Apprenticeship Mentor Handbook

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1. Introduction

1.1 University Centre Quayside (UCQ) develops people to achieve excellence in a range of apprenticeship programmes, supporting their career potential and helping to enrich their working life and that of the teams they work within or lead. Programmes are created and delivered by leading practitioners who combine their practical business expertise with experienced programme delivery.

1.2 UCQ specialises in supporting staff across public, private and voluntary sectors, working together to share success and achieve lasting results, through a tripartite agreement between UCQ, the individual and the employer. Programmes include a strong focus on experiential learning and contextualisation of assessment directly related to the role and sector.

1.3 UCQ work with a range of Awarding Organisations and End Point Assessment Organisations to effectively deliver apprenticeship standards across a range of sectors.

2. Mentoring: guidance from the Chartered Management Institute

2.1 Mentoring is an increasingly common developmental approach which can produce excellent results for the mentor, mentee and the organisation both parties are affiliated with. It is an approach used to support apprentices through their studies and training. Mentoring demonstrates organisational commitment to the individual's development. The mentor is backed by the organisation to listen to, guide and advise the mentee. All organisations have managers with a wealth of knowledge, skills and experience. Passing this on to apprentices will not only benefit the individual but also your organisation as a whole.

2.2 Mentoring is a two-way process, which takes place over a set period of time. The mentor manager will offer support to enable the mentee to explore their professional situation and work towards pre-determined goals and objectives. The activity of mentoring also has benefits for the manager offering the support.

2.3 For the mentor, it offers:

- The opportunity to help and guide others in their career development
- The opportunity to help others reflect and learn from their mistakes
- Increased job satisfaction, sense of value and status
- The opportunity to develop your own management, leadership and mentoring skills

2.4 For the mentee, it offers:

- An objective and safe source of support in the development of new skills and directions
- Access to a mentor who understands their industries or organisation's culture and ways of working
- Knowledge about options and ideas they may not have considered
- Increased confidence in their ability to achieve their goals

2.5 For organisations, it offers:

- A cost-effective way to support talent development and succession planning
- Better staff retention levels and recruitment prospects
- Improved communication and acclimatisation of employees to the organisation's culture

3. Key UCQ contacts

UCQ details	
Name	University Centre Quayside (UCQ)
Head office address & postcode	University Centre Quayside Quayside i-4, Albion Row Newcastle upon Tyne Tyne and Wear NE6 1LL
Head office telephone	03330048470
Email address	enquiries@ucq.ac.uk
Office hours	Monday to Friday 9am-5pm

Administrative staff		
Principal and CEO	Nick Mapletoft	nick.mapletoft@ucq.ac.uk
Vice Principal	Michelle Elliott	michelle.elliott@ucq.ac.uk
Head of Policy and Governance	Tara Henderson	tara.henderson@ucq.ac.uk
Head of Data and Quality	Kelly Pattison	kelly.pattison@ucq.ac.uk
Data and Compliance Manager	Lisa Hall	lisa.hall@ucq.ac.uk
HE Admissions Manager	Francesca Stockdale	francesca.stockdale@ucq.ac.uk
Student Registry Manager	Lisa Flett	Lisa.flett@ucq.ac.uk
IT Manager	Guy Parkin	guy.parkin@ucq.ac.uk
Professional and Administration Services Officer	Kay Wilson	kay.wilson@ucq.ac.uk

Academic support staff		
HE Academic Support Tutor	Megan Sormus	megan.sormus@ucq.ac.uk
Assessment staff		
Assessors (Manufacturing)	Peter Brewis	Peter.brewis@ucq.ac.uk
Assessors (Supervisory and Team Leader, Business Admin, Coaching)	Carol Iske Carly Harris	carol.iske@ucq.ac.uk carly.harris@ucq.ac.uk
Assessors (Care Worker, Lead Care Worker, Care Manager)	Carol Iske Carly Harris	carol.iske@ucq.ac.uk carly.harris@ucq.ac.uk

IQA (Manufacturing)	Ben Devine	Ben.devine@ucq.ac.uk
IQA (Supervisory and Team Leader, Business Admin, Coaching, Care)	Colleen Henderson	colleen.henderson@ucq.ac.uk

Safeguarding Team	
Strategic Safeguarding Lead: **Michelle Elliott**	Tel 03330048470 (077595 61342) or michelle.elliott@ucq.ac.uk
Designated Safeguarding Lead: **Kelly Pattison**	Tel 03330048470 (07308 231263) or kelly.pattison@ucq.ac.uk
Designated Safeguarding Lead: **Ben Devine**	Tel 07366 564 165 or ben.devine@ucq.ac.uk

Other important contacts	
Appeals/Complaints Administrator	appeals@ucq.ac.uk complaints@ucq.ac.uk
Apprenticeship Helpline	Tel 0800 015 0400: 8am to 10pm, 7 days a week Email: nationalhelpdesk@apprenticeships.gov.uk
UCQ Apprenticeship mailbox	apprenticeships@ucq.ac.uk

4. Programme and Assessment Methods

4.1 Please use this document in conjunction with the Programme and Unit specification, which will outline the units, learning outcomes and timescales of the apprenticeship.

4.2 The table below outlines the range of assessment methods that may be used during the apprenticeship.

Activity	**Definition**
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Knowledge Questions	Questions on Ecordia that demonstrate the appropriate knowledge for the learning outcomes.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a learner has the requirements of some of the unit assessment criteria.
Reflection	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Witness Testimony	A statement, used as supporting evidence, outlining what an apprentice does, or has done recently, within their role.
Work-product evidence	Evidence from the workplace that meets the learning outcomes and demonstrates knowledge, skills and behaviours.
Written Account	A written document presenting knowledge of facts or events.

5. Off the job training

5.1 It is a government requirement that all students on an apprenticeship programme must have at a minimum amount of their employed time dedicated to 'off the job training' (this is detailed in their Individual Training Plan). This is learning which is undertaken outside of the student's day-to-day workplace roles. The allocation is across the duration of the programme. As a work-based programme, this apprenticeship requires that this minimum proportion of the student's paid employment be dedicated to off the job training.

5.2 Off the job training can be delivered at UCQ and/or at the student's place of work and can include:

- Attending lectures and seminars and online learning
- Meetings with the Assessor
- Practical Learning: shadowing, mentoring, and industry visits;
- Private Learning: time spent reading, researching and writing assignments.

6. Progress reviews

6.1 Progress reviews will be undertaken every 8-12 weeks between the mentor (you), student and Assessor. These reviews provide an opportunity for review and feedback on all aspects of the programme to ensure that that the student is getting the most out of their degree. Reviews will take place as a virtual meeting and allow mentors to further support their mentee on their learning journey through active participation and engagement.

6.2 Knowledge, Skills and Behaviours Confidence Skill Scan: Milestones

6.2.1 Throughout the apprenticeship, students will measure their knowledge, skills and behaviours (KSB) through self-assessment. This will be measured against the apprentice standard. Mentors will also be required to assess KSB and the impact on the student's role within the workplace. These milestone meetings will take place within the progress reviews at 6 months and 13 months.

7. Further advice and guidance

7.1 If you would like any further advice or guidance regarding your role as a mentor or the wider apprenticeship programme, please do not hesitate to contact one of the team, or email apprenticeships@ucq.ac.uk.

7.2 UCQ value your feedback. If you would like to provide additional feedback to UCQ please email feedback@ucq.ac.uk

7.3 Further information about UCQ can be found at www.ucq.ac.uk

7.4 UCQ has a duty to provide a safe environment for all staff and students. UCQ's safeguarding single comprehensive source of information, including information related to sexual misconduct and harassment, is available at: https://ucq.ac.uk/safeguarding-and-prevent/

7.5 In order to enhance the student experience, all students are required to be able to access a work environment conducive to learning, to include: quiet space for online lectures/tutorials; webcam; headset and microphone. Employers are asked to enable this by providing the necessary equipment as necessary.