

National Competency Framework –Tutor, Trainer and Mentor Competencies

The standards are grouped under three key areas, and within each, offer a progressive development pathway from an 'emergent' tutor to a tutor demonstrating advanced skills.

This framework has been developed for trainers, and the starting point for a trainer is someone who can demonstrate the competence of an advanced level tutor.

The three areas are:

Planning and preparing to facilitate learning

- Explain how people learn
- Prepare for learning sessions
- Plan learning sessions

Facilitating Learning

- Create a positive learning environment
- Communication and presentation
- Manage group and individual learning
- Analysis, assessment and review

Reviewing and evaluating

- Individual learners
- Learning programme
- Evaluate and develop own practice

Planning and preparation – How people learn

An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor/emergent trainer should be able to:
Explain how people learn through a range of preferred learning styles and recognise that learners have different learning needs.	Identify different learning needs, styles and preferences and styles and adapt learning sessions to meet these needs	

Preparing for learning sessions

Identify the learners existing knowledge and expectations	Adapt learning sessions based on an assessment of existing knowledge and expectations, goals and the learning situation	Negotiate with learners the way in which learning is to be managed
Identify learners special needs	Adapt resources and learning sessions in formats that are accessible to all learners	Create resources to support the learning session
Explain the purpose and outcomes for the learning session		
Prepare the resources and equipment that they will use		

Planning learning sessions

Plan a learning session to achieve a learning outcome within the allocated time	Adapt learning sessions to meet the needs of the learners and the available resources	Plan a learning session that meets the needs of learners with different levels of skill/knowledge, so that all learners are challenged and extended at an appropriate level
Follow and manage the learning methods outlined in tutor guidance notes	Select from a range of delivery methods to meet the learning aims and objectives and the needs of group members	Plan a learning session that offers alternative methods to enable learners to achieve the learning outcome
Prepare learning content to support the aims of the learning session	Plan a progressive series of learning experiences that build and develop throughout the session	Plan a progressive series of learning sessions
Work as part of a team of people facilitating learning	Manage the contribution of other people to the learning process	Provide leadership and feedback to others involved in the learning process

Delivering a learning session – Create a positive learning environment

An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor/emergent trainer should be able to:
Explain methods that can be used to create and maintain a positive learning environment	Establish a safe and positive learning environment where learners feel welcome	Analyse the impact of the learning environment on learners and select changes as required
Select appropriate room layout for the learners and the learning activities	Select appropriate activities to create and maintain a positive learning environment	
Agree ground rules with learners	Encourage learners to express their views, concerns and comments positively, respecting each others views and rights Challenge discriminatory or other unacceptable behaviour	Enable the learners to take responsibility for and to manage their learning environment
Demonstrate professional behaviour and attitudes towards learners and others	Discuss with individual learners how (any) special needs can be met	

Communication and presentation

Present information with confidence and at a pace and using language that is appropriate to the learners	Present information in using a variety of tone, manner and pace which is appropriate to the needs and capabilities of the learner	Demonstrate higher level communication skills – (<i>non verbal – gesture, eye contact, communication, listening, pause, pace, tone, expression</i>)
Give clear and accurate information to reinforce learning points	Differentiate between essential and non essential information	Interpret information and apply it in a way that is relevant to the learner
Use common visual aids (Power Point slides, flip chart) with confidence.	Use a range of appropriate audio visual aids including technology based aids with confidence so that they enhance learning	

Manage and facilitate learning – Use questions to facilitate learning

An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor/emergent trainer should be able to:
Follow tutor guidance notes to manage a range of different learning activities	Select and use a range of delivery methods to provide variety and balance.	Differentiate individual learning activities to meet the needs of individual learners within a group
	Manage feedback that draws the learning from a learning activity	Enable the learners to review and summarise learning from learning activities
Summarise a learning session	Give learners positive feedback on the process and learning outcomes	Use a range of feedback methods to summarise, develop or challenge learning from activities.
Demonstrate confidence in the use of questioning (using questions suggested in tutor guidance notes)	Structure initial and follow up questions to test existing knowledge, raise awareness, draw out learning, probe and funnel, challenge misconceptions and extend learning	Enable learners to take responsibility for their own learning through problem solving, challenging, goal setting through effective questioning

Facilitating learning through group work and activities

Introduce the learning objectives to be covered		
Set up tasks and small group work to enable learners to achieve specific learning outcomes	Set up and manage group activities so that individuals are engaged and focussed on clear learning outcomes	Differentiate group activities to meet individual learning needs
Ensure group members understand the aims and expected outcomes of the exercises and activities and how to take part in the activities		Empower the group to take responsibility for their own learning through the activity
Observe group activity to monitor progress towards the learning outcomes	Observe critically and support with interventions and effective questions to improve learning from within the group	
	Manage any differences within the group so that all members of the group can continue to learn	Identify and manage the dynamics and different needs of individuals in the group



Assessment, evaluation and review – Individual learners

An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor/emergent trainer should be able to:
	Create opportunities for regular discussion to review progress with learners	Devise activities that encourage continuous self reflection, self review and peer review as an integral part of a learning session
Explain a range of methods of testing that learning has taken place	Select and use a range of assessment methods	Use continuous assessment and review methods, leading to a summative assessment and action planning process
Encourage learners to self reflect on their own learning	Encourage learners to actively seek feedback on their learning/performance	
		Record assessment outcomes, and agree actions for each learner

Learning programme

Provide opportunities for learners to give feedback on the learning programme	Evaluate how effective the session is against the aims and objectives	
	Evaluate the feedback and identify areas for development within the programme	Evaluate the impact of the learning programme on the development of learners competence
Contribute ideas for the refinement of the learning programme and/or the support resources	Draw on evaluation to contribute to the ongoing improvement of the learning programme	Identify/reviews learning needs and objectives, changing the learning programme as a result

Evaluate and develop own practice

An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor/emergent trainer should be able to:
Reflect on own practice and self assess own strengths and areas for development as a facilitator	Self review current competence using bench mark standards and personal aspirations	





Seek and draw upon feedback from others	Review performance using results, formative assessments, feedback from learners and peers	
Action plan for and undertake personal development		Develop and monitor a personal action plan, trying out and evaluating the development of own practice, to keep abreast of changes in professional practice



Exemplar – Established Level Tutor

Planning and preparing to facilitate learning

In preparation for the learning session, the tutor finds out as much as possible about the learners and their existing knowledge either through pre-course information or tasks, information provided by the organisation, or from their prior knowledge. The tutor asks specifically about learners with any special needs. The tutor prepares a range of appropriate learning activities to meet the anticipated needs of the group and individuals adapting activities if necessary so that all learners can participate. The course plan is reviewed and learning outcomes are prioritised and built into a progressive learning journey, in co-operation with other contributors or co-tutors.

All resources are prepared, equipment checked and the training environment is set up before the learners arrive.

At the beginning of the learning session, the tutor checks out the learners' existing knowledge and uses visual (whole group), active (small group) active and listening (individual) activities. Within the first 30 minutes of the programme, the tutor provides information about the health and safety arrangements at the venue and agrees with the group the manner in which the course will be conducted.

The course aims and objectives are outlined and shared with participants, who are encouraged to contribute to the priorities for the session and adapts the course plan if necessary.

Facilitating Learning

The tutor moves easily across a range of communication styles, presenting information using visual support media, modelling and demonstration. Group learning or practice activities are set up with clear explanations of their purpose, the way in which the activity should be managed and how the learning will be summarised at its conclusion. The tutor observes closely, checking that learners are focussed on the task and that each the group is engaged in the process. When necessary, the tutor intervenes with questions to help the group to focus on the task, or to overcome difficulties with the task. Any disagreements or difficulties within the group are challenged positively. The tutor is able to constitute groups in different formations depending on the learning activity and the experience of the learners.

Over the course of the learning session, the tutor uses a range of methods to engage learners, such as whole group discussion, question and answer, small group ideas generation, problem solving scenarios, sorting and prioritising, and individual reflection to assimilate learning. Where appropriate, the tutor differentiates activities depending on the learning needs of the group.

The tutor is able to structure questions to draw ideas and knowledge from the learners; to positively challenge practice and opinions and to check for understanding. The tutor summarises learning from the activities



Evaluating and reviewing learning

Throughout the learning session, the tutor reviews progress against the learning goals. This progress is shared with the learners and the session plan adapted if necessary. Time is given for individuals to reflect on their learning and to plan the actions they will take to put their learning into practice. The tutor is able to provide feedback to individuals to support this action planning. Where assessment is required, the tutor is able to observe performance against set criteria and make objective assessments, supported by evidence and to provide constructive feedback to the learner.

At the end of the learning session, the tutor is able to review the how effective the session has been in helping people to learn and to meet the objectives, from their own observations and by taking feedback from the participants. If working with a co tutor or other contributors, the tutor co-ordinates a short team review session. If working on their own, the tutor is able to self reflect and self review the learning session and their tutoring skills, using the self-review process.

In completing the tutor report, the tutor is able to make relevant and realistic recommendations to improve the design and content of the programme, or it's management and delivery.



National Standards – Trainer

Planning and preparation – How people learn

An established trainer should be able to:	An advanced trainer should be able to:
Explain a range of theories of learning styles and their impact on the design of learning sessions	Design and develop learning and training methods and learning programmes
Use a range of methods to identify the learning needs of individuals and groups	Use a range of training and leadership styles to ensure learning progress is achieved

Preparing for learning sessions

Provide learners with information about learning programmes in a way that enables them to make decisions to about how meet their learning needs	
Create resources to support the learning session	Create and produce support materials in a style and format that are appropriate to the needs and capabilities of the learners

Planning learning sessions

	Plan a learning programme that promotes the individuals' ability to learn and succeed
Take the initiative and involve others to ensure the smooth running of training programmes	Take responsibility for the efficient and effective organisation of the training team
Mentor colleagues to support their professional and personal development as a facilitator of learning	Actively build the knowledge and skills of individual team members

Delivering a learning session

Create a positive learning environment

Analyse the impact of the learning environment on learners and select changes as required	
Use a range of direct and indirect methods to challenge discriminatory or other unacceptable behaviour, including group empowerment	Deal sensitively with people, recognising different professional needs, taking account of these during training
Use knowledge of diversity to create a climate where all learners have the opportunity to learn	Confront, and deal sensitively with, issues related to inclusion and diversity of individuals



Communication

An established trainer should be able to:	An advanced trainer should be able to:
Use permutations and combinations of communication styles that appear simultaneously to a range of learning styles and special needs	

Manage and facilitate learning

Facilitating learning

Provide individual learners with guidance to help them plan their learning	Identify and deal with any difficulties learners have in managing their learning
Select and apply a combination of delivery styles and methods to meet learners needs	
Differentiate individual learning activities to meet the needs of individual learners within a group	Identify opportunities with the learner which helps them develop and improve performance, including additional sources of information or support that may be appropriate
Enable learners to review and summarise learning from learning activities	Enable the learner to identify changes they need to make to their current practice, and how these can be applied

Use questions to facilitate learning

	Use effective questioning to coach individuals, enabling them to achieve their learning goal
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Facilitating learning through group work and activities

Ensure that self managed group learning activities are effective and that all learners make progress towards achieving the learning outcomes	Use learning activities that focus individual and group thinking and understanding
Give learners positive feedback on the progress they have made and the process of learning within the group	



Assessment, evaluation and review

Individual learners

An established trainer should be able to:	An advanced trainer should be able to:
Use continuous assessment and review methods, leading to a summative assessment and action planning process	Use appropriate initial assessment methods that help learners to make a realistic judgment of their achievements and future learning needs
	Devise criteria against which to assess learning, relevant to the learning outcomes/goals
Record assessment outcomes and agree actions for each learner	

Learning programme

	Build relevant monitoring and evaluation processes into the design and development of the learning programme
	Interpret and justify information and views about the learning programme

Evaluate and develop own practice

Exemplar – Established level trainer

<p>Planning and preparation</p>
<p>The trainer receives a brief and designs training sessions to achieve specific learning outcomes, that will meet and challenge the learning needs of a wide range of learners, through a flexible, negotiated learning programme. Sessions are planned that give ownership and responsibility to the learners, and options for learning methods, pace and levels. The trainer is able to design learning activities and to create the support resources to support the learning process – handouts, task cards, scenarios, and visual aids. The trainer’s plan comprises several routes to the same destination and the trainer is confident that (s)he can select one or more routes simultaneously to help learners to their learning goal. Working at this level, the trainer has to co-ordinate the input of other contributors, and to support less experienced colleagues in the planning, preparation and delivery of some sessions in the learning programme.</p>
<p>Facilitating Learning</p>
<p>Learners find themselves in a safe, positive and challenging environment in which the trainer is confident to change styles, approaches, and the physical and emotional environment to support effective learning. The trainer clearly outlines their role in facilitating the process of learning, through self-managed individual and small group tasks. There are opportunities for self reflection, so that learners can self review and apply their learning to their own practice. Learners are progressively challenged, sometimes moving out of their comfort zone, so that their current practice is positively and critically questioned.</p> <p>The trainer moves easily across a range of communication styles and is able to influence individual’s communication styles through the effective use of ‘para-language’ – mirrored body language, eye contact, pace, tone and energy levels.</p> <p>The trainer recognises individual learning preferences and is able to group people appropriately to maximise learning from each activity, relating as easily with individuals as the whole group. Differentiated activities ensure that individuals continue to be challenged to extend their learning, or that they are able to contribute to the overall learning experience of others. The trainer gives as much responsibility as possible to the group to feed back from learning activities, using a range of different feedback methods – reporting, presentation, debates, application through role play, peer learning activities. Tasks are very clearly structured, with clear learning outcomes. However, methods of working and the way in which learning outcomes are achieved are made the groups’ responsibility, with effective intervention and support from the trainer.</p> <p>The balance of ‘ask and tell’ is very much on the side of questioning, and questions are progressive, probing and challenging. However, the trainer is willing to give advice and relevant information when required and can draw on illustrative anecdotes appropriately.</p>

Mentoring Competence framework

This framework is based on the Employment National Training Organisation national occupational standards for coaching and mentoring in a work environment. For simplicity, the word 'coach' has been omitted from these standards, with a focus on the role of the mentor.

The framework is designed to provide a benchmark against which mentors can

- self assess their areas of strength and areas for development
- use as a professional development framework for continuous improvement in their performance

and as a national standard against which mentors can be assessed in the performance of their role.

The levels are described as:

Emergent – for a mentor who is just starting out

Established – for a mentor who has some experience of mentoring and has developed 'learner' centred mentoring skills

Advanced – for a mentor who has developed higher-level mentoring/coaching skills through experience and continuing professional development.

A mentor working at 'advanced' level should be able to demonstrate all of the competencies of someone working at 'established' level.

The competencies are grouped in alignment with the mentoring process:

- Building the relationship
- Planning and preparing to mentor
- During the mentoring process
- Evaluating and reviewing.

Each key area of mentoring skill is subdivided into competencies that a mentor working at this level should be able to demonstrate. An exemplar translates the key skill into the context of a mentor working at established level.



Building the mentor/mentee relationship

<p>Key area of skill</p> <p>Establish initial rapport with the mentee</p> <p>An emergent mentor should be able to:</p> <p>Establish an initial rapport with the mentee</p> <p>Encourage the mentee to express their expectations of the mentoring process</p> <p>Enable the mentee to identify the purpose of the mentoring process</p> <p>Support the mentee in assessing their own strengths and areas for development and identify how these may be addressed.</p> <p>Agree the mentees learning goals to be achieved through the mentoring process</p>	<p>An established mentor should be able to</p> <p>Use a range of communication skills to establish an initial rapport with the mentee</p> <p>Explore with the mentee how they are likely to benefit from the process and how it can contribute to their learning and development goals</p> <p>Agree the aims of the mentoring process and the rules that you both will work within.</p> <p>Ensure that the mentee's learning and development needs and aspirations are jointly identified and agreed.</p> <p>Work with the mentee to establish their specific goals</p>	<p>An advanced mentor should be able to</p> <p>Explore a range of options with the mentee for achieving their goals, the advantages and disadvantages of the options</p> <p>Provide a model of good practice against which the mentee can assess their strengths and areas for development</p> <p>Agree with the mentee that the responsibility for change lies with them and their ownership and responsibility for their decisions</p> <p>Assist the mentee to prioritise and modify goals, to identify barriers and potential ways of overcoming them, and explore alternative methods of achieving goals.</p>
<p>Key area of skill</p> <p>Establish initial rapport with the mentee</p> <p>An emergent mentor should be able to:</p>	<p>An established mentor should be able to</p> <p>Agree the mentoring support which will help the mentee meet their developmental needs and goals</p>	<p>An advanced mentor should be able to</p> <p>Identify and agree requirements that cannot be met by the mentoring process and facilitate access to additional or alternative sources of support</p>



	Plan when, where and how often the mentoring session should take place	Identify any adverse environmental conditions and take appropriate action to minimise their impact
Plan a series of mentoring sessions each with a clear outcome and an opportunity for feedback at the end of the session	Agree and record a progressive programme of mentoring sessions, each with clear aims and outcomes	Assist the mentee to clarify and agree the potential stages, time scales and outcomes for each stage of the mentoring process; review and confirm goals with the mentee
Agree how feedback will be given and progress reviewed during the mentoring sessions		
Assist the mentee to identify any preparation they should undertake before the first mentoring session		
Comply with all relevant legislation and codes of practice	Comply with all relevant legislation and codes of practice	
Be aware of own values, beliefs, attitudes and behaviours and the way in which they may affect the mentoring role	Monitor and review the impact of own values, beliefs, attitudes and behaviours when undertaking mentoring	Challenge behaviours that are counter-productive or unacceptable.

Key area of skill		
Identify roles and resources		
An emergent mentor should be able to	An established mentor should be able to	An advanced mentor should be able to
Explain your role as a mentor	Explain your role and competence as a mentor	
Explain what will happen during the mentoring process	Explain the activities that everyone involved in the mentoring process will perform	Explain the process, potential benefits, the boundaries and the limitations and confirm with the mentee their ownership of decisions
		Identify ways in which the context influences or underpins the mentoring role and process
Explain the facilities and resources that will be needed during the mentoring process	Identify the resources and facilities need to perform the role as a mentor	Ensure information, documents and or activities which will help the mentee in the early stages of mentoring have been prepared

	Identify sources of information and support to help you in the role as a mentor	Research sources of information and evidenced based practice
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Planning and preparing to mentor

Key area of skill		
Plan and prepare for the mentoring session (demonstration lesson)		
An emergent mentor should be able to	An established mentor should be able to	An advanced mentor should be able to
Plan a model session to demonstrate good practice based on the mentees learning goals	Plan demonstration session(s) that have the mentees learning goals as their focus	
Select delivery/facilitation methods and content appropriate to the level of the mentee		
Identify key learning points that the mentee should observe	Produce an observation checklist for the mentee	Prepare expanded session plans and resources that support the mentees' structured observation/involvement
Review the session, involving the mentee in discussion about the points they observed.	Plan a review session to discuss the mentees observations and learning points	Prepare a feedback session to enable the mentee to review and evaluate the session and their key learning points
Key area of skill		
Plan and prepare for the mentoring session (observation and feedback)		
An emergent mentor should be able to	An established mentor should be able to	An advanced mentor should be able to
Agree the mentees personal learning goals for the session		
Support the mentee to plan and prepare the session	Support the mentee to plan and prepare the session	Assist the mentee to review the suitability of the session plan
Prepare an observation list based on the teaching practice they would expect to see	Prepare an observation checklist based on the mentees learning goals and the session plan	Prepare an observation checklist based on models of good practice, against which observation evidence can be noted.
	Agree with the mentee an acceptable level of triggers for intervention	Intervene appropriately, using questioning or demonstration to support learning during the lesson

During the mentoring programme

Key area of skill		
Give mentoring support		
An emergent mentor should be able to	An established mentor should be able to	An advanced mentor should be able to
Set aside enough time for each mentoring session	Set aside enough time for each mentoring session	Assess the time required for the mentoring sessions to be effective
Re-affirm the aims and intended outcomes for the mentoring session	Assist the mentee to express and discuss ideas and any concerns affecting their development	Encourage listen and discuss with the mentee their ideas, issues and suggestions
Offer advice and guidance to help the mentee achieve their goals	Offer the mentee information, advice or guidance that will help them to decide how to achieve their development goals	Identify opportunities with the mentee which helps them develop and improve performance, including additional sources of information or support that may be appropriate
Give the mentee honest, timely and constructive feedback in a positive manner	Give the mentee honest, timely and constructive feedback in a positive manner so that it is learner centred and the mentee takes ownership of the actions	Identify, explore and resolve points of disagreement with the mentee in a manner which maintains an effective working relationship; give appropriate support to the mentee before, during and after an appropriate course of action is agreed.
Suggest opportunities for the mentee to practise their learning	Enable the mentee to identify opportunities to practise/apply their learning	Enable the mentee to identify changes they need to make to their current practice, and how these can be applied.
		Assist the mentee to take responsibility for developing their skills and achieving their developmental goals.

Evaluating and reviewing the mentoring process

Key area of skill		
Evaluating and reviewing the mentoring process		
An emergent mentor should be able to	An established mentor should be able to	An advanced mentor should be able to
Provide suitable opportunities for mentees to obtain feedback on progress	Provide suitable opportunities for mentees to obtain feedback and to review their progress and achievements	Enable the mentee to gather feedback on progress from other sources
		Assist the mentee to identify the learning methods and actions that were most effective in supporting learning and development
Review progress towards achieving progress towards the planned outcomes of the mentoring process	Enable the mentee to review progress towards achieving the planned outcomes of the mentoring process	Identify and agree with the mentee goals that have been achieved and those that have not
Plan the next steps and actions to progress towards goals	Agree with the mentee the next steps and actions to progress towards goals	Stimulate the mentees thinking and decision making in identifying and agreeing next steps and actions
Record the mentoring programme that has been followed.	Record progress reviews and the next steps and actions that have been agreed	Ensure records are clear, accurate, evidence based and structured in a way that provides a clear history of the process
	Reflect on your own contribution to the process	Identify and reflect on any difficulties encountered during the process and the extent to which they have been resolved.
Identify your own areas of strength and areas for development as a mentor and action plan to improve	Invite feedback from the mentee to support your self review of your competence as a mentor, and action plan to improve	Review and update personal development plan regularly to take account of changing practice and other factors



Exemplar – Established Mentor

Building the mentor/mentee relationship

During an initial meeting with a mentee, the mentor is able to create a welcoming and non-judgemental environment in which the mentee feels accepted. The mentor's body and verbal language is supportive and non-threatening. The mentor uses appropriate questions, active listening skills, summary and reflection to establish an initial rapport with the mentee and to gauge their expectations, hopes and concerns about the mentoring process.

The mentor and mentee establish an agreement as to how the mentoring process will work, such that each has a clear understanding of their roles and responsibilities and the way in which records will be maintained during the process.

The aims of the mentoring process are identified and agreed, based on a discussion in which the mentor helps the mentee to identify the things that they do well, and those areas of their work practice that they wish to improve. The mentor then uses effective questioning to help the mentee to focus the broad aims into some specific goals. These goals will relate to a specific and identified area of need.

A planned programme of dates and times is drawn up, together with an agreed action plan. The resources needed to support the process are identified, including access to facilities, a quiet room for preparation and feedback, and any other people who may be involved in the process. The mentor makes a note of support resources that they should prepare.

The mentor checks out any special health and safety procedures at the mentees workplace specific codes of conduct, and any issues that they may find challenging because they are different from their own experience.

Planning and preparing to mentor

The programme is agreed, which includes some demonstration, some co-working and some observation of the mentee in action, as well as one to one meetings, phone calls as a 'critical friend'. The mentor may observe meetings with head teachers, school sport co-ordinators or primary link teachers, or invite the mentee to observe some of their own meetings.

The mentee plans a series of opening questions to help the mentee reflect on what they have observed, and to explain how they can apply that learning to their own teaching.



The mentor supports the mentee to plan for the meeting by first agreeing their personal learning goals making sure that the meeting plan will enable the mentee to practise the desired skills, address 'problem' issues in an appropriate context. The mentor gives support and constructive feedback through the planning process. The mentor plans an observation checklist to enable them to focus on the mentees learning goals and what they would expect to see happening during the meeting. Before the meeting begins, the mentor and mentee agree what, if any, intervention will take place and what might trigger the mentor to intervene or to offer support.

During the mentoring programme

At each stage of the mentoring programme, the mentor builds in sufficient time to listen to any concerns that the mentee might have, and to discuss their ideas. The mentor encourages the mentee to reflect on their learning and listens carefully to their feedback, offering advice, guidance or information that might help them. Feedback is honest and constructive and always expressed positively, and the mentor considers the most appropriate time to encourage the mentee to self-review and receive feedback. The mentor manages feedback so that the mentee takes ownership of any actions that are identified and when these can be put into practice.

Evaluating and reviewing the mentoring process

Progress is monitored throughout the process so that both mentor and mentee can agree any amendments to the planned programme, and the steps they need to take to ensure that the mentee achieves their learning goals. Regular recording of progress reviews demonstrates the progress that has been made and provides a focus for the rest of the mentoring programme. The mentor reflects also, on their contribution to the process and their own strengths and areas for development as a mentor with a clear action plan as to how their skills can be developed.

