



European Mentoring in Social Care
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Universal Learning Outcomes for Mentoring in Social Care

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EMiSC Area 1: Understand the role of the mentor in the EMiSC Project	
Learning Outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand the aims of the EMiSC project	1.i Explain the aims of the EMiSC project
2. Understand the key values and principles of mentoring in the EMiSC project	2.i Describe the key values and principles of mentoring in the EMiSC project
3. Understand the role and responsibilities of the mentor in the EMiSC project	3.i Describe the roles and responsibilities of the mentor in the EMiSC project
4. Recognise the boundaries of mentoring in the EMiSC project	4.i Outline the boundaries of the mentoring role in the EMiSC project 4.ii Give examples of when and how to report poor/dangerous practice
5. Understand the BESCL0	5.i Explain why the BESCL0 are important to support services based on the UN Charter for the rights of persons with disabilities 5.ii Describe the attitudes and values underpinning a human rights approach to social care 5.iii Undertake and pass the ECC exam
Guidance	
<p>LO 1. The aims of the EMiSC project are:</p> <ul style="list-style-type: none"> • To promote human rights and fundamental freedoms in care services across the EU • To effect attitudinal change in the social care workforce in member states which will support the provision of services based on UNCRPD (UN Convention on the rights of persons with disabilities) principles • To provide the tools to eradicate the old medical model of disability and move to a social model through training and the mentoring of the workforce on a day to day basis (training alone is insufficient given the scale of change needed) • To establish the capacity and capability in partner states to deliver mentoring to its social care workforce • To use mentoring to support the workforce to work in a person-centred way through explanation, guidance and demonstration • To promote the BESCL0 and the ECC across the EU <p>LO 2. Key values and principles reflect a human rights approach to mentoring and are:</p> <ul style="list-style-type: none"> • mentor leading by example i.e. works to the BESCL0 demonstrating a human rights approach • demonstrate empathy, sensitivity, compassion and respect for the mentee • act in a none judgemental, open, honest and ethical and way and agree those ethics with all relevant parties • demonstrate self-awareness and a willingness to question own understanding, 	

assumptions, beliefs, and values

- recognise the potential of all individuals to learn and develop
- value diversity in all its forms: this includes age, gender, ethnic origin, religion, sexual orientation background and experience.
- act in a way that does not abuse the power inherent in the mentoring role

LO 3. The roles and responsibilities of the mentor in the EMiSC project are:

- to enable learning and development
- to enable mentees to recognise and maximise their potential through encouragement, motivation and building confidence
- to help mentees develop their knowledge and skills in relation to the BESCL0
- to help mentees develop the values and attitudes that support a human rights approach to social care
- to help the mentees improve their performance at work
- to enable mentees to identify barriers to improvement and work towards removing them
- to assess mentee progress towards the BESCL0
- to effect transformational change as part of a wider change process

The definition of a mentor used by this project is:

‘an experienced person who uses a trusting and positive relationship to help those less experienced to develop their knowledge, understanding and value base in their day to day practise’.

LO 4. Boundaries include confidentiality, sharing of information, limits of authority, responsibility of mentee for own actions, managing/reporting poor or dangerous practice.

EMiSC Area 2:

Set up the mentoring programme

Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Explore the aims of the EMISC project with the mentee	1.i Explain the aims of the EMiSC mentoring project to the mentee 1.ii Show how to use a range of methods to check that the mentee has understood the aims of the EMiSC project
2. Prepare a mentoring plan	2.i Identify opportunities for mentoring in the workplace 2.ii Produce a mentoring plan using the learning contract 2.iii Show how the mentoring plan covers all aspects of the BESCL0
3. Agree the learning contract with the mentee using standard format	3.i Explain the learning contract to the mentee 3.ii Negotiate the content of the learning contract with the mentee 3.iii Complete the learning contract with the mentee using the standard format
4. Identify potential barriers to progress and potential solutions	4.i List potential barriers to progress in the mentoring process 4.ii Identify potential barriers with specific mentees and suggest potential solutions

Guidance	
<p>LO1 See EMiSC area 1, LO1 for a description of project aims</p> <p>LO2. The mentoring plan will be recorded in the learning contract (see LO 3 below)</p> <p>LO 3. Learning contract is supplied in standard format and covers: aims and length of programme, the mentoring plan, timetable for meetings, focus for mentoring (BESCLO with focus on values and attitudes), methodology to be used, roles and responsibilities of mentor and mentee.</p> <p>LO 4 potential barriers could include:</p> <ul style="list-style-type: none"> • Shift patterns • Lack of opportunities to apply BESCLO • Ingrained values and attitudes that do not support a human rights approach • Disability (e.g. dyslexia, sensory impairment) • Low levels of numeracy/literacy • Cultural differences 	
EMISC area 3:	
Give mentoring support	
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Consider how others may be affected by the mentoring process	1.i List all those who could potentially be affected by the mentoring process 1.ii Explain how the duty of care to the service user should never be compromised by the mentoring process 1.iii Discuss how the needs of the organisation will be considered during the mentoring process
2. Use a range of learning styles	2.i Describe a range of learning styles 2.ii Choose learning styles appropriate to the activity and the mentee
3. Use a range of communication skills	3.i Describe a range of communication skills 3.ii Communicate with the mentee using a range of communication skills
4. Support the mentee to meet the BESCLO in the workplace	4.i Provide information, advice and guidance on using the BESCLO in the workplace
5. Provide constructive feedback to the mentee	5.i Give feedback to the mentee that identifies achievement 5.ii Give feedback to the mentee that identifies challenges 5.iii Give feedback to the mentee that provides motivation for improvement 5.iv Identify with the mentee ways in which they could improve 5v Agree an action plan for improvement with the mentee
Guidance:	
<p>LO 1.i Those who could potentially be affected by the mentoring process include service users and their families/advocates, the organisation, the mentee and other staff.</p> <p>LO 2 The mentor should be able to choose from a range of learning styles, taking into account that mentees will learn in a variety of ways (e.g. visual, kinaesthetic, auditory).</p> <p>LO 3 Range should include active and empathic listening, summarising and reflective questioning</p> <p>LO 5 Constructive feedback should include pointing out any positives as well as challenges, and identifying options for improvement</p>	

EMISC Area 4: Assess mentee progress	
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand how to use the MAT	1.i Outline the MAT and its uses 1.ii Describe when the MAT should be used
2. Assess mentee progress using a range of methods	2.i Use the MAT to assess mentee progress at the appropriate points 2.ii Assess the progress made towards the BESCLO during the mentoring period using a range of methods 2.iii Provide assessment that is objective and fair
3. Provide feedback on progress towards the BESCLO to the mentee	3.i Outline to the mentee the progress made towards the BESCLO 3.ii Outline to the mentee the areas that require further development
4. Make suggestions to improve performance and progress	4.i Review the mentoring plan with the mentee to include opportunities to improve performance and progress 4.ii Agree actions with the mentee to improve performance
5. Record mentoring sessions	5.i Record the key elements of each mentoring session 5.ii Ensure records are legible and clear 5.iii Record mentoring activities using the standard template
Guidance:	
LO1 Assessment occurs at the start of mentoring before the ECC course and again at the end, prior to the ECC exam. LO2.i Appropriate points are as at LO1 above LO2.ii A range of methods includes observation of practice, question and answer and the use of scenarios for discussion LO5.iii A standard template is provided for mentors to use	
EMISC area 5: Reflect upon own performance as a mentor	
Learning Outcomes. The Learner will:	Assessment Criteria. The learner can:
1. Reflect upon own practice as a mentor	1.i Identify relevant information to review own mentoring practice 1.ii Reflect on feedback about own mentoring practice 1.iii Reflect upon what has been learned from the mentee 1.iv Evaluate own mentoring practice against desired outcome
Guidance:	
LO 1.i Relevant information could include feedback from mentee or line manager, records of mentoring sessions, assessments of mentee progress. LO1.iv Desired outcome is mentee's progress towards BESCLO	

Annexes

1. The EMISC learning agreement
2. Recording template for all mentoring sessions
3. Criteria for selection of mentors and 'senior mentors'

Mentoring recording session template

Each mentoring session should be recorded by the mentor using the template below. The mentee should include their thoughts and observations about each session in the space provided. A new template should be used each time. These records will be available to the line manager(s) of the mentor and mentee to support personal development. Mentors should use the records when reflecting on their mentoring practice.

Important note: Any reference to any client in this document must be anonymised (e.g. Ms A, Mr B, Mrs C) so that s/he may not be identified in any way. Protecting the confidentiality of the people we work with and support (& their families and friends) is an essential part of this project.

Organisation:		
Date of mentoring session:		
Name of mentor:		Job Role:
Name of mentee:		Job Role:
Nature of session (<i>e.g. work observed, topics/materials discussed, scenarios used, information provided</i>)		
BESCLOs covered in the session:		
Mentor comments on mentee practice		

<p>Advice and guidance given by mentor</p>	
<p>Mentee comments on the session:</p>	
<p>Agreed actions from the session:</p>	<p>Mentor:</p> <p>Mentee:</p>
<p>Signed: Mentor:</p> <p>Date:</p> <p>Mentee:</p> <p>Date:</p>	

Template for EMISC Learning Agreement

Once signed, the following document forms a learning contract between mentor and mentee. It outlines the roles and responsibilities of each within the context of the programme aims. *The contract will be available to the line manager of the mentor and mentee within the organisation.* Outside of this, confidentiality will be observed unless poor/dangerous practice is observed which could put the mentor, mentee or others at risk.

Organisation:		
Contract between:		
Mentor:	Job Role:	
Mentee:	Job Role:	
<p>Aims:</p> <p>The aims of the EMISC mentoring programme are as follows:</p> <ul style="list-style-type: none"> • To promote human rights and fundamental freedoms in the organisation's provision of care services • To help mentees achieve any attitudinal change needed to support the provision of services based on UNCRPD principles • To support mentees to improve their ways of working using the social model of disability • To support the mentee to work in a person-centred way through explanation, guidance and demonstration • To promote the BESCLO and the ECC 		
<p>The roles and responsibilities of the mentor are:</p> <ul style="list-style-type: none"> • to enable the mentee to learn and develop through the provision of information, advice and guidance • to enable the mentee to recognise and maximise potential • to help the mentee to develop knowledge and skills in relation to the BESCLO • to help the mentee to develop the values and attitudes that support a human rights approach to social care • to support the mentee to improve their performance at work • to enable the mentee to identify any barriers to improvement and work towards removing them • to assess mentee progress towards the BESCLO using the MAT and the MAT guidance • to observe confidentiality within agreed boundaries • to be available for mentoring sessions as agreed • to listen to & record feedback from the mentee • to record and sign each Final NON- mentoring session using the standardised recording template 		

The roles and responsibilities of the mentee are:

- to be available for mentoring and assessment sessions as agreed
 - to work towards the BESCLO and improve performance at work
 - to listen to and follow the advice and guidance provided by the mentor
 - to ask for advice or clarification when needed
 - to work towards removing any barriers to learning
 - to be responsible for own learning and performance
 - to provide feedback/comments to mentor on the mentoring provided and ensure these are recorded on the mentoring record for each session
- to sign each mentoring session using the space provided on the standardised recording template

Date mentoring starts:**Date mentoring ends:****Dates of mentoring sessions:****Date of 1st MAT assessment:****Date of 2nd MAT assessment:****Date of ECC Exam:****Mentor signature:****Date:****Mentee signature:****Date:****Signature of Mentee's Line Manager:****Date:**

Criteria for selecting mentors and senior mentors

Mentors:

A mentor is: **‘an experienced person who uses a trusting and positive relationship to help those less experienced to develop their knowledge, understanding and value base in their day to day practice’.**

When selecting potential mentors it is important to consider whether the person has:

- a positive attitude to work
- resilience (doesn't give up easily)
- the ability to be well organised and to be reliable
- flexibility/adaptability
- communication and listening skills
- an understanding of the BESCLLO demonstrated through their work
- passed the ECC exam
- the capability of fulfilling the role and responsibilities of a mentor, which are:
 - to enable learning and development
 - ✓ to enable mentees to recognise and maximise their potential through encouragement, motivation and building confidence
 - ✓ to help mentees develop their knowledge and skills in relation to the BESCLLO
 - ✓ to help mentees develop the values and attitudes that support a human rights approach to social care
 - ✓ to help the mentees improve their performance at work
 - ✓ to enable mentees to identify barriers to improvement and work towards removing them
 - ✓ to assess mentee progress towards the BESCLLO
 - ✓ to effect transformational change as part of a wider change process
- the capability of demonstrating the key values and principles that reflect a human rights approach to mentoring, which means that the mentor:
 - ✓ leads by example i.e. works to the BESCLLO demonstrating a human rights approach
 - ✓ demonstrates empathy, sensitivity, compassion and respect for the mentee
 - ✓ acts in a none judgemental, open, honest and ethical and way and agrees those ethics with all relevant parties
 - ✓ demonstrates self-awareness and a willingness to question his/her own understanding, assumptions, beliefs, and values
 - ✓ recognises the potential of all individuals to learn and develop
 - ✓ values diversity in all its forms: this includes age, gender, ethnic origin, religion, sexual orientation background and experience
 - ✓ acts in a way that does not abuse the power inherent in the mentoring role

It is important to bear in mind that the above list describes the perfect mentor candidate. In reality there will probably be room for improvement in a number of areas, and the mentor training course will be designed to support and develop those with potential.

Senior mentors:

Senior mentors are people who:

- ✓ fit all the criteria for mentoring (as above)
- ✓ can explain clearly
- ✓ have the confidence to lead.

Senior mentors support and train other mentors.

Past experience of teaching or training in any role is not essential but would be helpful.

Again, the EMISC Train the Trainer course has been designed to support and develop senior mentors and is freely available for all to use.

Those who have been trained as mentors and have gained mentoring experience may wish to be further trained in the role of the senior mentor.