

# Nuneaton Training Mentoring



## Nuneaton Training Centre Ltd

[Nuneaton training Centre Ltd](#) is a not for profit organisation which was established 30 years ago to support young people in the community with behavioural, social and emotional problems to develop their practical skills. We support a range of ability level from pre entry level to Level 4. We are well established in the Care sector and are recognised as one of the leading providers in the area, including higher level management bespoke training to meet individual needs. In the last ten years Nuneaton Training Centre has diversified into a number of different areas and now delivers qualifications through:

- Apprenticeship Programmes
- Train to Gain
- Foundation Learning
- On Track
- Skills for Life
- Full Range of Commercial Courses

Our curriculum offer includes:

- Business and Administration
- Customer Service
- Information Communication Technology
- Retail Skills
- Warehousing
- Performing Manufacturing Operations
- Advice and Guidance
- Assessor and Verifier Qualifications
- Management Qualifications
- Health and Social Care
- A wide range of Short Courses

## LSIS resources used

Having reviewed the resources available on the Excellence Gateway we decided to use the following mentoring materials:-

- Mentoring presentation
- Mentoring guidance
- Mentoring agreement
- Initial Mentor meeting
- Mentor general review

We decided to pilot the mentoring materials with two staff. For both these staff, the mentoring process was an opportunity to develop their skills in an area of work (Maths and ICT) that they were not 100% confident with. It was hoped that as the programme progressed and their skills developed, the staff would be able to share these benefits with their own learners.

### Process of actions taken as part of the mentoring process

- Initial skill scan to identify staff requirements
- Identification of staff
- Initial meeting, supported by the use of the presentation. Expectations and targets were set and the training required to meet the needs of the staff was identified
- Completion of initial paperwork
- Diary of future contact discussed
- Review meeting to discuss progress – date and times were flexible dependent upon work commitments
- Mentee to record activities that support/relate to training
- Observations carried out and feedback provided
- Additional support available via telephone/email

### Impact

Foundation learning is a key area of delivery and as such staff are involved in supporting learners to develop their literacy and numeracy skills in order to acquire the relatively new “Functional Skills” qualifications. This has proved challenging for some staff and as such it made sense for it to be a focus for the mentoring programme. Both our mentees had expressed a lack of confidence in their ability to teach ICT and Maths effectively, and this lack of confidence was proving a barrier to their ability to work successfully with Foundation level learners. It was hoped that by providing the mentee’s with 1:1 mentoring from staff experienced in this type of delivery, it would enable these barriers to learning to be broken down.

The mentoring has proved very effective. It was used, for example, to work with one of the mentees to explore the relevant mathematical concepts, consider the best way to approach the topic and to secure understanding of what needed to be covered within the Application of Number project. This in turn provided the mentee with the confidence and skills to be able to translate her newfound understanding of mathematical concepts into effective learning for her learners. It resulted in a much more positive experience both for her and for those she worked with, securing the development of meaningful and transferable numeracy skills as opposed to her previous focus on ‘*just getting them through it*’. The mentee was surprised to discover that her original ‘hatred’ for Maths seemed to disappear once she understood the concepts and that in practice she actually quite liked the topic.

In ICT, the experience was exactly the same. Much of the underlying knowledge was already in place, but the process of mentoring enabled the mentee to develop confidence in his own ability, and this in turn enabled him to provide effective learning for those he was supporting. Mentoring also provided the opportunity to ask a variety of different questions without feeling that this would be frowned upon. As an organisation, we found the mentoring materials to be both useable and flexible and liked the fact they could be adapted to suit our needs. We also found that they provided an effective format for recording, reviewing and maintaining progression.

### **Next steps and future plans**

It is anticipated that this programme will be extended to include all members of staff who support learners in gaining a functional skill in a work based environment. It is hoped that a mentoring programme will provide all involved with the opportunity for professional and personal development and will greatly increase staff confidence in supporting delivery in English, Maths and ICT. The potential for providing additional support for staff through NTC's virtual learning environment is also being considered.

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