

Scheme of Work

Course title: Introduction to Mentoring Skills Course code:	Accreditation opportunities (Including Functional Skills) English, ICT
Tutor:	Length, start and end date:
Course aim(s): <ul style="list-style-type: none"> • To develop key skills required for those embarking on a new role as mentor • To develop coaching skills to support mentees / young people to set and reach achievable goals • To develop teamwork and leadership skills • To develop and understanding of the necessary workplace skills and expectations 	
Progression opportunities: FEML courses, Improve your English skills, Functional Skills English, Maths, ICT,	

No	Differentiated learning outcomes						What have you planned for Initial Assessment?
	Basic	>	>	>	>	>	
	Outcome A		Outcome B		Outcome C		
1	Build an awareness of necessary and useful mentoring skills by reflecting upon personal experiences.		Discuss personal experiences of role models and mentors.		Share examples of personal experiences of being a mentor or mentee and articulate how this can be applied in this situation.		Initial assessment questionnaire
2	Articulate the difference between closed and open questions and the benefits of the latter.		Practise using open questioning and probing questions.		Use effective questioning to build rapport and understand mentee's situation.		
3	Describe the main elements of a mentoring meeting and understand their content.		Plan a mentee meeting with all the necessary elements.		Apply knowledge of how to run a mentor / mentee meeting.		
4	Identify common assumptions that are made based on appearance.		Articulate how assumptions are formed and discuss how to avoid or use them effectively.		Demonstrate example of assumptions and use or avoid them to the advantage of the mentor – mentee relationship.		
5	Recall topics to discuss during the first mentoring meeting.		Plan for first mentor meeting with carefully considered topics and questions to cover.		Deliver a successful mentoring meeting where the mentee feels comfortable, listened to and supported.		

No	Differentiated learning outcomes for Employability Skills	What have you planned for Initial
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Basic	>	>	>	>	>	>	Advanced	Assessment and does it include functional skills?
Outcome A		Outcome B		Outcome C				
Reflect upon personal progress.		Reflect upon personal progress and identify weaknesses.		Reflect upon personal progress and identify weaknesses and seek opportunities to overcome them (e.g. Community Learning Courses.)				N/A
Complete paperwork and fill in forms with support.		As A without support		As B				
Apply understanding of foundation skills when working with children.								
Outcomes for children (if family learning) N/A								

Timing - mins	Learning outcome number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development	
			Teaching methods / learner activities	Resources
5			Housekeeping	Course pack paperwork
5			Welcome	Sticky name badges Marker pens
2		Tutor observation	Training objectives	
3		Written work	Group Agreement	
10	1	Written work	What's on your Plate	Paper plates Marker pens
15	1	Tutor observation	Motivation	

2	1	Tutor observation	Motivation Clap	
8	1	Written work	Your Mentors	Who are your mentors?
10	1	Written work	Mentoring Definitions – Collective	Flipchart paper with bagel thinking templates drawn.
5	1	Written work	Mentoring Definitions Share and Compare	Mentoring HO Definition
10	1,3	Written work	Getting to Know your Mentee	Getting to Know your Mentee sheet
15	1,3, 5	Written work	First Meeting	First Session Aims
5	1, 4	Written work	Assumptions	Assumptions Story
2	1, 4	Tutor observation	Assumptions – Forming	
10	1, 4	Tutor observation	Assumptions - Recognising	
10	1,2	Tutor observation	Questioning Styles – Spot the Difference	
5	1,2	Written work	Open Vs. Closed Questions	Questioning Styles & Statements

10	1,2	Written work	Closed to Open Questions Activity	Closed to Open Questions Powerful Questions
15	1,3, 5	Written work Tutor observation	First Meeting Practise	Scenario sheets – Amy, Archie
5		Written work	Reflection	Learning diaries / SeeSaw app

How will you know the course aims and LOs have been achieved?

1. Short ILP (4 hrs or less)
2. Oral feedback recorded
3. Photo/video evidence
4. Items (bookmarks/books) made by parents & children.

Tutor reflection / Notes for future delivery

Good practice checklist: Does your planning include:

- Adequate differentiation
- Digital inclusion
- Embedded equality and diversity/FBV/PREVENT
- Attention to health and safety
- Embedded employability and financial competence
- Timely reviews and recording of learning and progress (on ILPs or other method)
- Opportunities to ensure learners feel safe and able to raise issues and concerns?
- Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?