EcoMentor

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Modular training programme for mentors in eco-industry (final version)

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1 Introduction

This modular training programme has been developed based on the analysis of employers' requirements included in the description of the "Standard of professional competence for a mentor in the eco-industry".

This programme is composed of three vocational training modules and corresponding 8 modular units that are equal to professional tasks performed in the mentor's work.

The programme's modular structure consists of:

- programme and organisational assumptions of training
- teaching plans
- vocational training modules and modular units

Every vocational training module includes the learning outcomes, a list of modular units, scheme of the modular unit system, recommended literature and source materials.

The modular unit programme includes learning outcomes, proposals for teaching materials, proposals for exercises, proposal for didactic resources, methodical recommendations for the modular unit implementation, and proposed methods of verification and assessment of the candidate's achievements.

The didactic map of the vocational training programme included in the training programme and organizational assumptions present the scheme of correlations between the modules and modular units, as well as the specified sequence for their implementation. It shall make it easier for training organisers and trainers to plan and organise a didactic process, as well as to develop individual vocational training paths for mentors-to-be.

The training programme's structure is flexible, its modules and modular units may be updated (modified, supplemented or replaced) without compromising the integrity of the programme's structure. The content can therefore be adjusted to the changing needs of the labour market, scientific and technological development and learners' capacities.

The training, which is, based on this modular programme is characterised by the following features:

- a teaching and learning process which is oriented towards the achievement of specific, measurable learning outcomes in the form of knowledge, skills and social competences enabling to perform specific professional tasks
- the broad application of the principle of transfer of knowledge, skills and social competences previously acquired by a candidate in the course of formal, informal and non-formal (in a working environment) education
- learning mainly by doing with the use of activating teaching methods, which, on the one hand, trigger activity, creativity, learner's capacity of self-assessment, and, on the other hand, trainer's role goes towards being an advisor, partner, designer, organiser and evaluator of the didactic process

Upon the completion of all modular units foreseen in the programme, participants of the training shall get the training certificate, confirming their competence required for the "Mentor in the eco-industry sector".

2 Glossary

The table below shows the system of terms and definitions used during the development of the modular training programme. It was based on the Modules of Employable Skills (MES).

Modular programme of vocational training	Documentation of vocational training defining learning outcomes, the scope and arrangement of teaching and learning methods and teaching aids (including materials for the implementation of activities). The selection of the content of modular training programme based on the analysis of professional tasks occurring in the profession.
Module	The scope of work corresponding to the professional competence separated in the professional competence standard, expressed in the form of modular units. It is a separate part of the modular training programme consisting of a set of learning outcomes associated with a given professional competence, which effects are described in the modular units, bringing students to the achievement of learning outcomes in the a form of knowledge, skills and personal and social competencies.
Modular unit	It is a logical and acceptable segment of work within the profession with clearly defined beginning and end, corresponding to a specific training. The result is a product, service or important decision. The job task requires a professional exposure of the employee to items such as tools, equipment, other people, information, data, events, conditions, environment, etc.
Teaching map of the modular training programme	It is a graphical block diagram showing the correlations that exist between the modules and modular units singled in a vocational training programme. The correlation system of the modules and modular units allows for the optimal organization of educational classes and training division of the group.
Knowledge	Means the body of facts, principles, theories and practices that are related to a field of work or study. It is described as theoretical and/or factual knowledge.
Skills	Means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
Competence	Means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.
Unit of learning outcomes	A component of a qualification consisting of a coherent set of knowledge, skills and competences that can be assessed and validated. Units of learning outcomes can be specific to a single qualification or common to several qualifications

	and may also describe so-called additional qualifications which are not part of a formal qualification or curriculum.
Assessment of learning outcomes	Means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competences.
Validation of learning outcomes	Means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.
Recognition of learning outcomes	Means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.
Work Based Learning (WBL)	Is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills.

3 Programme and organisational assumptions of training

3.1 Description of the profession/qualifications position in classifications

3.1.1 International Standard Classification of Education ISCED 2011:

- Level 5
- Category 44 (Post-secondary non-tertiary general education)
- Subcategory 444 (Recognised successful completion of a short-cycle tertiary general programme (or stage) insufficient for level completion)

3.1.2 International Standard Classification of Occupations (ISCO-08)

- Group 2424 Training and staff development professionals

3.1.3 European Qualifications Framework

- Level 5

3.2 Training plan

Training module name	Modular unit name	Approximate number of hours for completion
Module 0 - Introduction	Icebreaking	2
	Work Safety Regulations	1
	Total in module	**3**
Module 1 - Planning the mentoring activities	M1.01. Applying principles of adult learning and mentoring in the work based learning process	6
	M1.02. Designing and planning the mentoring process	6
	Total in module	**12**

Module 2 - Conducting the mentoring activities	M2.03. Analysing the conditions relevant to the mentoring process at the workplace	5
	M2.04. Conducting the mentoring process	12
	M2.05. Recording and reviewing the mentoring process	7
	Total in module	**24**
Module 3 - Evaluating the mentoring activities	M3.06. Preparing the evaluation of the mentoring process	6
	M3.07. Conducting evaluation of the mentoring process	8
	Total in module	**14**
	Evaluation of the course	**2**
	Total	**55**

3.3 Recommendations concerning organisation of the teaching and learning process

The training programme should be carried out in accordance with an enclosed proposal (see scheme below) of "Didactic map of the modular vocational training programme". It is a system of connections between modules and modular units of the programme, determining a sequence of their implementation. It shall be used by training organisers to plan teaching.

A mentor, while executing the training programme, should have an appropriate background within the scope of the methodology of modular education, activating teaching methods, didactic measurement, as well as designing and developing educational packages.

It is recommended that modular education is carried out with activating methods, such as the guiding text method, self-directed learning method, situational method and the method of projects and practical exercises. Practical exercises in the workplace are the dominant method in the training programme. It is recommended to use didactic films and organise didactic trips. In the course of programme, attention should be paid to self-learning with the use of materials other than handbooks, such as standards, manuals, guides and extra textual sources of information. Modern technologies, materials, tools and equipment should be considered in the execution of teaching content and in self-education (also through the use of e-learning).

An essential element of the organization of the teaching process is the system of checking and evaluating the learning achievements of the learner.

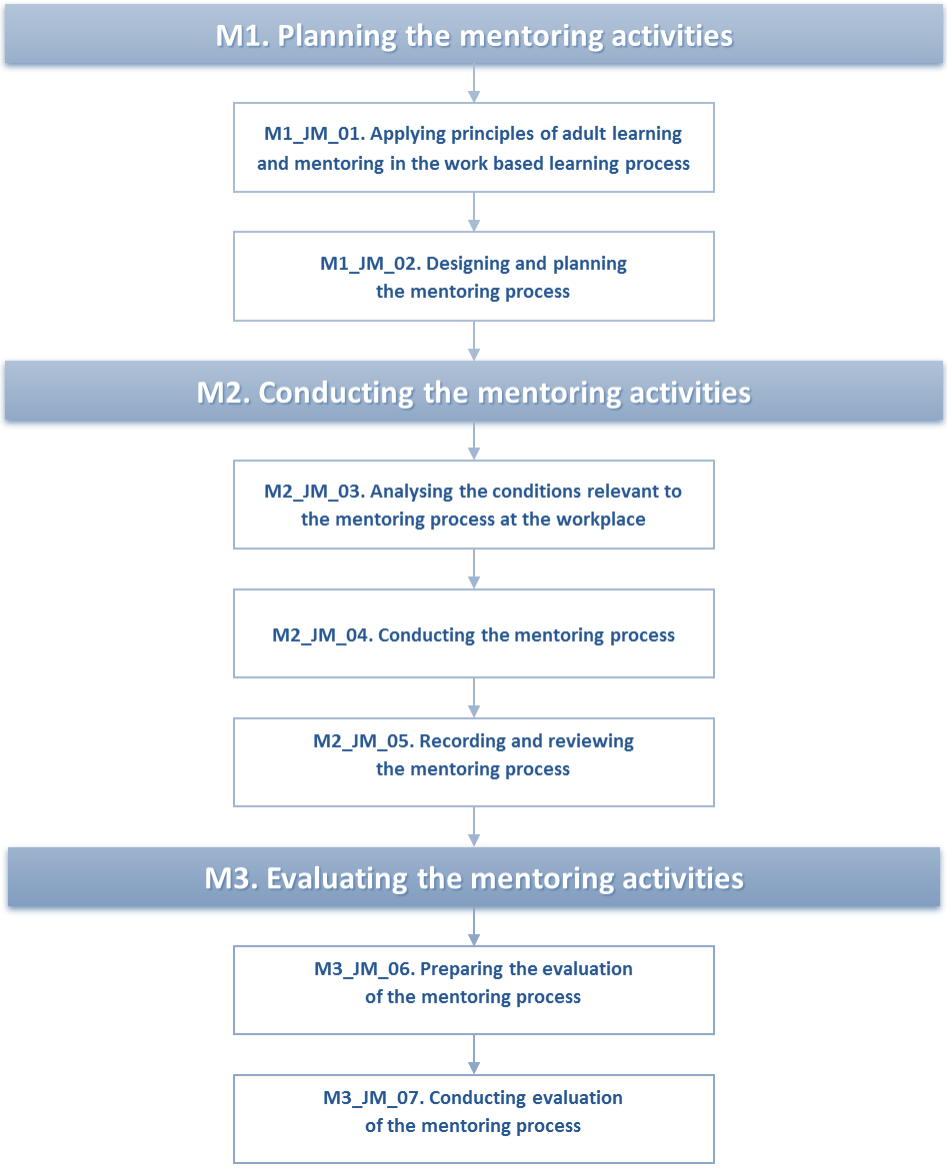
Assessment should make a candidate aware of a level of its achievements in relation to requirements defined in the professional competence standard. Assessment of participants' achievements should be conducted with the use of tests (oral, written and practical), observation of participant's actions, didactic measurement. Verification and assessment of achievements require defining the criteria and standards of assessment, developing achievement tests, observation sheets, and progress assessment sheets.

An approximate number of hours for completion of modules described in the training plan may be subject to changes, depending on the applied teaching methods and didactic resources.

The didactic resources, necessary in the modular training process, include didactic aids and materials, technical means of education, didactic means of work.

There is no division into theoretical and practical classes in the modular training. Organisational forms of participants' work should be adjusted to the curriculum content and methods. It is recommended that general classes are conducted in groups of up to a maximum of 20 people. Exercises should be organised in two to four-person teams or individually.

3.4 Didactic map of the modular training programme for mentors in eco-industry sector



3.5 Proposals of methods of verification and assessment of learners' achievements

The verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform. It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a candidate during the performance of exercises and assessing work, attention should be paid to:

- A comparison of the exercise performance with the assumptions included in the instruction
- verification of the compliance of achieving a learning outcome by a candidate foreseen for a given exercise

Prior to the commencement of the exercise performance, the candidate knowledge, of theoretical framework foreseen in the content of educational packages on the EcoMentor e-learning platform, should be verified. Depending on the conditions it may be a written or oral test. A candidate may only commence the exercise performance when such a test is completed and passed.

During the candidate's performance one should observe work of participants and assess results in the following categories:

performed positively or

not performed positively.

In the case of incorrect performance, a training candidate should perform the exercise again with a repeated quality assessment.

3.6 Bibliography and source materials for modular training programme

- Standard of professional competence for mentors in the eco-industry sector;
- Content available on EcoMentor e-learning platform;
- The list of literature and source materials available (Poland, Italy, Greece):

Poland

- Małgorzata Sidor-Rządkowska (red.) „Mentoring. Teoria, praktyka, studia przypadków", Wolters Kluwer Polska, Warszawa 2014.
- D. Megginson, D. Clutterbuck, B. Garvey, P. Stokes, R. Garrett-Harris, "Mentoring w działaniu. Przewodnik praktyczny", Wydawnictwo REBIS, Poznań 2008.
- David Clutterbuck, Każdy potrzebuje mentora. Jak kierować talentami, Wydawnictwo PETIT, Warszawa 2002.
- Carol Kinsey Goman, „Komunikacja pozawerbalna. Znaczenie mowy ciała w miejscu pracy", Warszawa 2012.
- M. Benewicz, Coaching i mentoring w praktyce, Burda Publishing Polska 2011.

Italy

- Matteo Perchiazzi, "Apprendere il Mentoring. Manuale operativo per la formazione dei Mentor", Edizioni Transeuropa, 2009.
- Luisa Varriale, "Il Mentoring nell'organizzazione aziendale", Giappichelli, Torino 2008.
- Alessandra Felice "Guida al mentoring: istruzioni per l'uso", libri del FSE, ISFOL, 2005.
- A cura di Matteo Perchiazzi, "I risultati del progetto Cameo in Italia", in "Il Mentoring come chiave strategica contro l'esclusione sociale e professionale", a cura di Alessandra Felice e Alessandra Tagliavini, Franco Angeli e ISFOL, Isfol Strumenti e ricerche, Roma 2004.
- Paolo Macchioni, "La riscoperta del Mentoring", AIF learning news Maggio 2017, anno XI – N. 5.AIF - Associazione Italiana Formatori http://associazioneitalianaformatori.it/
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Greece

- Valassi D., "Guide of Educational Mentoring implementation – mentoring", 2015 (Βαλάση Δ., Οδηγός Εφαρμογής Εκπαιδευτικής Συμβουλευτικής – Mentoring, ΙΜΕ ΓΣΕΒΕΕ, Αθήνα)
- "Seven characteristics of a good mentor" (Τα επτά χαρακτηριστικά ενός καλού μέντορα, http://www.epixeiro.gr/article/1671)
- HR Professional, Coaching and Mentoring, National e-journal (Coaching & Mentoring: Καθοδήγηση για ανάπτυξη, http://hrpro.gr/default.asp?pid=9&la=1&cID=4&arId=3755)
- Kanelopoulos K.C. "Human Resources Mangement, Theory and Practice", 2002 (Κανελλόπουλος Κ. Χαράλαμπος, «Διοίκηση Προσωπικού – Ανθρώπινου Δυναμικού, Θεωρία και Πράξη», Αθήνα)
- Mpourantas D., "Management – Theoritical background – Current Practices", 2002 (Μπουραντάς Δημήτρης, «Μάνατζμεντ – Θεωρητικό Υπόβαθρο – Σύγχρονες Πρακτικές», Εκδόσεις Γ. Μπένου, Αθήνα)
- Chytiris L., "Human resources management", 2001 (Χυτήρης Λ., Διοίκηση Ανθρώπινων Πόρων, Interbooks, 2001, Αθήνα)
- Papaleksandri N. & Mpourantas D., "Human resources management", 2003 (Παπαλεξανδρή Ν. & Μπουραντάς Δ., Διοίκηση ανθρώπινων πόρων, Μπένου, Αθήνα).

4 Vocational training modules and modular units

4.1 Module 1 – Planning the mentoring activities

4.1.1 Learning outcomes (educational outcomes) for Module 1 – Planning the mentoring activities

Knowledge & Understanding (training candidate knows and understands)
Values, ethics, and principles underpinning mentoring
Role of mentor in learning process
Stages of the mentoring process and the critical factors of success in each stage
Information and resources needed for mentoring
Models and methods for analysis and identification with the learner their needs and requirements which can be met by mentoring
Ways of effectively establishing the rules and boundaries of the mentoring relationship
Methods for identification of learning objectives and learner's goals which the work-based mentoring programme aims to meet
Legal and organisational requirements relating to data protection, privacy, and confidentiality
Principles of Adult Education and VET
Different learning styles and learning capabilities
Methods used to develop and agree with the learner plans and to implement individual learning programmes including timescale, objectives, measures of success and review and assessment requirements
Ways of preparing and agreeing on the contractual arrangements with the learner according to organisational policies and procedures
Understand record keeping requirements for documents pertaining to the mentoring planning process
Performance criteria, skills (training candidate can, is able to)
Prepare for the mentoring process in terms of time and resources
Prepare the workplace for mentoring activities (inform the learner and inform others)
Identify and agree with the learner their requirements which can be met by mentoring
Agree on the rules and boundaries of the mentoring relationship and understand how they will be recognised and maintained
Assess and accommodate individual learner's objectives and needs using models and methods
Evaluate which types of learning would be most effective for the learner
Develop and agree on the plan of the mentoring programme with the learner and where relevant with key people in the work organisation
Use structured learning goals to plan workplace learning, agreeing with the learner appropriate measures for success for the review and evaluation
Ensure that contractual arrangements reflecting expected outcomes of the mentoring programme are put into place before beginning the mentoring process and agree with the learner the rules for their recording and updating
Maintain mentor planning records in line with corporate policy
Behaviours (common for M1)
Take responsibility for own work approach and role
Build and maintain rapport over sustained periods
Act in a way that shows you are willing to help the learner

Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals
Respect the client's need for information, commitment and confidentiality within legal and organisational requirements
Adapt your personal style to empathise with different types of learner
Listen and respond effectively and check understanding
Seek to understand people's needs and motivations
Invite a two-way exchange of information and feedback with the learner and others
Enable the learner to take responsibility for and ownership of their objectives and goals
Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes
Identify opportunities for mentoring
Encourage colleagues and stakeholders to recognise mentoring as a way to create and support a culture of learning and development in the organization

4.1.2 Modular units for Module 1 – Planning the mentoring activities

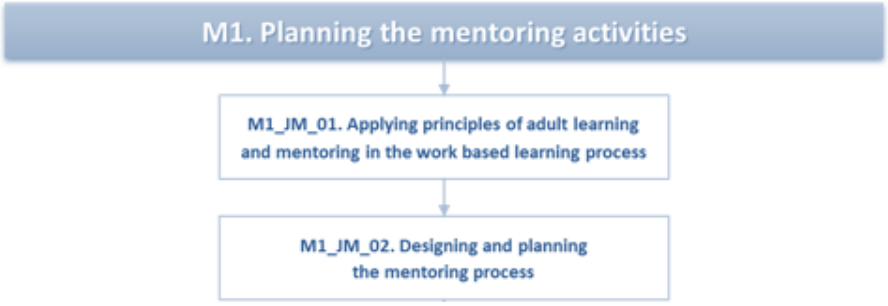
Training module name	Modular unit name	Approximate number of hours for completion
Module 1 - Planning the mentoring activities	M1.01. Applying principles of adult learning and mentoring in the work based learning process	6
	M1.02. Designing and planning the mentoring process	6
	Total	**12**

4.1.3 Scheme of the modular unit system for Module 1 – Planning the mentoring activities

This scheme presents the correlation of modular units in the Module 1 of the vocational training.

The learner must start the programme of this module with the modular unit M1.01. Applying principles of adult learning and mentoring in the work based learning process.

Then the candidate realizes the training programme for modular unit M1.02. Designing and planning the mentoring process.



4.1.4 Modular unit M1.01. Applying principles of adult learning and mentoring in the work based learning process

4.1.4.1 Description of the modular unit M1.01

<table>
<tr><td>EQF Level:</td><td>5</td><td>NQF Level:</td><td></td><td>ECVET points:</td><td>0.24 (6 hours in total)</td></tr>
<tr><td colspan="6">Learning outcomes (the learner)</td></tr>
<tr><td colspan="2">Knowledge</td><td colspan="2">Skills</td><td colspan="2">Competence</td></tr>
<tr><td colspan="2">- Understands the role of mentor in learning process
- Understands the principles of adult education and VET</td><td colspan="2">- Is able to identify which types of learning would be most effective for the learner
- Is able to agree the rules and boundaries of mentoring relationship</td><td colspan="2">- Act in a way that shows you are willing to help the learner
- Take responsibility for his/her own work approach and role
- Identify opportunities for mentoring</td></tr>
<tr><td rowspan="2">Unit learning hours</td><td colspan="2">face-to-face learning:</td><td colspan="3">2</td></tr>
<tr><td colspan="2">e-learning/ WBL:</td><td colspan="3">4</td></tr>
<tr><td>Proposals of exercises</td><td colspan="5">- Determine the needs of the learner
- Identification of learning needs
- Identify current sources of information useful for analysing learning needs
- Overview of sources of up-to-date information that can be used to identify learning needs
- Evaluation and selection of effective methods and tools for the identification and analysis of learning needs
- Survey as a tool for collecting information about learning needs
- Analysing examples of good practices for identifying learning needs
- Identify learning needs for a selected group of employees
- Developing conclusions and recommendations from the analysis of learning needs
- Analysis of documents describing the qualification and competence requirements for employees of the eco-industry sector
- Collection of use cases of mentoring process
- Analyse examples of good practices for mentor-learner relationship
- Open discussion on following subjects:
o How do ethics intersect with the mentor-learner relationship?
o What elements are associated with appropriate ethical behaviour in the mentor-learner relationship?
o What elements are associated with appropriate ethical behaviour in mentoring process?</td></tr>
<tr><td>Didactic resources</td><td colspan="5">- Set of sheets for participants to carry out exercises
- PowerPoint presentation to the thematic scope of the modular unit
- e-learning platform with access to course content for the mentor in the eco-industry sector
- Presentation kit (projector, computer with internet access)
- Flipchart with a set of pens (4 colours)
- Flipchart with a handle on a paper block (including a paper block)
- Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group)
- Computer with internet access (e-learning)</td></tr>
</table>

4.1.4.2 Methodical guidelines for the implementation of a modular unit M1.01

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan an appropriate set of exercises using proposals included in the modular unit programme. Implementation of this modular unit should last 6 didactic hours, including time dedicated to presentation and a training part.
Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

4.1.4.3 Assessment criteria and methods for modular unit M1.01

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the role of mentor in the learning process	1.1. Define the purpose of workplace mentoring	X		
	1.2. Define as good and poor practice examples of both the effective and ineffective characteristics of a mentor	X		
	1.3. Define as good and poor practice examples of both effective and ineffective characteristics of a learner	X		
	1.4. Describe the benefits of workplace mentoring for learner and mentor	X		
	1.5. Describe basic ethical principles in the mentor-learner relationship	X		
2. Understands the principles of adult education and VET	2.1. Describe adult learning styles and learning capabilities and how these impact on the mentor-learner relationship	x		
	2.2. Describe vocational education principles	X		
	2.3. Describe principles of formulating learning outcomes and their elaboration	X		
3. Is able to identify which types of learning would be most effective for the learner	3.1. Identify the correct learning method relevant to the agreed learning goals and identified learning needs of the learner	X	X	
	3.2. Identify the correct activating methods and techniques taking into account the learner's age, profession, experience, etc.	X	X	
4. Is able to agree the rules and boundaries of mentoring relationship	4.1. Identify any barriers to mentoring within the organisation (individual, team, operational, organisational)	X	x	
	4.2. Identify the organisational structure, culture and - within that context - the role of mentoring process	X	X	
	4.3. Analyse the rationale for, and the characteristics of, effective contracting within mentoring	X		

4.1.5 Modular unit M1.02. Designing and planning the mentoring process

4.1.5.1 Description of the modular unit M1.02

EQF Level:	5	NQF Level:		ECVET points:	0.24 (6 hours in total)
Learning outcomes (the learner)					
Knowledge		**Skills**		**Competence**	
- Understands the methods of identification of learner's needs, learning objectives and goals - Understands the methods used to develop and agree with the learner plans and to implement individual learning programmes - Understands the ways of preparing and agreeing on the contractual arrangements with the learner according to organisational policies and procedures		- Is able to prepare for the mentoring process in terms of time and resources - Is able to identify and accommodate learner's objectives and needs - Is able to plan workplace mentoring process		- Listen and respond effectively and check understanding - Respect the client's need for information, commitment and confidentiality within legal and organisational requirements - Invite a two-way exchange of information and feedback with the learner and others - Enable the learner to take responsibility for and ownership of their objectives and goals	
Unit learning hours	face-to-face learning:		2		
	e-learning /WBL:		4		
Proposals of exercises	- Collection of case histories - Collection of best practices - Simulation of planning a mentoring process				
Didactic resources	- Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)				

4.1.5.2 Methodical guidelines for the implementation of a modular unit M1.02

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan an appropriate set of exercises using proposals included in the modular unit programme. Implementation of this modular unit should last 6 didactic hours, including time dedicated to presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

4.1.5.3 Assessment criteria and methods for modular unit M1.02

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the methods of identification of learner's needs, learning objectives and goals	1.1. Describe aspects of occupational development which can be served through workplace mentoring	X		
	1.2. Describe theories and techniques of objectives and goals setting	X		
	1.3. Describe nature of effective occupational learning goals that match organisational development goals	X		
2. Understands the methods used to develop and agree with the learner plans and to implement individual learning programmes	2.1. Describe approaches to planning workplace mentoring	X		
	2.2. Describe an effective workplace mentoring plan (learning outcomes, activities, information and resources)	X		
	2.3. Describe development outcomes that can be attained through workplace mentoring	X		
	2.4. Describe the methods and practices in agreeing the learning outcomes	X		
	2.5. Describe the measures of success in attaining the outcomes	X		
3. Understands the ways of preparing and agreeing on the contractual arrangements with the learner according to organisational policies and procedures	3.1. Explain the organisational rules regarding the mentoring contract	X		
	3.2. Explain what a workplace mentoring contract should include to ensure ethical mentoring relationship	X	X	
	3.3. Describe the legal and organisational requirements relating to data protection, privacy, and confidentiality	X		
4. Is able to prepare for the mentoring process in terms of time and resources	4.1. Determine the resources needed for mentoring process implementation	X		X
	4.2. Ensure that all the resources required to support the mentoring programme (including qualified/experienced personnel) are available			
	4.3. Prepare the workplace for mentoring activities	X		
5. Is able to identify and accommodate learner's objectives and needs	5.1. Recognise interests and expectations of the learner	X		
	5.2. Assess the strengths, weaknesses and behavioural style of the learner	X		
	5.3. Identify and agree learner's goals	X		
6. Is able to plan workplace mentoring process	6.1. Agree on the rules and boundaries of the mentoring relationship and define how they will be recognised and maintained	X		
	6.2. Create and agree with the learner a mentoring agreement (contract) according to organisational procedures	X		

	6.3. Agree learning programme with the learner and where relevant with the key people in the organisation or external stakeholders (school/training organisation)	X		
	6.4. Plan activities and tasks to ensure that the agreed learning objectives will be met, agreeing with the learner appropriate measures for success for the review and evaluation	X		
	6.5. Develop the mentoring plan and agree it with the learner (learning activities, resources, timeline)	X		

4.2 Module 2 – Conducting the mentoring activities

4.2.1 Learning outcomes (educational outcomes) for Module 2 – Conducting the mentoring activities

Knowledge & Understanding (training candidate knows and understands)
Principles, approaches, and methods of mentoring in the context of implementation of successful work-based learning programmes
Organisational policies and procedures relevant to the mentoring process (recording interactions, objectives and goals; recording the conclusion of mentoring relationship and contract)
Operational context, working methods, resources and relevant personnel of the employing organisation
Key personnel and support available from the learner's college, training organisation or training department
Common factors and barriers affecting the mentoring process in the workplace
Specific procedures for responding effectively to learner concerns
Conflict resolution theories, methods, and models, active listening principles and techniques that can be used during mentoring process
Sources of support to deal with learner relationship issues which are outside own expertise of authority
Principles and methods for assessing and monitoring learner's progress and providing feedback and ways to enable learner to modify their goals based on the progress
Basic principles of formative evaluation of work-based mentoring programmes
Organisational review, assessment and reporting requirements of the learner's programme
Understand record keeping requirements for documents pertaining to mentoring activities
Performance criteria, skills (training candidate can, is able to)
Use specific mentoring techniques and methods for achieving learning outcomes and learner's goals including motivation for adaptation of new behaviour, taking into account different alternatives and selecting the most appropriate
Work with learner to undertake the learning
Create and provide sufficient learning opportunities to ensure that the learner is supported to meet the objectives of the learning programme in the sector of eco-industry
Ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization
Explain the term 'corporate culture' in general to the learner and to describe the specifics of corporate culture of the specific company or organisation
Communicate effectively with the learner using practical communication tools and techniques
Identify and effectively manage any factors that affect the learner's programme

Develop solutions to problems arising during mentoring process taking into account the input from the learner
Uncover problems that may arise regarding the learner's job satisfaction and help in their solution
Agree and record the interactions, outcomes, and progress towards objectives and goals with the learner in accordance with organisational requirements
Review the learning progress with the learner at regular intervals, reflecting on the progress towards objectives and goals, revising and modifying objectives and goals and taking relevant supportive action where necessary to aid progress
Ensure that any requirements for formal assessment or reporting are met
Maintain records of interactions in appropriate format in line with organisational procedures
Agree what further support or help learners may need and plan with them how it can be accessed
Maintain mentoring activity records in line with corporate policy
Behaviours (common for M2)
Take responsibility for own work approach and role
Build and maintain rapport over sustained periods
Act in a way that shows you are willing to help the learner
Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals
Respect the client's need for information, commitment and confidentiality within legal and organisational requirements
Adapt your personal style to empathise with different types of learner
Listen and respond effectively and check understanding
Seek to understand people's needs and motivations
Invite a two-way exchange of information and feedback with the learner and others
Enable the learner to take responsibility for and ownership of their objectives and goals
Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes
Identify opportunities for mentoring
Encourage colleagues and stakeholders to recognise mentoring as a way to create and support a culture of learning and development in the organization

4.2.2 Modular units for Module 2 – Conducting the mentoring activities

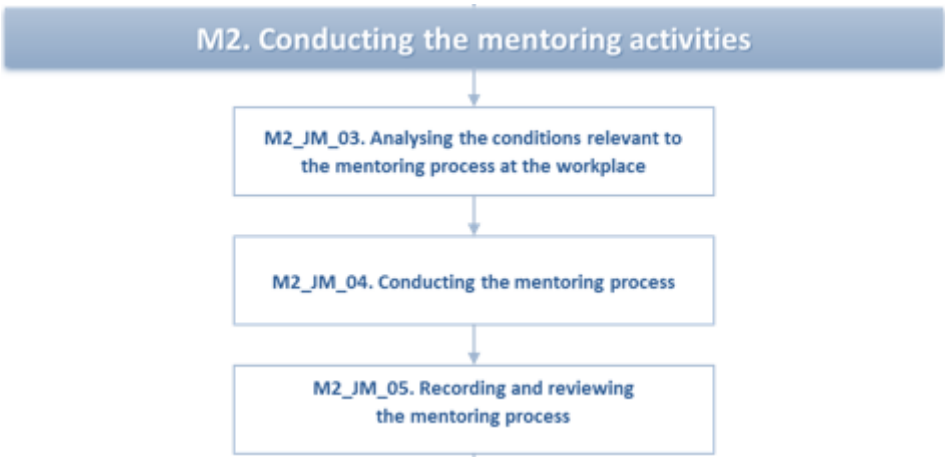
Training module name	Modular unit name	Approximate number of hours for completion
Module 2 – Conducting the mentoring activities	M2.03. Analysing conditions relevant to the mentoring process at the workplace	5
	M2.04. Conducting the mentoring process	12
	M2.05. Recording and reviewing the mentoring process	7
	Total	**24**

4.2.3 Scheme of the modular unit system for Module 2 – Conducting the mentoring activities

This scheme presents the correlation of modular units in the M2 module of vocational training.

The programme of this module should be started from modular unit M2.03. Analysing of conditions relevant to the mentoring process at the workplace.

The candidate then completes the training programme for modular unit M2.04. Conducting mentoring process and finally the modular unit M2.05. Recording and reviewing the mentoring process.



4.2.4 Modular unit M2.03. Analysing of conditions relevant to the mentoring process at the workplace

4.2.4.1 Description of the modular unit M2.03

EQF Level:	**5**	NQF Level:		ECVET points:	0.2 (5 hours in total)
Learning outcomes (the learner)					
Knowledge		**Skills**		**Competence**	
- Understands the organisational policies and procedures relevant to the mentoring process - Understands the operational context, working methods, resources and relevant personnel of the employing organisation - Understands the key personnel and support available from the learner's school, training organisation - Understands the common factors and barriers affecting the		- Is able to explain the term 'corporate culture' in general to the learner and to describe the specifics of corporate culture of the specific company or organisation - Is able to uncover problems that may arise regarding the learner's job satisfaction or mentoring process taking into account the input from the learner and help in their solution		- Take responsibility for his/her own work approach and role - Respect the client's need for information, commitment and confidentiality within legal and organisational requirements - Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes - Identify opportunities for mentoring	

mentoring process in the workplace		- Invite a two-way exchange of information and feedback with the learner and others
Unit learning hours	face-to-face learning:	1
	e-learning: /WBL:	4
Proposals of exercises	- Prepare a presentation on the common factors and barriers affecting the mentoring process in the workplace and methods of eliminating them - List the specific organisational procedures relevant to the mentoring process - Preparation of the draft agreement with the learner of the interactions, outcomes and progress towards the objectives and goals of mentoring process - Simulation group exercise presenting the introduction and orientation process in the organisation	
Didactic resources	- Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)	

4.2.4.2 Methodical guidelines for the implementation of a modular unit M2.03

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan an appropriate set of exercises using proposals included in the modular unit programme. Implementation of this modular unit should last 5 didactic hours, including time dedicated to presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

4.2.4.3 Assessment criteria and methods for modular unit M2.03

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the organisational policies and procedures relevant to the mentoring process	1.1. Describe organisational structure, culture and the role of mentoring process	X		
	1.2. Describe the policies and procedures for recording interactions with learners	X		

2. Understands the operational context, working methods, resources and relevant personnel of the employing organisation	2.1. Identify and describe operational context, working methods and resources and relevant personnel of the employing organisation	X		
	2.2. Explain the procedures for contacting appropriate personnel when needed	X		
3. Understands the key personnel and support available from the learner's school, training organisation	3.1. Describe the principles and rules of cooperation between learner, mentor, employing organisation and learner's school or training organisation	X		
	3.2. Describe the role of each stakeholder in the mentoring programme	X		
4. Understands the common factors and barriers affecting the mentoring process in the workplace	4.1. Describe factors and barriers affecting the mentoring process in the workplace (individual, operational, organisational)	X		
	4.2. Describe strategies for minimising or overcoming barriers affecting the mentoring process in the workplace	X		
5. Is able to explain the term 'corporate culture' in general to the learner and to describe the specifics of corporate culture of the specific company or organisation	5.1. Define the term "corporate culture"			
	5.2. Describe how the values of a corporate culture influence the ethical standards within a corporation, as well as managerial behaviour	X		
	5.3. Present the specifics of organisation's corporate culture to the learner			
6. Is able to uncover problems that may arise regarding the learner's job satisfaction or mentoring process taking into account the input from the learner and help in their solution	6.1. Identify any difficulties that learners may have with the programme, work tasks or organisation	X		
	6.2. Propose suitable remedial actions to address these difficulties	X		
	6.3. Agree suitable remedial action with the learner and with others as necessary	X		

4.2.5 Modular unit M2.04. Conducting the mentoring process

4.2.5.1 Description of the modular unit M2.04

EQF Level:	**5**	NQF Level:		ECVET points:	0.48 (12 hours in total)
Learning outcomes (the learner)					
Knowledge		**Skills**		**Competence**	
- Understands the principles, approaches, and methods of mentoring in the context of implementation of successful work-based learning programmes - Understands the conflict resolution theories, methods, and models that can be used during mentoring process		- Is able to use mentoring techniques and methods for achieving learner's learning outcomes and goals - Is able to work with learner to undertake the learning - Is able to ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization		- Take responsibility for his/her own work approach and role - Act in a way that shows you are willing to help the learner - Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals - Adapt your personal style to empathise with different types of learner	

		- Seek to understand people's needs and motivations - Enable the learner to take responsibility for and ownership of their objectives and goals
Unit learning hours	face-to-face learning:	2
	e-learning: /WBL:	10
Proposals of exercises	- Simulation of conducted a mentoring process - Lectures on theories (e.g., motivation, conflict resolution, personal and company protection data etc.) - Role playing exercises – Stimulation of effective communication and active listening - Case studies	
Didactic resources	- Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)	

4.2.5.2 Methodical guidelines for the implementation of a modular unit M2.04

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan an appropriate set of exercises using proposals included in the modular unit programme. Implementation of this modular unit should last 12 didactic hours, including time dedicated to presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

4.2.5.3 Assessment criteria and methods for modular unit M2.04

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the principles, approaches, and methods of mentoring in the context of implementation of successful work-based learning programmes	1.1. Describe the key concepts, principles and practices of mentoring	X		
	1.2. Identify and describe mentoring models and tools in the context of implementation of successful work-based learning programmes	X		
	1.3. Describe the stages of the mentoring process	X		

	1.4. Describe methods for developing successful work-based learning programmes	X		
	1.5. Describe active listening techniques and common barriers to them	X		
	1.6. Describe strategies for preparing the relationship between a mentor and the learner			
2. Understands the conflict resolution theories, methods, and models that can be used during mentoring process	2.1. Describe what is meant by the term "conflict resolution"	X		
	2.2. Describe the relevant theories, methods and models for conflict resolution	X		
3. Is able to use mentoring techniques and methods for achieving learner's learning outcomes and goals	3.1. Demonstrate the use of mentoring models and tools			
	3.2. Apply effective communication with learner using practical communication tools and techniques	X		
	3.3. Take appropriate actions to support the learner to accomplish their goals			
4. Is able to work with learner to undertake the learning	4.1. Establish an effective working relationship and clear communication with the learner, enabling progress to be reviewed and any concerns to be raised at regular intervals	X		
	4.2. Create and provide sufficient learning opportunities to ensure that the learner is supported to meet the objectives of the learning programme	X		
5. Is able to ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization	5.1. Explain to the learner their place in the organization, whom they will be supervised by and to whom they should relate with questions and problems	X		
	5.2. Provide introductions to learner to other staff members and to the designated person to who the learner can go to for help or information	X		
	5.3. Ensure that the learner receives an orientation/induction (background of the organization, works the organization is currently involved in, location of supplies, equipment, and facilities)	X		

4.2.6 Modular unit M2.05. Recording and reviewing the mentoring process

4.2.6.1 Description of the modular unit M2.05

EQF Level:	**5**	NQF Level:		ECVET points:	0.28 (7 hours in total)
Learning outcomes (the learner)					
Knowledge		**Skills**		**Competence**	
- Understands the principles and methods for assessing and monitoring learner's progress and providing feedback - Understands the methods and tools of review for mentoring process		- Is able to agree and record the interactions, outcomes, and progress towards objectives and goals with the learner according to organisational requirements - Is able to review the learning progress with the learner at regular intervals		- Build and maintain rapport over sustained periods - Take responsibility for his/her own work approach and role - Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals	

- Understands the organisational requirements for recording and reporting the interactions, outcomes, and progress of the workplace mentoring process		- Respect the client's need for information, commitment and confidentiality within legal and organisational requirements

Unit learning hours	face-to-face learning:	1
	e-learning/WBL:	6
Proposals of exercises	- Simulation of conducted a mentoring process - Lectures on theories (e.g., motivation, conflict resolution, personal and company protection data etc.) - Role playing exercises – Stimulation of effective communication and active listening - Case studies	
Didactic resources	- Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)	

4.2.6.2 Methodical guidelines for the implementation of a modular unit M2.05

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan an appropriate set of exercises using proposals included in the modular unit programme. Implementation of this modular unit should last 7 didactic hours, including time dedicated to presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

4.2.6.3 Assessment criteria and methods for modular unit M2.05

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the principles and methods for assessing and monitoring learner's progress and providing feedback	1.1. Describe methods for assessing and monitoring learner's progress	X		
	1.2. Describe basic principles for providing constructive feedback to the learner	X		
	1.3. Describe methods for providing constructive feedback	X		

2. Understands the methods and tools of review for mentoring process	2.1. Describe methods and tools for reviewing the workplace mentoring process	X		
	2.2. Describe the factors to be include in the assessment of the effectiveness of mentoring outcomes	X		
3. Understands the organisational requirements for recording and reporting the interactions, outcomes, and progress of the workplace mentoring process	3.1. Describe the organisational policies and procedures for reviewing, assessing and reporting the workplace mentoring process			
4. Is able to agree and record the interactions, outcomes, and progress towards objectives and goals with the learner according to organisational requirements	4.1. Identify suitable methods for recording interactions, outcomes, and progress towards objectives and goals	X	X	X
	4.2. Assess the appropriateness of selected method of recording interactions, outcomes, and progress towards objectives and goals	X		
	4.3. Agree with the learner selected method of recording interactions, outcomes, and progress towards objectives and goals			
	4.4. Apply selected method of recording interactions, outcomes, and progress towards objectives and goals	X	X	
	4.5. Maintain the record of interactions, outcomes, and progress according to organisational procedures			
5. Is able to review the learning progress with the learner at regular intervals	5.1. Develop a plan to measure learner's expected outcomes and progress			
	5.2. Apply appropriate tools and techniques in certain intervals to review the learner's progress			
	5.3. Help the learner to reflect on their performance and actions			
	5.4. Revise with the learner and where necessary modify objectives and goals			
	5.5. Design supportive measures that aids learning progress			

4.3 Module 3 - Evaluating the mentoring activities

4.3.1 Learning outcomes (educational outcomes) for Module 3 – Evaluating the mentoring activities

Knowledge & Understanding (training candidate knows and understands)
Basic principles of summative evaluation of work-based mentoring programmes
Methods and tools (including assessment tools and interpretation methods, including Information and Communications Technology - ICT) for monitoring, reviewing and evaluating the mentoring process
Methods to analyse the evaluation results as well as their use in order to identify areas for improvement
Specific principles for documentation and presentation of evaluation results
Understand record keeping requirements for documents pertaining to the evaluation of mentoring activities

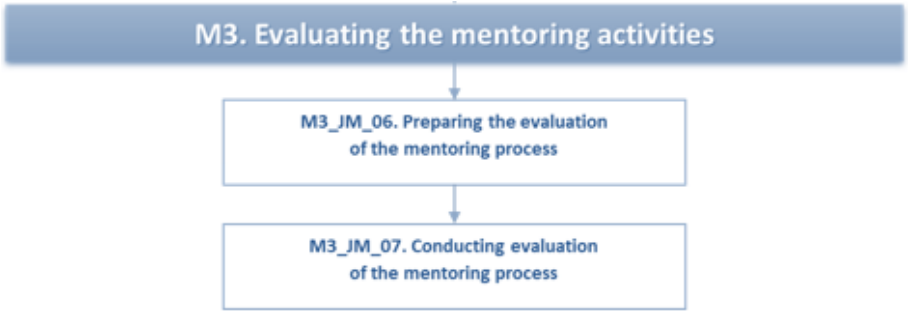
Performance criteria, skills (training candidate can, is able to)
Apply review and evaluation methods and tools (such as performance milestones, performance appraisals as well as formal interviews or informal discussions with the learner) for mentoring process
Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives
Document and present evaluation results
Draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions
Ensure that the evaluation of the work-based mentoring programme is done systematically taking into account the outcomes of learner's self-review and feedback from relevant stakeholders
Ensure that results of evaluation of the work-based mentoring programme are taken into account for the improvement of the programme and organisational procedures and this information is passed on to relevant stakeholders
Evaluate the effectiveness of the specific workplace in providing relevant learning opportunities, support and take actions for its improvement considering external influences
Maintain mentoring evaluation records in line with corporate policy
Behaviours (common for M3)
Take responsibility for own work approach and role
Build and maintain rapport over sustained periods
Act in a way that shows you are willing to help the learner
Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals
Respect the client's need for information, commitment and confidentiality within legal and organisational requirements
Adapt your personal style to empathise with different types of learner
Listen and respond effectively and check understanding
Seek to understand people's needs and motivations
Invite a two-way exchange of information and feedback with the learner and others
Enable the learner to take responsibility for and ownership of their objectives and goals
Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes
Identify opportunities for mentoring
Encourage colleagues and stakeholders to recognise mentoring as a way to create and support a culture of learning and development in the organization

4.3.2 Modular units for Module 3 – Evaluating the mentoring activities

Training module name	**Modular unit name**	**Approximate number of hours for completion**
Module 3 – Evaluating the mentoring activities	M3.06. Preparing the evaluation of the mentoring process	6
	M3.07. Conducting the evaluation of the mentoring process	8
	Total	**14**

4.3.3 Scheme of the modular unit system for Module 3 – Evaluating the mentoring activities

This scheme presents the correlation of modular units in the Module 3 of vocational training.



The programme of this module should be started from modular unit M3.06. Preparing the evaluation of the mentoring process and then implement modular unit M3.07. Conducting evaluation of the mentoring process. The modular unit layout shown in the schematic diagram of the modular units is recommended.

4.3.4 Modular unit M3.06. Preparing the evaluation of the mentoring process

4.3.4.1 Description of the modular unit M3.06

EQF Level:	**5**	NQF Level:		ECVET points:	0.24 (6 hours in total)
Learning outcomes (the learner)					
Knowledge		**Skills**		**Competence**	
- Understands the principles of summative evaluation of work-based mentoring process - Understands the principles for documentation and presentation of evaluation results		- Is able to prepare for the evaluation of the workplace mentoring process - Is able to ensure that results of evaluation of the work-based mentoring process are taken into account for the improvement of the mentoring programme and organisational procedures		- Take responsibility for his/her own work approach and role - Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes - Identify opportunities for mentoring	
Unit learning hours	face-to-face learning:		2		
	e-learning/WBL:		4		
Proposals of exercises	- Prepare a draft evaluation form - Prepare a draft candidate feedback form - Prepare a short consultation meeting agenda for colleagues - Prepare a presentation of methodology for management consideration				
Didactic resources	- Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access)				

	- Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)

4.3.4.2 Methodical guidelines for the implementation of a modular unit M3.06

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan an appropriate set of exercises using proposals included in the modular unit programme. Implementation of this modular unit should last 6 didactic hours, including time dedicated to presentation and a training part.
Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

4.3.4.3 Assessment criteria and methods for modular unit M3.06

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the principles of summative evaluation of work-based mentoring process	1.1. Describe the principles of summative evaluation of work-based mentoring programmes	X		
2. Understands the principles for documentation and presentation of evaluation results	2.1. Describe the principles for documentation and presentation of evaluation results	X		
3. Is able to prepare for the evaluation of the workplace mentoring process	3.1. Develop a plan to measure the workplace mentoring program process progress	X	X	X
	3.2. Identify stakeholders relevant to the evaluation of workplace mentoring	X		
	3.3. Gain feedback on workplace mentoring from the learner and relevant stakeholders	X	X	X
	3.4. Use evaluation tools and techniques to evaluate the appropriateness of the workplace in providing relevant learning opportunities and support			
4. Is able to ensure that results of evaluation of the work-based mentoring process are taken into account for the improvement of the	4.1. Create the process to reflect and disseminate the evaluation results			
	4.2. Agree a methodology of reporting conclusions from the evaluation process	X		

mentoring programme and organisational procedures	4.3. Identify stakeholders who are responsible for workplace mentoring and who should be informed about the results of the evaluation process	X	X	

4.3.5 Modular unit M3.07. Conducting the evaluation of the mentoring process

4.3.5.1 Description of the modular unit M3.07

EQF Level:	**5**	NQF Level:		ECVET points:	0.32 (8 hours in total)
Learning outcomes (the learner)					
Knowledge		**Skills**		**Competence**	
- Understands the methods and tools for evaluating the mentoring process - Understands the methods to analyse the evaluation results as well as their use in order to identify areas for improvement		- Is able to evaluate the mentoring process in terms of its effectiveness in meeting learning objectives - Is able to document and present evaluation results - Is able to draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions		- Take responsibility for his/her own work approach and role - Build and maintain rapport over sustained periods - Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes	
Unit learning hours	face-to-face learning:	2			
	e-learning/WBL:	6			
Proposals of exercises	- Draft a report of conclusions - Prepare a presentation on conclusions - Conduct a feedback session				
Didactic resources	- Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)				

4.3.5.2 Methodical guidelines for the implementation of a modular unit M3.07

Prior to the commencement of the implementation of a modular unit, one should become acquainted with detailed learning outcomes, select and plan an appropriate set of exercises using proposals included in the modular unit programme. Implementation of this modular unit should last 8 didactic hours, including time dedicated to presentation and a training part.

Activating and expository methods, presentation, guiding text methods, practical exercises should be applied in the training process. It is recommended to conduct practical exercises in two-four-

person groups, enabling participants to conduct them many times, until satisfying proficiency is achieved.

4.3.5.3 Assessment criteria and methods for modular unit M3.07

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the methods and tools for evaluating the mentoring process	1.1. Describe methods and tools used in evaluation the mentoring process	X		
	1.2. Define the measures of success when evaluating the mentoring process	X		
2. Understands the methods to analyse the evaluation results as well as their use in order to identify areas for improvement	2.1. Describe the methods to analyse the evaluation results	X		
	2.2. Describe ways of using outcomes of evaluation for identifying the possible improvement to mentoring process	X		
	2.3. Describe the ways of proposing changes to organisational processes, programmes and procedures to improve mentoring process	X		
3. Is able to evaluate the mentoring process in terms of its effectiveness in meeting learning objectives	3.1. Identify the scope of evaluation of the mentoring process			
	3.2. Select a method to evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives	X	X	X
	3.3. Apply the method to evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives	X	X	X
	3.4. Assess the usefulness of the method to evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives			
4. Is able to document and present evaluation results	4.1. Record agreed outcomes of evaluation according to the organisational requirements	X	X	X
	4.2. Present the evaluation results			
	4.3. Propose changes to mentoring process and organisational procedures	X	X	X
5. Is able to draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions	5.1. Agree a methodology of reporting conclusions from the evaluation process	X	X	
	5.2. Reflect with stakeholders on the strengths and potential improvement of the mentoring process	X		
	5.3. Make recommendations for improvement	X	X	X
	5.4. Agree with stakeholders objectives and goals for improving the mentoring process	X		