

The New Apprenticeships

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The New Apprenticeships

Facilitating learning, mentoring, coaching and assessing

**ANDREW ARMITAGE
AND ALISON COGGER**

**POST-16
LEARNING**

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Chapter 1

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Chapter 4

The generic competence framework distils findings from: MOSAIC competencies for professional and administrative occupations (US Office of Personnel Management); Spencer and Spencer, *Competence at Work*; and top performance and leadership competence studies published in Richard H Rosier (ed), *The Competency Model Handbook*, vols 1 and 2 (Boston: Linkage, 1994 and 1995), especially those from Cigna, Sprint, American Express, Sandoz Pharmaceuticals, Wisconsin Power and Light, and Blue Cross and Blue Shield of Maryland. Much of the material comes from *Working with Emotional Intelligence* by Daniel Goleman (London: Bantam, 1998).

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Introduction

The Richard Review of Apprenticeships (2012) emphasised the importance of mentoring in the New Apprenticeships:

The Government should consider specifying that the employer and apprentice come together at the beginning of the apprenticeship and sign an agreement, setting out what is expected of them. This could include an explicit commitment to work towards the relevant apprenticeship qualification. It should also spell out the training that will be delivered, by whom and where, and the time off work allowed for this. It should be clear who is available to mentor and support the apprentice – in the training organisation and the firm. This is simply good practice, and happens in some cases today. But, going forward, it needs to be a routine part of the approach.

(Richard, 2012, p 94)

So, although most likely to be a fellow employee of the apprentice, it is possible that you may, as a mentor, be a member of the training provider organisation or its associates. Indeed, any one apprentice may have more than one mentor in the different organisations supporting their apprenticeship. Furthermore, because of this complexity and the varied patterns of off-the-job and on-the-job training, it is possible that you will be acting in other roles with the apprentice – such as trainer for your employer – alongside being a mentor. Despite the importance of the role of the mentor in the New Apprenticeships, training and support for the role has been limited and the aim of this book is to address this.

To further this training and support role, each chapter has a range of learning activities to be carried out yourself, with your apprentice or with other work or training colleagues. There are training and work-based scenarios, prioritisation, ranking, matching or evaluation activities. There are activities that ask you or your apprentice to reflect on your training or experience. There are problem-solving, observation and discussion activities, self-assessment and gapped assessment activities. At the end of each chapter is an action plan which asks you to specify, in relation to key points in the chapter, what your proposed developmental actions will be, who is responsible for these, what the intended target and outcomes are, and the timings for these.

Chapter 1 considers developments and trends in vocational education and training and sets the New Apprenticeships in their historical context. There is a consideration of apprenticeships in modern European countries which, by and large, currently have more effective vocational education and training than the UK. There is an overview of current vocational standards, qualifications and qualification frameworks as well as future

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developments and their likely impact, particularly the introduction of T levels. There is a consideration of key components of the New Apprenticeships such as the standards and the assessment plan, which sets out the elements of end-point assessment. Finally, there is an account of how degree or higher-level apprenticeships will operate.

The key focus for the mentor/coach is the learning of their apprentice and so Chapter 2 begins with an analysis of the key features of these learners and their learning, particularly of the barriers to learning they may have to overcome. There is an overview of the factors that might affect this learning, such as motivation, ability, age and development. The two dimensions of communication and interaction which should concern the mentor/coach of an apprentice are then described: the first relates to communication *between* the mentor/coach and their apprentice; the second is connected with the apprentice's own communication as part of their occupational role. Although learning theorists offer their own views on how the most effective learning takes place, there is here a consideration of each of their theories, which it is hoped will give apprentices and their mentors, coaches and trainers valuable insights into apprentice learning. Key learning approaches are then set out to illustrate how apprentices may use one or more of a number of preferred approaches to learning in the course of their learning career. After an account of deep and surface learning, there is a consideration of how the nature of organisations might affect learning as well as a view of the importance of current and emerging technologies.

Chapter 3 begins with a focus on your own approach to mentoring before going on to consider your apprentice's likely key learning activities – learning from experience and reflective practice. There is then a characterisation of mentoring as a cyclical process with the major aspects of that process examined, such as target-setting, the recording of learner progress, the managing and maintenance of the mentor–mentee relationship, the qualities of the mentor–mentee relationship and roles, responsibilities and boundaries. After a consideration of the distinction between the mentor and coach there is a focus on the role of safety, health and the environment. There is a discussion of your organisation and your partners in training and the maintenance of your occupational currency and continuous professional development.

Chapter 4 begins by revisiting mentor models and looks at models of coaching, particularly the GROW model. There is a consideration of emotional intelligence with an emphasis on its importance to effective mentoring and coaching and the necessity of building rapport, trust and respect. There is then a focus on the important skills of questioning and listening as well as a consideration of body language or non-verbal communication. There is a consideration of observation skills as well as the teaching, tutoring or instruction activities a mentor/coach may be required to carry out.

Although the end-point assessment of your apprentice will be carried out by an external assessor, your role in preparing your apprentice for this, through formative assessment, will be crucial. Following a consideration of the key features and principles of assessment, Chapter 5 focuses on the key methods currently being used for end-point assessment: portfolio/logbook, professional dialogue, written, verbal or online knowledge test, observed practical assessment, interview or panel discussion, project, presentation or showcase. Finally, there is an overview of the major elements of the quality assurance of assessment and your likely role in relation to it.

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