be used.

5.3 QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same, the QCF units use different terminology to the NVQ units. The assessment criteria for NVQ units are listed under 'what you must do' and 'what you must know' whereas the QCF units are all listed under 'the learner can'.

5.4 Availability of qualifications

This handbook covers the Level 2 Award in Mentoring a Trainee in the Workplace (QCF). To complete a qualification, the minimum credit value must be achieved and progressive qualifications at a higher level require more credit to be achieved. The number of units to achieve this is not fixed, as it is the total credit value that is required. Rules of combination apply to each qualification. Learners can accumulate credit which will allow them to claim award, certificate or diploma certification, as the qualification credit values are achieved.

5.5 Qualification aim and design

The Level 2 Award in Mentoring a Trainee in the Workplace (QCF) has been designed to develop the learner's knowledge, understanding and skills to become a workplace mentor for those undertaking the Traineeship Programme. The workplace mentor will undertake induction training which is relevant to the organisation, regular monitoring of the progress and performance of the trainee and provide feedback to continually motivate the trainee to meet the organisation's expectations of behaviour, attitude and performance. They will also be contributing to the improvement of the Traineeship Programme through their own and the trainee's workplace experiences.

6.0 Qualification structure

6.1 Number of credits required for this qualification

| Qual no. | Level | Qualification title | Number of credits |
|----------|-------|--|-------------------|
| MTA2 | 2 | Level 2 Award in Mentoring a Trainee in the Workplace (QCF). | 3 |

6.2 Rules of Combination

To achieve this qualification, learners must complete 3 credits from Group M.

Minimum Guided Learning Hours (GLH) are 12

Maximum Guided Learning Hours (GLH) are 12

6.3 List of available units and their credit value

The list below gives the unit title, its level and the credit value.

Group M - mandatory unit

| QCF unit no. | Skillsfirst unit no. | Level | Unit title | Credit value |
|--------------|----------------------|-------|--------------------------------------|--------------|
| R/505/7032 | MT1 | 2 | Mentoring a trainee in the workplace | 3 |

6.4 Learner entry requirements

Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

Age restrictions

There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.

6.5 Progression opportunities

Learners achieving this qualification could progress onto further direct learning support qualifications or onto qualifications within Education and Training.

7.0 The Units of Learning

7.1 Structure of the units

The units which make up these qualifications are written in a standard format and comprise of:

- Skillsfirst reference number
- unit title
- level and credit value
- unit aim
- learning outcomes
- guided learning hours
- information on assessment
- learning outcomes and assessment criteria

7.2 Group M - mandatory unit

MT1

Mentoring a trainee in the workplace

MT1 Mentoring a trainee in the workplace

Level: 2

Credit value: 3

Unit aims

The aim of this unit is to develop the learner's knowledge, understanding and skills to become a workplace mentor for those undertaking the Traineeship Programme.

It is expected that the workplace mentor will undertake induction training which is relevant to the organisation, regular monitoring of the progress and performance of the trainee and provide feedback to continually motivate the trainee to meet the organisation's expectations of behaviour, attitude and performance. They will also be contributing to the improvement of the Traineeship Programme through their own and the trainee's workplace experiences..

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to provide support to a trainee
2. Be able to provide feedback to a trainee on their progress and performance
3. Be able to review the effectiveness of the traineeship programme within their organisation

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit assessment

There are no specific assessment requirements.

MT1 Mentoring a trainee in the workplace

Learning outcomes and assessment criteria

Outcome 1 Be able to provide support to a trainee

The learner can:

- 1 describe the features of an induction programme
- 2 describe the key behaviours and attitudes expected by an employer
- 3 deliver an induction programme relevant to the organisation
- 4 support the trainee to achieve a level of behaviour and attitude that meets the organisation's expectations

Outcome 2 Be able to provide feedback to a trainee on their progress and performance

The learner can:

- 1 describe the features of a system to monitor the progress and progression of a trainee
- 2 describe the features of constructive feedback
- 3 regularly monitor and record the progress and progression of a trainee
- 4 provide constructive feedback that contributes to a trainee's level of performance that meets the organisation's expectations
- 5 identify the trainee's strengths and potential developments
- 6 develop an individual learning plan for a trainee which provides for a positive progression

Outcome 3 Be able to review the effectiveness of the traineeship programme within their organisation

The learner can:

- 1 describe the aims of the traineeship programme
- 2 use trainee feedback on their workplace experience to identify areas for improvement to the programme
- 3 use own experience of traineeship programme to identify areas for improvement

Skillsfirst Awards Limited
Suite 215
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

Tel - 0121 270 5100
Fax - 0121 747 4102
Website – www.skillsfirst.co.uk