



University of Brighton

Mentor Education and Development in the Further Education sector in England

Carol Robinson & Andrew J Hobson

Education Research Centre, University of Brighton

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INTRODUCTION

Previous research has established that the mentoring of teachers and lecturers in schools and colleges tends to be more effective where mentors are able to take advantage of appropriate opportunities for *initial mentor preparation* and *ongoing development* (Bullough, 2005; Hobson et al., 2009; Hobson et al., 2015; Lejonberg *et al.*, 2015). While some studies (e.g. Fransson, 2016) identify positive impacts of mentors undertaking or gaining formal mentoring qualifications or accreditation, the evidence base is inconclusive on the added value of formal mentoring qualifications and accreditation, over and above effective non-accredited mentor preparation, training and development.

This report summarises the main outcomes of a small-scale research project designed to investigate the education and development of mentors of teachers and lecturers in the Further Education (FE) sector in England. Within this broad aim we sought to examine:

- 1) The nature, take-up and perceived impact of mentor training, education and CPD;
- 2) The availability of general and teacher-specific mentoring qualifications and accreditation to mentors in the English FE sector;
- 3) The extent to which mentoring qualifications or accreditation are provided or recommended by university or college providers of FE ITE;
- 4) The potential added value of mentors undertaking formal mentoring qualifications or accreditation, over and above non-accredited forms of mentor training and development;
- 5) Barriers to the provision and take-up of training, education and CPD for mentors of teachers/lecturers in the FE sector in England.

For the purposes of the research we defined mentoring broadly as *a one to one relationship designed (partly or wholly) to support the mentee's learning and development as a teacher/lecturer*. We were thus also interested in coaching insofar as it also seeks to support teachers'/lecturers' professional learning and development.¹

We were interested in the training, education and Continuing Professional Development (CPD) of mentors (and coaches) of:

- teacher trainees undertaking programmes of (pre- or in-service) initial teacher training or education (ITT/ITE); and of
- any other teachers/lecturers (of varying degrees of experience) in the FE sector.

METHODS

The research involved the following elements:

- 1) A secondary analysis of interview transcripts from the *Mentoring in FE* (n=37) and *Mentoring across Professions* (n=15) projects (Hobson et al., 2015; Hobson et al., 2016);
- 2) Desk research involving, predominantly, internet searches of potential providers of mentoring qualifications and professional recognition schemes;

¹ Nonetheless, we normally use the term mentor(ing), in this report, as the broader or more general term to refer to both mentor(ing) and/or coach(ing). While there is a lack of consensus regarding the meaning and use of the terms mentoring and coaching, we take coaching to be one of a number of specific roles that may be undertaken by a mentor in supporting a mentee's learning and development, and one which relates to attempts to support an individual's development of one or more job-specific skills or capabilities (Malderez and Bodoczky, 1999; Hopkins-Thompson, 2000).

- 3) Email communications with six key stakeholders (leading academics in mentoring and coaching, and mentor education and training providers), to provide leads to relevant qualifications and accreditation programmes;
- 4) Telephone interviews (n=6) with selected HEI- and non-HEI providers of mentoring qualifications and accreditation schemes, to clarify information discovered on websites and discuss the nature and impact of mentor training, education and accreditation courses with which they were familiar;
- 5) An online national survey of University leads for FE ITE providers, which was completed by eight respondents from six different HEIs;
- 6) An online national survey of mentors in FE Colleges, completed by 20 respondents from 15 colleges across England.

The research was conducted in accordance with the ethical guidelines of the British Educational Research Association (BERA, 2011). This included a commitment to:

- gaining the fully informed consent of prospective participants in the research;
- ensuring that participants are aware of their right to withdraw from the research at any time should they wish to do so;
- the secure storage of data to comply with Data Protection legislation;
- respecting participants' right to privacy, confidentiality and anonymity.

BACKGROUND: MENTORING IN THE FE SECTOR

- The 20 respondents to our mentor survey had varied experiences of mentoring teachers/lecturers in the FE & Skills sector:
 - Six had been a mentor for 2 years or less; nine for between 2-10 years; five for between 10-20 years (see Appendix II Qu 2);
 - Six had been mentor to one or two colleagues; four to 3-5 colleagues; three to 6-10 colleagues; and seven respondents had mentored over 10 colleagues (Appendix II Qu 4);
 - At the time of the survey, 11 respondents were mentoring only one colleague, while four were mentoring two colleagues and four were mentoring more than five colleagues (Appendix II Qu 3);
 - 14 had mentored unqualified teachers/lecturers in their first year in post; 13 had mentored lecturers or trainees undertaking an ITE/ITT course; 10 had been mentor to newly qualified teachers/lecturers; and eight had been mentor to teachers / lecturers judged to be underperforming (Appendix II Qu 5).
- Findings from our survey of University Leads for FE in ITE supports previous research (Oti, 2012; Maxwell, 2014; Hobson et al., 2015) in suggesting that while there is some good and very good provision, the standard of mentoring in the sector is highly variable (Appendix I Qu 3).
- Some participants in the present study suggested that the issue of the quality and consistency of mentoring in FE ITE has become more acute in recent years as a result of:
 - (i) the increasing time pressure that teachers/lecturers in the sector find themselves under;
 - and (ii) an increase in the number of teacher trainee placements in FE &Skills providers other than FE colleges – in particular, in small training providers, it is often more difficult to identify suitable mentors or ensure the quality of mentoring, partly because the

organisations do not have the same infrastructure (e.g. mentoring coordinator, potential for networking amongst mentors) that FE colleges often have.

- Our findings also support previous United Kingdom (UK) and international research (mostly from the schools sector) highlighting the potential positive and negative impact of mentoring on early career teachers' professional learning and development, well-being and retention in the profession (Beck & Kosnick, 2000; Maguire, 2001; Ingersoll & Kralik, 2004; Lindgren, 2005; Hobson et al., 2009; Ling, 2009; Hobson, 2016). Some interviewees noted, for example, that a number of teachers/lecturers were leaving the profession not long after completing their ITE, and considered that this was sometimes related to the mentor support they received being inadequate, while other new recruits attributed their 'survival' to the support of their mentors.

'Some NQTs said they were really struggling and most weren't getting the mentor support they would have liked. A few were also saying that they would never have got through their first year without their mentor, and it was because of the support from their mentor that they felt more positive about their teaching' (Non-HEI mentor accreditation provider).

'Good mentoring in FE can be enough to keep new teachers and to help them think about their practice... [but] at worst, mentors can be cynical and breed more cynicism' (HEI-based mentor-accreditation provider).

SECONDARY ANALYSIS

Our re-analysis of data generated for the *Mentoring in FE* and *Mentoring across Professions* (MaP) research suggested that:

- Effective mentor training and development are key ingredients of effective work-based mentoring – e.g. the ten case study organisations selected as excellent providers of work-based mentoring for the MaP study all had this, and participants highlighted its importance and impact;
- Mentor training and development in the FE sector is very patchy – some (probably a small minority) is very good, while some is weak and virtually non-existent, with many mentors of trainee and other teachers/lecturers not trained appropriately or at all for this purpose;
- Where mentors undertake effective non-accredited mentor training or CPD, it is not clear what additional value would be derived from them gaining formal mentoring qualifications or accreditation;
- Of the five UK case study organisations in the MaP study (all recognized for having excellent mentoring schemes): two require their mentors to be accredited; one offers but does not require it; and two require mentors to undertake training but do not offer accreditation or require mentors to be accredited;
- Only a small minority of mentors in the FE sector have mentoring qualifications or accreditation.

MENTORING QUALIFICATIONS AND ACCREDITATION AVAILABLE

- Findings from the desk-based research identified numerous mentoring qualifications and professional recognition schemes (Appendix III).
- Many organizations run non-employer specific accredited mentoring courses on a part-time basis or as intensive day/week courses; and these are offered at various levels.

- Two key organisations offering such courses at various levels include the Chartered Management Institute (CMI) and the Institute of Leadership and Management (ILM). Other organisations offering a smaller range of courses include Oxford Coaching and Mentoring (OCM), ABC awards, the Chartered Institute of Personal Development (CIPD), The National College of Further Education (NCFE), and Gateway Qualifications.
- The European Mentoring and Coaching Council (EMCC) also runs courses which offer accreditation for individuals as well as offering accreditation for whole mentoring and coaching training programmes. In both cases, the accreditation of EMCC courses is linked with the four levels of the EMCC competencies framework. Each of these levels is mapped against the competency levels of mentoring and coaching training offered by the ILM.
- It is worth noting that several non-accredited mentoring courses are also available, some of which focus on providing mentoring for professional educators, including teachers.
- Some universities also offer full- and part-time accredited mentoring courses with a non-education focus, some of which are run as short, part-time courses, while others were run as full- and part-time courses at BA, PGCert, PGDip and Master's level.

Are there any specific qualifications for teacher mentors?

- The desk-based study did not identify any mentoring qualifications or professional recognition schemes focusing *specifically* on mentoring for teachers/lecturers *within the FE sector*.
- Accredited mentoring courses designed for professional educators are typically provided by universities, some of which are run as short, part-time courses, while others are run as full- and part-time courses at BA, PGCert, PGDip and Master's level.
- Universities also offer non-accredited mentoring courses aimed at professional educators, with many of these courses designed specifically for school and college practitioners working directly with students on the university's Initial Teacher Education courses.
- CUREE and Creative Education run *non-accredited* mentoring courses aimed at school-based practitioners.

Qualifications and accreditation offered or recommended by providers of FE ITE

- Three of the eight ITE FE lead survey respondents stated that their university offered one or more specific qualifications or forms of accreditation in mentoring that ITE/ITT mentors in their partner colleges could undertake (Appendix I Qu 6).
- The following mentoring qualifications were led or overseen by the University leads who took part in the survey:
 - PG Cert in Mentoring and Coaching;
 - Level 5 or 7, 20-credit module in Mentoring and Coaching;
 - University Certificate of Continuing Professional Development - Mentoring in Education (30 credits) - Level 5;
 - 30 credit unit as part of an MA in Education.
- Some of the HEI-based participants and stakeholders we spoke with in the telephone interviews also noted that their institutions provided some such qualifications for teacher

mentors in their partner schools and colleges, though again none of these were specific to mentors of teachers/lecturers in the FE sector.

- When asked whether their university recommends that college-based mentors on FE ITE/ITT programmes undertake any specific qualifications or forms of accreditation in mentoring offered by other institutions, none on the HEIs did so, although one of the eight HEI lead respondents recommended college-based mentors they worked with attend a course provided by their own HEI (Appendix I Qu 10).

What proportion of FE ITE mentors have undertaken mentor training, education and CPD?

- When asked what percentage of current, active college-based mentors in their partnership colleges had undertaken *some kind of training, education or CPD designed to support their role as a mentor*, University Leads' responses varied from 21-40% to 81-100%, with half (4 out of 8) of the respondents stating 41-60% (Appendix I Qu 4).
- When asked to approximate what percentage of current, active college-based mentors in their partnership colleges *had a formal qualification or accreditation in mentoring*, most (6 of 8) respondents stated 0-20%, with one stating 61-80% and one 'don't know' (Appendix I Qu 5).
- The vast majority of (17 out of 20) respondents to the mentor/coach survey stated that they *had undertaken some kind of training, education or CPD* to support their role as a mentor or coach of teachers/lecturers in FE, but *no respondents stated that any of this led to a formal qualification or accreditation* (Appendix II Qu 6, Qu 8).
- Some university leads for ITE in FE suggested that reduced staff development budgets may have led to a reduced uptake of mentor education courses by mentors in FE.
- Reflecting on all of our data, we might estimate that around a half of mentors of teachers/lecturers in FE colleges have undertaken some kind of meaningful mentor development work but only a very small minority (under 5%) have formal mentoring qualifications or accreditation.

The nature of existing mentor training, education and CPD provision

- Most respondents to the mentor/coach survey who had undertaken mentor or coach training, education or CPD indicated that this (most of which involved face to face teaching or workshops; some of which was web-based – Appendix II Qu 9) included a focus on:
 - *Mentoring/coaching of FE teachers/lecturers* (14 out of 17 respondents); and
 - *Mentoring and coaching roles and techniques* (9 respondents); while
 - 8 respondents stated that it involved *Critical reflection on mentoring/coaching practice* (Appendix II Qu 10).
- The mentor or coach training, education or CPD undertaken by respondents was of varying duration: four respondents stated that it had lasted under 2 hours, four stated that it had lasted 2-5 hours, seven indicated that it had been between 5 and 20 hours' duration, and one that it had taken between 20-50 hours (Appendix II Qu 11).

THE PERCEIVED VALUE AND IMPACT OF MENTOR TRAINING, EDUCATION AND CPD

- In response to the question ‘Do you think the standard of mentoring in your partner colleges would be enhanced if all mentors undertook mentor or coach training, education or CPD that your institution provided or recommended?’, most (5 out of 8) HEI ITE leads stated ‘definitely’, one stated ‘probably’ and two ‘possibly’. None gave the responses ‘probably not’ or ‘definitely not’ (Appendix I Qu 13).
- Some evidence from the survey data suggests that mentor training, education or CPD is essential if mentors are to effectively support mentees. One respondent summed up the views expressed by others in stating that
‘Student teachers require a lot of support. This is especially the case for pre-service students who are completely new to teaching. It is therefore essential that mentors are trained as to how to best support them.’
- Anecdotal evidence of the value of mentor training, education and CPD for FE ITE mentors was also provided in the survey responses from University leads. The responses suggested positive impacts on both mentors and mentees, for example, by inspiring mentors to work collaboratively to enhance the mentee’s experience, and by facilitating:
 - mentors’ understanding of the difficulties mentees may experience;
 - the way mentors structure mentoring meetings;
 - the adoption of more appropriate questioning techniques or more focused approaches to guiding trainees;
 - the development of trainees’ emotional resilience, using techniques such as reflection and reframing.
- A further survey response suggested that where mentors engage with non-institutional coaching/mentoring CPD, this can enable them to critically consider the ways in which they conduct lesson observations and to access the most recent research on conducting such observations. It can also support the development of Communities of Practice and cross institution dialogue.
- Some interviewees suggested that the provision of effective mentor training, education and CPD had a positive impact on mentors’ confidence in their mentoring role, and enabled mentors to provide more effective support for mentees.
- When mentors themselves were asked, in our survey, ‘Do you feel that the mentor or coach training, education or CPD you have undertaken has had a positive impact on your mentoring and coaching practice?’, the vast majority (15 out of 17) stated ‘yes’, with one stating ‘no’ and one ‘not sure’ (Appendix II Qu 14).
- Mentors stated that the positive impact on their mentoring practice was achieved through, for example:
 - Being made more aware of: the requirements of their role as a mentor; different approaches to mentoring; the university’s expectations of mentors; how to reflect on and improve their mentoring practice;
 - Providing deeper insights into effective mentoring practices, including how to: provide feedback to mentees; provide guidance to mentees to support their development of professional standards; share good practice; and adopt an appropriate style and pace to mentoring.

- One respondent to the mentor survey reported finding the training too vague and that it *'felt like a through-the-hoops exercise rather than anything meaningful of relevance to what I was specifically being asked to do'*.

THE ADDED VALUE OF MENTORS UNDERTAKING FORMAL MENTORING QUALIFICATIONS AND ACCREDITATION

- When asked whether 'there would be any added value, over and above that provided by non-accredited mentor development or CPD, to mentors undertaking a formal qualification or accreditation in mentoring', two of the eight HEI ITE leads stated 'definitely', two 'probably', one 'possibly' and one 'probably not' (Appendix I Qu 14).
- When the four HEI lead respondents whose university provided or recommended mentoring qualifications or accreditation provided by others were asked whether they had any evidence that this had improved the standard of mentoring, three stated that they had anecdotal evidence of improvement as a result of this, and one stated that they had no evidence of impact (Appendix I Qu 9, Qu 12).
- Survey responses from University leads for ITE in FE indicated that where FE ITE mentors undertake a formal qualification or accreditation in mentoring, this could have a positive impact by:
 - motivating mentors – which is considered essential if mentors are to take their roles seriously;
 - raising the status of mentors in their FE institution and in terms of their own professional identity;
 - providing an opportunity for mentors to develop a greater critical awareness and understanding of their role and its potential;
 - providing frameworks or standards for practice, and opportunities for mentors to more clearly conceptualise what they do, resulting in greater consistency of support for trainees; and
 - creating the potential to build networks of support and go some way to overcoming the isolation some mentors experience.
- One university ITE lead interviewed noted that many college-based mentors who undertake a unit on Mentoring as part of an MA programme offered by the university, go on to implement structural changes in their FE colleges' approach to mentoring. Examples were given of one FE mentor who introduced a system of peer mentoring, another who recommended a whole organisation approach to mentoring to college senior leaders, and another who applied coaching and mentoring skills to team leadership working.
- According to one interviewee in an HEI mentor accreditation provider, the colleagues of teachers undertaking formal accreditation come to perceive them to be experts in mentoring and as a result are more likely to approach them for advice. Accreditation may thus have an impact on mentoring practice beyond that of the course participants themselves.
- Another interviewee suggested that *'accreditation is needed if you're committed to supporting another person's development ... If as a mentor, you're helping others to learn, and encouraging them to learn, then why not seek to do the same for yourself, so you learn about how to mentor and gain accreditation for this?'* (Non-HEI mentor accreditation provider).

- Not all participants were convinced of the value of mentors undertaking formal qualifications or accreditation, however. One of the university lead survey respondents considered that, rather than undertaking a mentoring qualification, mentors might benefit more from initial training and briefing on mentoring and the documentation required by their institution, then spending time working together, undertaking joint observations, discussing challenges and best practices of mentoring, and moderating written and verbal feedback to mentees (presumably on their teaching).

FUTURE PROVISION OF TRAINING, EDUCATION AND CPD FOR MENTORS

- Most respondents to our mentor survey (13 out of 20) indicated that they 'would benefit from the opportunity to undertake (further) mentor or coach training, education or CPD', with two stating that they would not and five 'not sure' (Appendix II Qu 15).
- Some of the respondents who stated that they would benefit from (further) mentor training, education or CPD said that this would help them:
 - to understand how to support mentees development;
 - to keep updated with what ITE FE tutors are being taught on university courses; and
 - how to be a more effective mentor.
- Interviewees suggested that training for mentors of ITE FE teachers should support mentors to understand what is expected of them within their mentoring role, and to identify what they are trying to achieve with their mentees. It was considered that currently, there was no common understanding of the mentoring role in the sector, that some mentors are expected to give ready solutions to a wide range of problems, while mentors themselves were often unclear whether they could or should be seeking to resolve all of these.
- Participants suggested that when developing training, education and CPD for mentors of teachers/lecturers in the FE sector, consideration should be given to:
 - Providing different types of training, education and CPD to fit with the time mentors have. It was acknowledged that FE mentors typically have very limited time available, and mentoring courses will need to be organised around the time they have. (Non-HEI mentor accreditation provider). One suggestion was to offer twilight and online mentoring courses or, ideally, a mix of both of these.
 - Providing face-to-face training, education and CPD for mentors, with opportunities for mentors to practice and take forward what they have learned in between the face-to-face sessions (Non-HEI mentor accreditation provider).
 - Offering mentor accreditation by a recognized organisation. It was suggested that some mentors would like to receive more than a certificate of completion for the mentoring training they undertake, but in most cases do not want to undertake a mentoring qualification at Master's level. A credit-bearing course which would allow mentors to use the credits towards a university course if they wished to do so was considered appropriate (Non-HEI mentor accreditation provider).
- One of the University leads for ITE in FE commented that an appropriate level for mentor training was Level 5, with options for higher level awards, while another university lead considered that mentoring in FE would benefit generally from the development of '*a national and regulated system for initial and career-long training and CPD for teachers in the sector, in which mentoring is a formal dimension, properly paid for and supported*'.

- University leads considered that training, education or CPD for FE ITE teachers should include the following elements:
 - video examples of effective mentoring practice;
 - guidance on how mentors can develop questioning and listening skills;
 - guidance on how to write a constructive feedback report for mentees;
 - opportunities to test out new ideas and approaches to mentoring, and measure the impact of these on their mentees; and
 - a 'safe place' to discuss concerns, reflect on mentoring practice, and network with other mentors.
- Mentors themselves indicated that they would particularly value training, education or CPD activities which:
 - provides opportunities to learn from other mentors' experiences;
 - includes guidance on how to: prioritise and balance the competing needs of their students versus those of their mentees; apply teaching and learning theory in practice; stretch and challenge good mentees; support 'struggling' mentees; and evaluate their own mentoring practice.

PERCEIVED OBSTACLES TO MENTORS UNDERTAKING MENTOR TRAINING, EDUCATION AND CPD

- The single, most prominent obstacle to mentors in partner colleges undertaking mentor training, education or CPD was that of time:
 - In some cases mentors do not attend such development opportunities because they do not feel they can find or afford the time; in other cases they cannot get permission to take the time.
- University leads emphasised that mentors need to be given time to undertake meaningful mentoring activities which have genuine value, and time for training and mentoring needs to be recognised on workloads. They also stressed the need for flexible modes of study to overcome logistical problems of providing training opportunities for all mentors, most of whom work part-time and at different times. They gave examples of running training events attended by small numbers of mentors (one example quoted 3-4 attendees out of more than 250 mentors).
- Some mentors do not recognise the need and potential benefits of undertaking mentor training, education and CPD.
- Some participants suggested that mentor training should be made compulsory; this would overcome the obstacles of mentors not undertaking adequate training and of managers not releasing staff for what they consider to be 'non-essential' training.
- Some participants suggested that Ofsted do not place sufficient emphasis on the mentoring role or the quality of mentor training and development. One respondent to the University ITE FE lead survey wrote: *'the drive from Ofsted to improve mentoring (which could have had a positive impact) has turned this into more of a tick-box activity whereby we prove that our mentors have been trained. This has reduced mentoring to the bare bones of the role (and often means it has a paperwork basis). It also means that the opportunities to develop the all-important soft skills are missed.'*

PERCEIVED FACILITATING FACTORS TO THE PROVISION AND TAKE-UP OF EFFECTIVE MENTOR TRAINING, EDUCATION AND CPD

- FE senior leadership teams awarding time and recognition for mentor training and mentoring. As stated by one of the interviewees, *'if what's communicated by the senior leadership team is that this is an add-on, practitioners are so pushed for time, they won't bother, they will spend their time doing what they need to and what the senior leadership team tells them they need to do. Time needs to be allocated to it, time and resources, and it's got to be something the senior leadership team values'* (Non-HEI mentor accreditation provider).
- Mentoring being a respected and recognized part of the way of working, a fundamental part of peer-to-peer learning – *'not managerial-led and a box to be ticked'* (HEI mentor accreditation provider).
- Mentors being able to see the benefits of mentor training, education and CPD.
- Mentors receiving a recognised qualification or accreditation.
- Ofsted supporting mentoring in a way which impacts on the quality of mentor preparation and development: *'they want the quality to be high but this isn't measured, it's the system not the quality that is measured'* (HEI mentor accreditation provider).

CONCLUSIONS AND IMPLICATIONS

- The standard of mentoring in the FE sector is highly variable. This is largely partly because:
 - The quality and take-up of mentor training, development and CPD in the sector is also highly variable.
- Effective mentor training, development or CPD is vital to ensure high quality mentoring, and has a positive impact on the learning, development, effectiveness, well-being and retention of both mentees and mentors.
- All mentors and coaches of trainee, early career and more experienced teachers within the sector should undertake appropriate mentor / coach training:
 - Research has established the good teachers and lecturers do not necessarily make good mentors and coaches.
- Data suggest that having mentors undertake a formal qualification or accreditation in mentoring can provide additional value to the impact of effective non-accredited mentor training, but the evidence is not conclusive and further research is required on this question.
- Nonetheless, we suggest that:
 - There is less variability in the quality of accredited mentor education, which is of a more consistently high standard, compared with non-accredited training and CPD;
 - Other things being equal, having mentors undertake qualifications or accreditation in mentoring is thus more likely to have a positive impact on their mentoring practice;
 - At a minimum, all *providers* of mentor training, education or CPD programmes should themselves have formal mentoring qualifications or accreditation as mentors;

- Bespoke qualifications and accreditation programmes might usefully be developed for:
 - providers of mentor training, education and CPD programmes to mentors of teachers and lecturers in the FE sector;
 - mentoring coordinators in FE Colleges.
- Mentor training, education and CPD should focus not only on the practice of mentoring, and on mentoring practice in the context of diverse teachers/lecturers in the FE sector, but also on how to develop broader conditions for effective mentoring (Hobson et al., 2015; Hobson, 2016; Hobson et al., 2016) or an appropriate 'architecture' to support effective mentoring practice in organisations (Cunningham, 2007; Maxwell & Hobson, 2016).
- Bringing about some of these changes will require increased (and ring-fenced) resourcing from government and college leadership teams.

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APPENDIX I

SURVEY FOR UNIVERSITY LEADS FOR ITE IN FURTHER EDUCATION: SUMMARY RESPONSES

Q3: In general, how would you rate the standard of college-based mentoring of ITE/ITT teacher students in your institution's partner colleges?

Answer Choices	Responses	
Very good	25.00%	2
Good	25.00%	2
Satisfactory	12.50%	1
Poor	0.00%	0
Very poor	0.00%	0
Highly variable and impossible to generalize	37.50%	3
Total		8

Q4: Approximately what percentage of current, active college-based mentors in your partnership colleges would you say have undertaken any kind of training, education or CPD designed to support their role as a mentor?

Answer Choices	Responses	
0 - 20%	0.00%	0
21 - 40%	12.50%	1
41 - 60%	50.00%	4
61 - 80%	12.50%	1
81 - 100%	25.00%	2
Don't know	0.00%	0
Total		8

Q5: Approximately what percentage of current, active college-based mentors in your partnership colleges would you say have a formal qualification or accreditation in mentoring?

Answer Choices	Responses
0 - 20%	75.00% 6
21 - 40%	0.00% 0
41 - 60%	0.00% 0
61 - 80%	12.50% 1
81 - 100%	0.00% 0
Don't know	12.50% 1
Total	8

Q6: Does your university offer one or more specific qualifications or forms of accreditation in mentoring, that ITE/ITT mentors in your partner colleges could undertake?

Answer Choices	Responses
Yes – Please answer Question 7	37.50% 3
No – Please go to Question 10	62.50% 5
Total	8

Q8: Over the last 3 years, what is the average number of participants per year following your university's mentoring qualification/ accreditation course(s)?

Answer Choices	Responses
0 - 5	33.33% 1
6 - 10	33.33% 1
11 - 20	33.33% 1
21 - 30	0.00% 0
Over 30	0.00% 0
Total	3

Q9: Do you have any evidence that college-based mentors who have undertaken your university's mentoring qualification / accreditation course(s) have improved the standard of their mentoring as a result of this?

Answer Choices	Responses	
No	33.33%	1
Yes – anecdotal evidence	66.67%	2
Yes – research/evaluation evidence	0.00%	0
Total		3

Q10: Do you / does your university recommend that college-based mentors on FE ITE/ITT programmes undertake any specific qualifications or forms of accreditation in mentoring offered by other institutions?

Answer Choices	Responses	
Yes – Please go to Question 11	12.50%	1
No – Please go to Question 13	87.50%	7
Total		8

Q12: If any college-based mentors have undertaken the recommended programme(s), do you have any evidence that they have improved the standard of their mentoring as a result of this?

Answer Choices	Responses	
No	0.00%	0
Yes – anecdotal evidence	100.00%	1
Yes – research/evaluation evidence	0.00%	0
Not sure whether any mentors have undertaken the recommended course(s)	0.00%	0
Total		1

Q13: Do you think the standard of mentoring in your partner colleges would be enhanced if all mentors undertook mentor or coach training, education or CPD that your institution provided or recommended?

Answer Choices	Responses	
Definitely	62.50%	5
Probably	12.50%	1
Possibly	25.00%	2
Probably not	0.00%	0
Definitely not	0.00%	0
Total		8

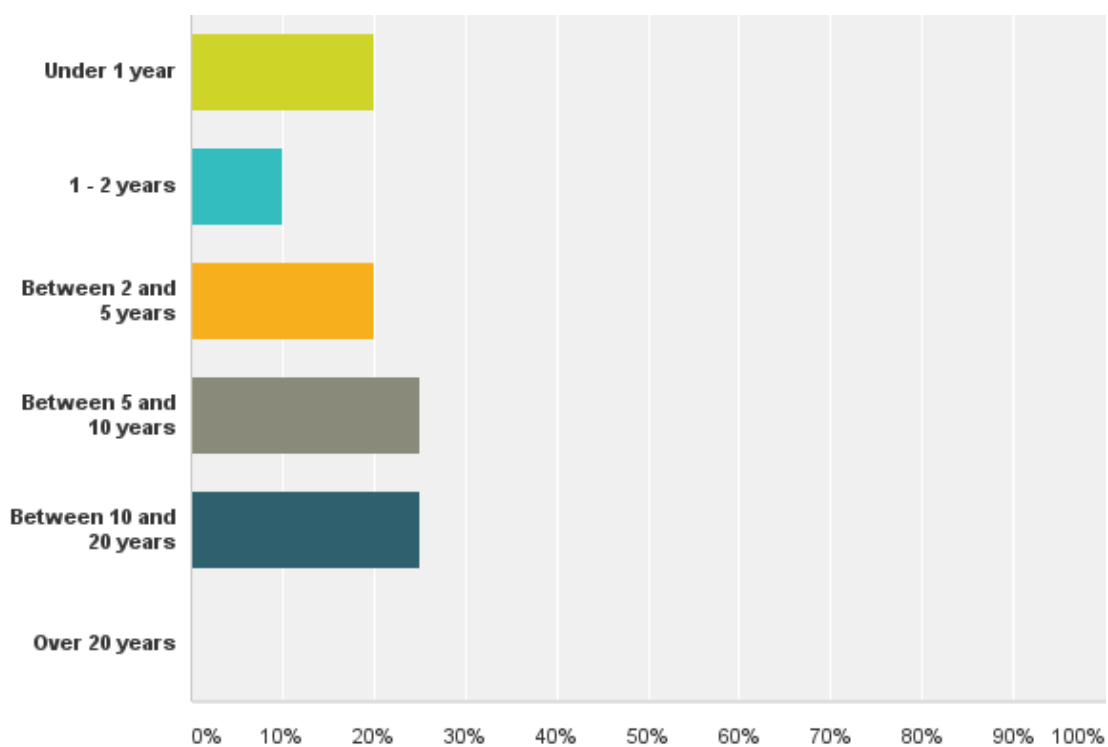
Q14: Other things being equal, do you think there would be any added value, over and above that provided by non-accredited mentor development or CPD, to mentors undertaking a formal qualification or accreditation in mentoring?

Answer Choices	Responses	
Definitely	37.50%	3
Probably	25.00%	2
Possibly	25.00%	2
Probably not	12.50%	1
Definitely not	0.00%	0
Total		8

APPENDIX II

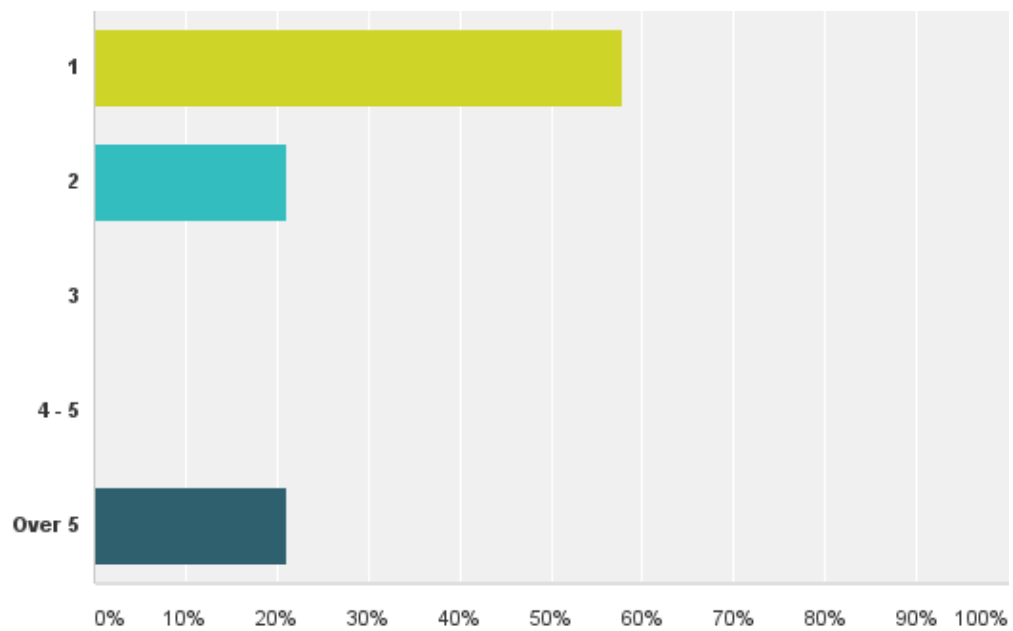
SURVEY FOR FURTHER EDUCATION MENTORS AND COACHES: SUMMARY RESPONSES

Q2: How long have you been a mentor or coach of teachers/lecturers in the FE & Skills sector?



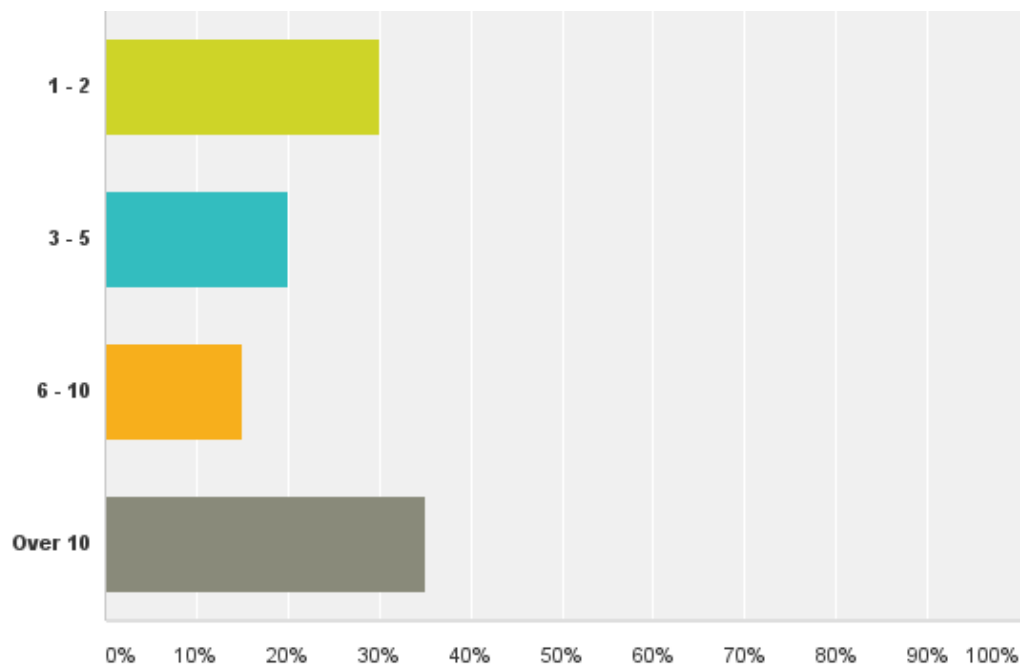
Answer Choices	Responses
Under 1 year	20.00% 4
1 - 2 years	10.00% 2
Between 2 and 5 years	20.00% 4
Between 5 and 10 years	25.00% 5
Between 10 and 20 years	25.00% 5
Over 20 years	0.00% 0
Total	20

Q3: How many teachers/lecturers within FE are you mentoring or coaching at the present time?



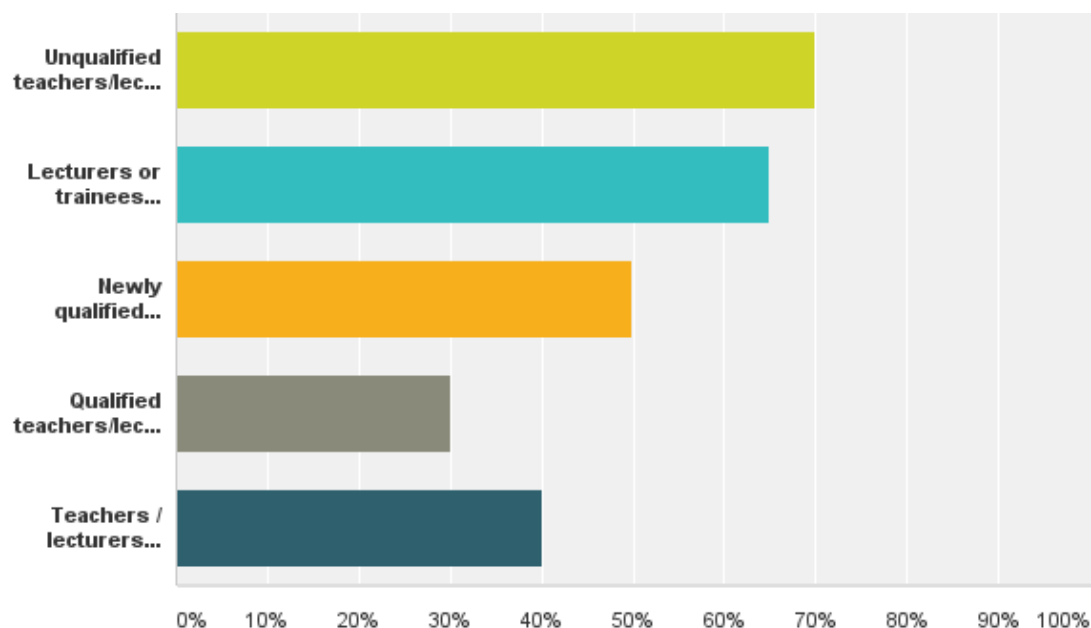
Answer Choices	Responses	
1	57.89%	11
2	21.05%	4
3	0.00%	0
4 - 5	0.00%	0
Over 5	21.05%	4
Total		19

Q4: Approximately how many teachers/lecturers within FE have you mentored/coached altogether (including current mentees/coachees)?



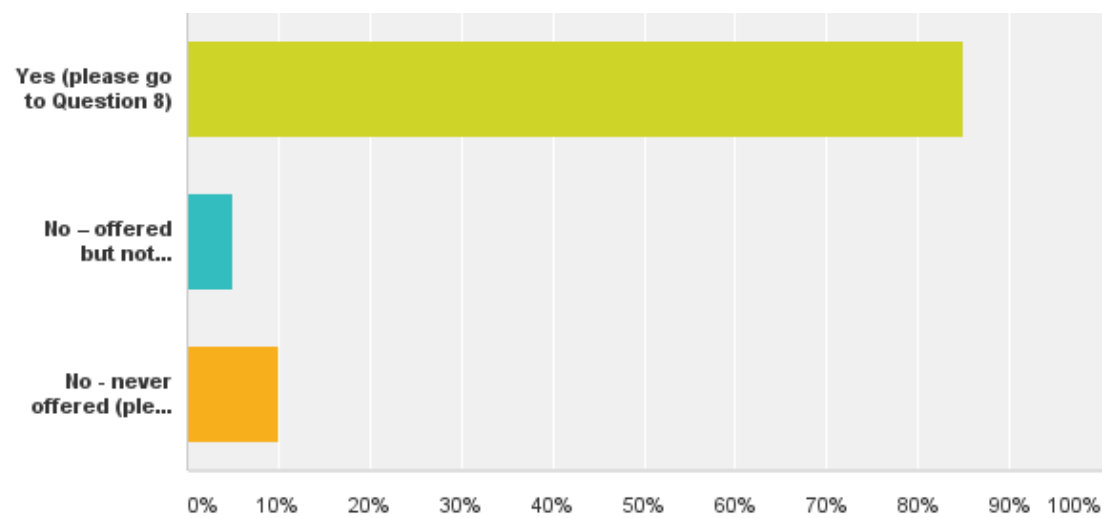
Answer Choices	Responses	
1 - 2	30.00%	6
3 - 5	20.00%	4
6 - 10	15.00%	3
Over 10	35.00%	7
Total		20

Q5: Please state whether you are or have been a mentor or coach for: (please tick all that apply)



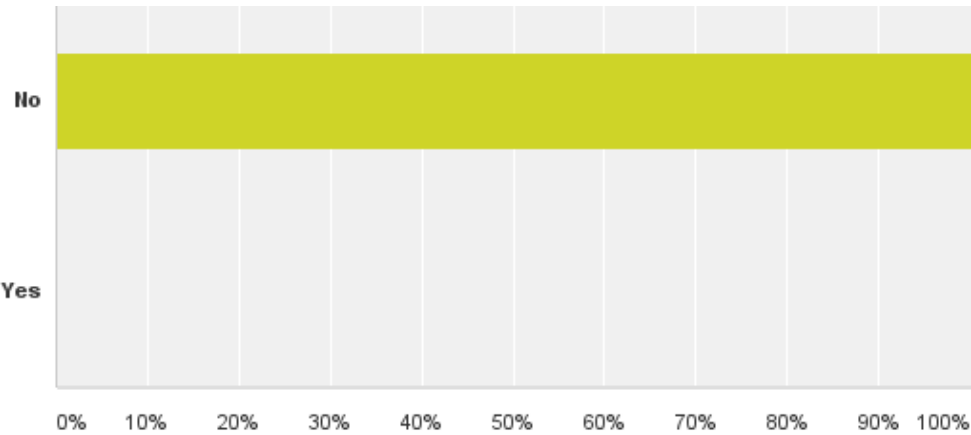
Answer Choices	Responses
Unqualified teachers/lecturers in their first year in post	70.00% 14
Lecturers or trainees undertaking an Initial Teacher Education (ITE) or Initial Teacher Training (ITT) course	65.00% 13
Newly qualified teachers/lecturers (post teaching qualification)	50.00% 10
Qualified teachers/lecturers newly appointed to the institution (e.g. as part of an induction programme)	30.00% 6
Teachers / lecturers judged to be underperforming (e.g. in Ofsted terms)	40.00% 8
Total Respondents: 20	

Q6: Have you ever undertaken any training, education or CPD, specifically to support your role as a mentor or coach of teachers/lecturers in FE? (please tick any that apply)



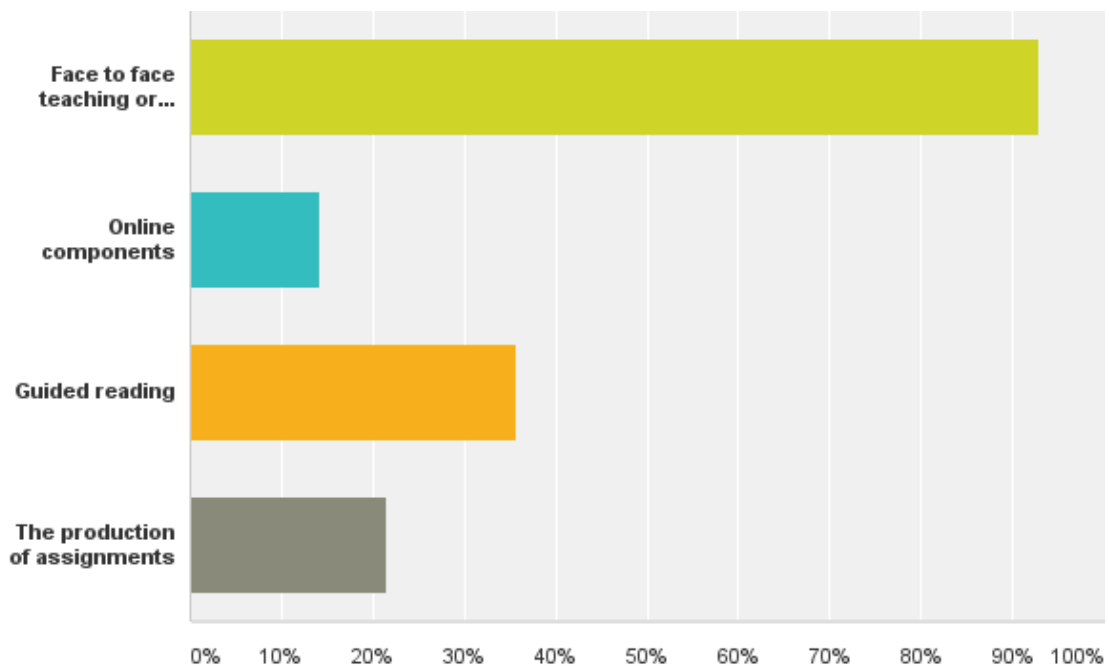
Answer Choices	Responses	
Yes (please go to Question 8)	85.00%	17
No – offered but not undertaken (please go to Question 7)	5.00%	1
No - never offered (please go to Question 15)	10.00%	2
Total		20

Q8: Where you have undertaken mentor or coach training, education or CPD, did this (or some of this) lead to a formal qualification or accreditation?



Answer Choices	Responses
No	100.00%18
Yes	0.00%0
Total	18

Q9: Where you have undertaken mentor or coach training, education or CPD, did this (or some of this) include: (please tick all that apply)

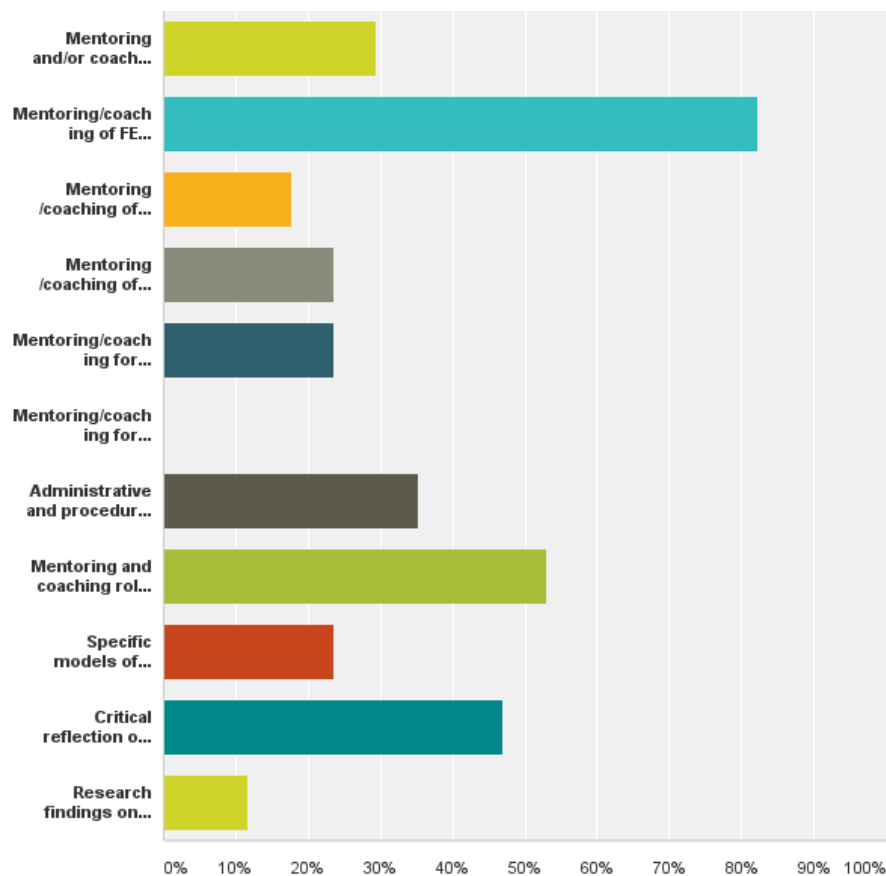


Answer Choices	Responses	
Face to face teaching or workshop(s)	92.86%	13
Online components	14.29%	2
Guided reading	35.71%	5
The production of assignments	21.43%	3
Total Respondents: 14		

Other responses:

- Attended one workshop
- Tutor-led presentation, with discussion and some shared good practice.
- Associate tutor programme

Q10: Where you have undertaken mentor or coach training, education or CPD, did this (or some of this) include a focus on: (please tick all that apply)

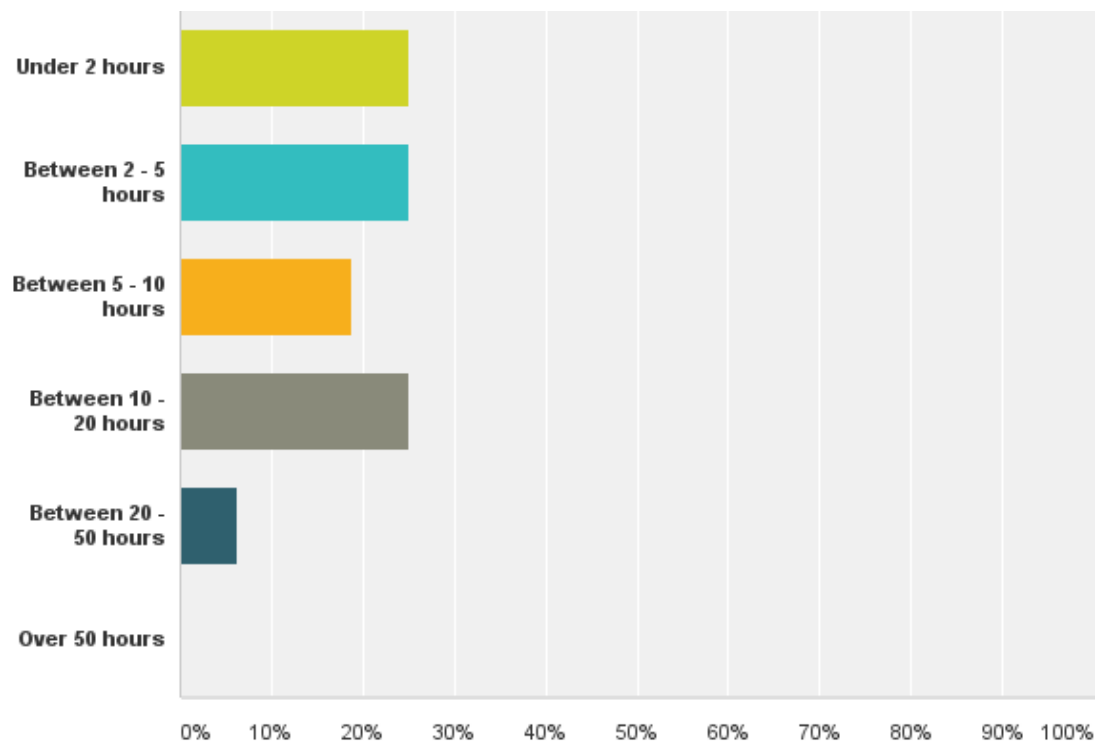


Answer Choices	Responses
Mentoring and/or coaching of teachers/lecturers in general (not specific to FE)	29.41% 5
Mentoring/coaching of FE teachers/lecturers	82.35% 14
Mentoring /coaching of early career teachers/lecturers (not specific to FE)	17.65% 3
Mentoring /coaching of early career teachers/lecturers in FE	23.53% 4
Mentoring/coaching for teachers/lecturers of specific subject or vocational areas	23.53% 4
Mentoring/coaching for teachers/lecturers judged to be underperforming	0.00% 0
Administrative and procedural aspects of mentoring/coaching and/or general ITE or induction programmes	35.29% 6
Mentoring and coaching roles and techniques	52.94% 9
Specific models of mentoring /coaching	23.53% 4
Critical reflection on mentoring/coaching practice	47.06% 8
Research findings on mentoring/coaching	11.76% 2
Total Respondents: 17	

Other response:

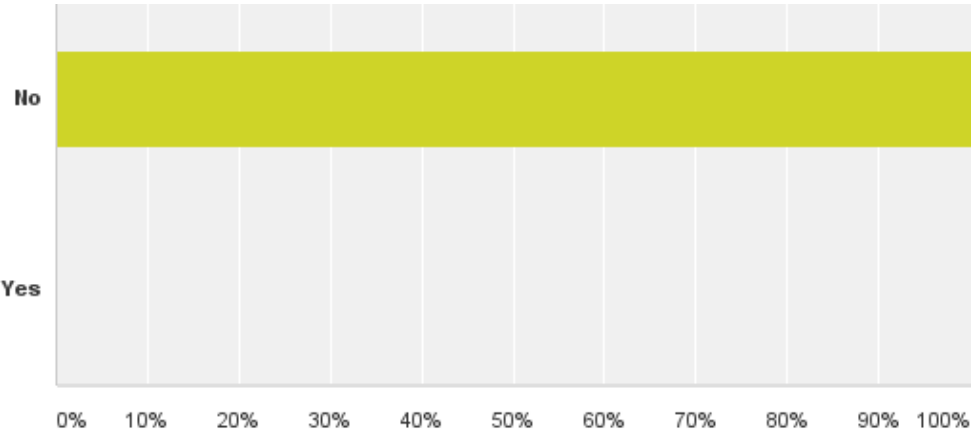
- Mentor training development and delivery for WBL [work-based learning] mentors.

Q11: Where you have undertaken mentor or coach training, education or CPD, approximately how many hours has this involved, in total?



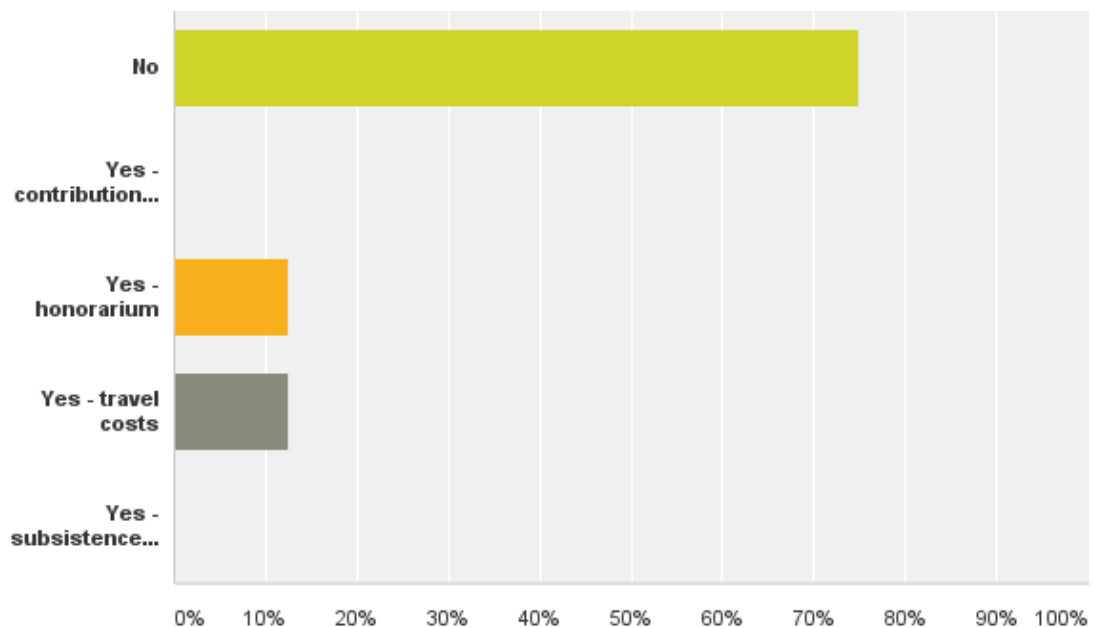
Answer Choices	Responses	
Under 2 hours	25.00%	4
Between 2 - 5 hours	25.00%	4
Between 5 - 10 hours	18.75%	3
Between 10 - 20 hours	25.00%	4
Between 20 - 50 hours	6.25%	1
Over 50 hours	0.00%	0
Total		16

Q12: Where you have undertaken mentor or coach training, education or CPD, did you have to pay or contribute to the cost of this / any of this?



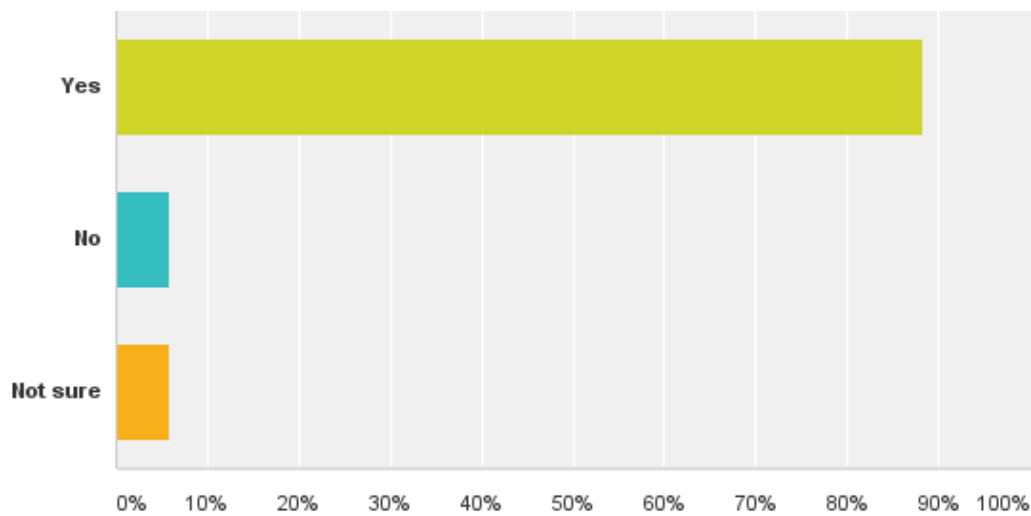
Answer Choices	Responses	
No	100.00%	16
Yes	0.00%	0
Total		16

Q13: Where you have undertaken mentor or coach training, education or CPD, have you been financially compensated in any way for any of your attendance?



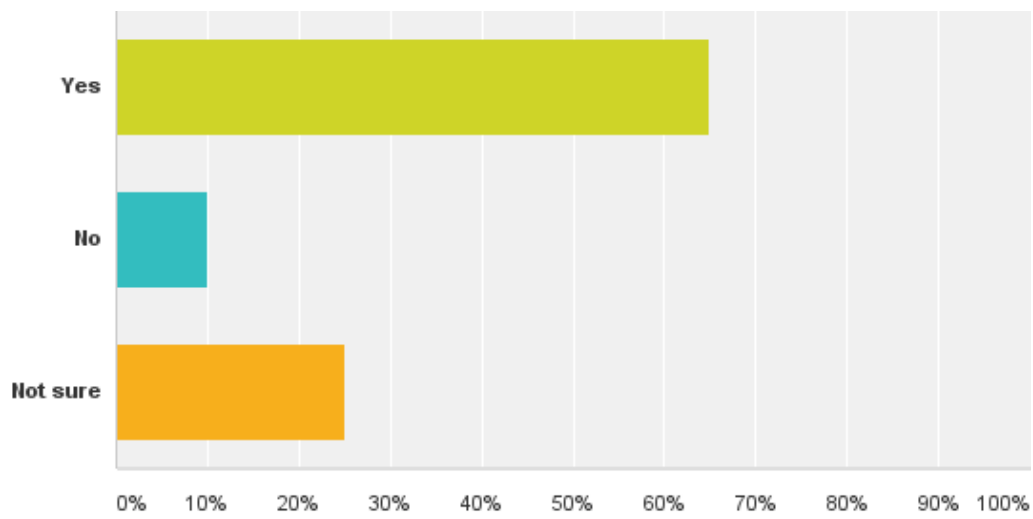
Answer Choices	Responses	
No	75.00%	12
Yes - contribution to course costs	0.00%	0
Yes - honorarium	12.50%	2
Yes - travel costs	12.50%	2
Yes - subsistence allowance	0.00%	0
Total Respondents: 16		

Q14: Do you feel that the mentor or coach training, education or CPD you have undertaken has had a positive impact on your mentoring and coaching practice?



Answer Choices	Responses	
Yes	88.24%	15
No	5.88%	1
Not sure	5.88%	1
Total		17

Q15: Do you feel you would benefit from the opportunity to undertake (further) mentor or coach training, education or CPD?



Answer Choices	Responses	
Yes	65.00%	13
No	10.00%	2
Not sure	25.00%	5
Total		20

APPENDIX III

ACCREDITED AND NON-ACCREDITED MENTORING COURSES

A list of various accredited and non-accredited courses are detailed below. The list illustrates findings from the desk review, and is not intended to provide an exhaustive account of all courses currently available. Where available, basic details relating to who the programmes are intended for, and the delivery options, are also included.

The various accredited and non-accredited courses are listed under the following categories:

PART 1 - ACCREDITED MENTORING COURSES

a) MENTORING COURSES WITH SPECIFIC FOCUS ON PROFESSIONAL EDUCATORS (including school/FE-based mentors)

- i) HEIs providing accredited Mentoring courses at BA, PGCert, PGDip, and Master's level
- ii) Other HEIs providing accredited Mentoring courses
- iii) Other Key organisations providing accredited Mentoring courses

b) NON-EMPLOYER SPECIFIC MENTORING QUALIFICATIONS/PROFESSIONAL RECOGNITION SCHEMES AVAILABLE TO MENTORS

- i) HEIs providing accredited Mentoring courses at BA, PGCert, PGDip, and Master's level
- ii) Other HEIs providing accredited Mentoring courses
- iii) Other key organisations providing accredited Mentoring courses

PART 2 - NON-ACCREDITED MENTORING COURSES

a) MENTORING COURSE WITH SPECIFIC FOCUS ON PROFESSIONAL EDUCATORS (including school/FE-based mentors)

- i) HEIs providing non-accredited mentoring courses
- ii) Other key organisations providing non-accredited Mentoring courses

b) NON-EMPLOYER SPECIFIC MENTORING QUALIFICATIONS/PROFESSIONAL RECOGNITION SCHEMES AVAILABLE TO MENTORS

- i) HEIs providing non-accredited Mentoring courses
- ii) Other key organisations providing non-accredited Mentoring courses

PART 1 - ACCREDITED MENTORING COURSES

a) MENTORING COURSE WITH SPECIFIC FOCUS ON PROFESSIONAL EDUCATORS (including School/FE-based mentors)

i) HEIs providing accredited Mentoring courses at BA, PGCert, PGDip, and Master's level

1. University of Nottingham, School of Education. PGCert in Mentoring and Coaching for beginning teachers, accredited by University of Nottingham

Intended for: Those working as mentors with beginning teachers in school or colleges.

Delivery: 12-18 months part-time. 2 X 30-credit modules: Mentoring beginning teachers (face-to-face only) and Practice-based inquiry (face-to-face or online). Face-to-face module run as 6 X 3hr twilight sessions. Each module assessed by 6000-word assignment. Option of using credits towards MA.

Website: <http://www.nottingham.ac.uk/pgstudy/courses/education/pgcert-mentoring-and-coaching-beginning-teachers.aspx>

2. Liverpool John Moores University, School of Education. PGCert, MA, and PgDip courses in Mentoring and Coaching, and PGCert in Advanced Educational Practice in Mentoring and Coaching, accredited by Liverpool John Moores University

Intended for: Mentors in schools and colleges.

Delivery: 3 years part-time. Twilight sessions and some Saturdays. Blended learning plus approx. 10 hours per week own study. Assessments closely linked to school and college-based practice, to involve completion of reports, small scale practice-based research project, presentations and critical reflections on professional practice.

Website: <https://www.ljmu.ac.uk/study/courses/postgraduates/advanced-educational-practice-mentoring-and-coaching>

3. Newcastle University, School of Education, Communication and Language sciences. PGCert in Coaching and Mentoring for teacher development, accredited by Newcastle University

Intended for: School leaders, and other educators.

Delivery: 1 X 10 credits (200 hours) and 2 X 40 credits (400 hours each). Modules taught over four Saturdays, and support sessions over two evenings or via email. Modules can be combined with other Master's level credits (including the PGCE), to complete a full Masters with a dissertation. If sufficient numbers in a school/cluster group, it is possible to organise an out-posted group.

Website: <http://www.ncl.ac.uk/postgraduate/courses/degrees/coaching-mentoring-for-teacher-development-pgcert/#profile>

4. York St John University, Education and Social Sciences. MA in Mentoring, accredited by York St John University

Delivery: Full time or part-time 3 years.

Website: <https://www.yorksj.ac.uk/study/postgraduate/courses/education--social-sciences/ma-education-mentoring/education-mentoring.html>

5. University of Worcester, Institute of Education. PGCert in Early Childhood Coaching and Mentoring, accredited by University of Worcester

Intended for: Practice mentor tutors supporting work-based learning and professional development of Foundation Degree students; Mentor teachers supporting Foundation Stage Provision in Early Years Settings; Development Officers supporting quality provision in the Early Years.

Delivery: 2 modules - taught sessions and each module assessed through 3000-word assignment.

Website: <http://www.worcester.ac.uk/journey/mentoring-in-early-childhood-pgcert.html>

6. University of Limerick, Education and Health Sciences. Grad Cert/Grad Diploma/MEd in Educational Mentoring accredited by University of Limerick

Intended for: Teachers in school.

Website: <http://www.ul.ie/graduateschool/course/educational-mentoring-grad-cert-grad-diploma-med>

7. University of Gloucestershire, Faculty of Arts and Technology. PGCert in Coaching and Mentoring (can lead to Med) accredited by University of Gloucestershire

Intended for: Subject leaders/co-ordinators; Assistant head teachers; Deputy/head teachers.

Delivery: Full or part-time. 100% coursework. If continue to MEd, optional modules on inclusive Education; advanced practice in early years; advanced practice in curriculum; learning and assessment. Dissertation on aspect of coaching/mentoring; leadership and change management; early years; inclusive education; advanced practice in teaching; learning and assessment.

Website: <http://www.glos.ac.uk/courses/postgraduate/eme/pages/mentoring-and-coaching-postgraduate-certificate.aspx>

ii) Other HEIs providing accredited Mentoring courses

1. Bucks New University. Mentorship in Professional Practice, accredited by Bucks New University

Intended for: Practitioners from a variety of professional contexts, with responsibility for supporting, supervising, teaching and assessing learners in professional practice.

Delivery: Part-time. 5 days taught programme and self-directed learning. 30 credits over six months.

Website: https://bucks.ac.uk/courses/professional_and_cpd/ZE1MPP2/

2. University of Middlesex Business School. Developing Effective Coaching and Mentoring module, accredited by University of Middlesex

Delivery: Part-time over 1 year. 15-20 twilight sessions and online conversations. Available through online distance learning or at London campus. Assessed through portfolio.

Website: <http://www.mdx.ac.uk/courses/cpd/Developing-Effective-Coaching-and-Mentoring>

3. University of Westminster, Westminster Business School. Mentoring in Education, Training and Professional Development course, accredited by University of Westminster

Delivery: 9 evening sessions. 20 Level 7 credits, can be used toward accreditation for MEd courses.

Website: <https://www.westminster.ac.uk/courses/professional-and-short-courses/education/mentoring-in-education-training-and-professional-development>

iii) Other key organisations providing accredited Mentoring courses

1. Babcock, Partners in Education. Level 5 Certificate in Coaching and Mentoring, accredited by ILM.

Intended for: Practising or aspiring middle and senior leaders in school, including head teachers, and deputy head teachers.

Delivery: Complete in 8 months. 6 training sessions, guided learning, tutorial support, school-based activities, work based assignment, reflective review.

Website: <https://www.babcock-education.co.uk/45/ILMLevel5Cert>

**2. National Council for Further Education (NCFE) accredited mentoring courses
NCFE Level 1 award in Mentoring, accredited by NCFE (QFC equivalent)**

Delivery: Various locations. 60 guided learning hours.

Website: <https://www.ncfe.org.uk/qualification-search/ncfe-level-1-award-in-mentoring-107.aspx>

NCFE Level 2 award in Mentoring, accredited by NCFE

Delivery: Various locations. 60 guided learning hours.

Website: <https://www.ncfe.org.uk/qualification-search/ncfe-level-2-award-in-mentoring-225.aspx>

**b) NON-EMPLOYER SPECIFIC MENTORING QUALIFICATIONS/PROFESSIONAL RECOGNITION
SCHEMES AVAILABLE TO MENTORS**

i) HEIs providing accredited Mentoring courses at BA, PGCert, PGDip, and Master's level

1. University of Canterbury Christchurch, Faculty of Education. BA Single honours in Counselling, Coaching and Mentoring, accredited by University of Canterbury Christchurch

Intended for: Those who have an interest in the broad remit of the 'helping professions' as a possible future career route.

Delivery: Full time, taught sessions, VLE and tutorial support. 3-year course. Years 1 and 2 – 6 X 20 credit modules; Year 3 – independent study. Part-time students attend one day per week, studying 3 X 20 credit modules per year, making a total of 6 years' study.

Website: <https://www.canterbury.ac.uk/study-here/courses/undergraduate/counselling-coaching-and-mentoring.aspx>

2. University of Huddersfield, Centre for Applied Psychological and Health Research. Counselling Studies with Mentoring BSc (Hons), accredited by University of Huddersfield

Delivery: 3 years full-time. Lectures, seminar, workshops and tutorials.

Website: <https://www.hud.ac.uk/courses/full-time/undergraduate/counselling-studies-with-mentoring-bsc-hons/>

3. Oxford Brookes University Business School. MA, PGDip, and PGCert in Coaching and Mentoring practice, accredited by Oxford Brookes University

Intended for: Internal or external coaches, consultants, mentor co-ordinators, coaching psychologists, counsellors, managers, human resources development or leadership professionals from the voluntary, public and private sectors.

Delivery: Certificate 3 X 20 credit modules; Diploma – 3 X further 20 credit modules; Master's dissertation - 60 credits. Taught sessions each month, plus 50% of programme delivered on-line.

Website: <https://www.brookes.ac.uk/courses/postgraduate/coaching-and-mentoring-practice/>

4. University of West England (UWE), Bristol Business School. MA, PGDip, and PGCert in Coaching and Mentoring, accredited by UWE

Intended for: Managers and senior managers.

Delivery: 3 days part-time. 15 credits PG level. Approx. 150 hours including taught sessions.

Assessment – six learning logs based on 6 coaching/mentoring sessions and 3000 word essay.

Modules can be used towards Master's programme and towards ILM Level 7 Certificate in Executive Coaching and Leadership Mentoring offered by the Business School.

Website: <http://courses.uwe.ac.uk/Z20000013/2016>

5. Sheffield Hallam University Business School. MSc, PGDip, and PGCert in Coaching and Mentoring, accredited by: EMCC at Senior Practitioner Level – only UK University to offer this

Delivery: 2 years part-time for MSc, 8 months part-time for PGCert. Modules taught in 4-day blocks.

Assessment – MSc - written assignment, skills practice by observation, dissertation. PGCert – 4 modules and 90 hrs coaching/mentoring practice. PGDip – 3 modules.

Website: <https://www.shu.ac.uk/about-us/academic-departments/sheffield-business-school/what-we-do/business-specialisms/coaching-and-mentoring>

6. University of Wolverhampton, Wolverhampton Business School. PGCert in Coaching and Mentoring, accredited by ILM

Intended for: Coaching and mentoring practitioners and those who have used coaching and mentoring skills as managers/leaders.

Delivery: 1 or 2-year Part-time block release. 3 X 20 credit modules – Developing your coaching and mentoring practice; The reflective practitioner; Principles and theories in relation to coaching and mentoring.

Website: <http://courses.wlv.ac.uk/course.asp?code=HR010P36UVD>

7. City College, Norwich. Level 3 Award in Coaching and Mentoring (course listed under teacher training), accredited by ILM

Delivery: 6 X 2 hour sessions and individual tutorials. Assessment – assignment, diary of practice to show 6 hrs of coaching or mentoring, reflective journal, competent coaching or mentoring skills, personal development plan.

Website: <https://www.ccn.ac.uk/course/level-3-award-coaching-and-mentoring-ilm>

8. York St John University, Faculty of Psychology and Counselling offers a BA (Hons) in Counselling, Coaching and Mentoring

Intended for: Those interested in working to support and facilitate the development of others in settings like health and social care, education, training or management.

Website: <https://www.yorks.ac.uk/study/undergraduate/courses/psychology--counselling/counselling-coaching--mentoring-ba-hons/counselling-coaching--mentoring-.html>

9. York St John University, Faculty of Business and Management offers a PGCert in Coaching and Mentoring

Delivery: 3 modules: Coaching and mentoring skills and techniques; Coaching and mentoring management and leadership; Designing and operating coaching and mentoring schemes.

Website: <https://www.yorks.ac.uk/study/postgraduate/courses/business--management/coaching--mentoring-PGCert/coaching--mentoring.html>

ii) Other HEIs providing accredited Mentoring courses

1. Cardiff University, Continuing and professional education. Coaching and Mentoring Skills, accredited by Cardiff University

Delivery: 10 weeks, one evening per week. Level 4, 10 credits. Assessment ongoing through small exercises, practical work and 1000 word assignment delivered as class presentation.

Website: <http://www.cardiff.ac.uk/learn/choices/social-studies/coaching-and-mentoring/>

2. University of West Scotland Institute of Counselling. Certificate and Diploma in Coaching and Mentoring, accredited by University of West Scotland

Delivery: Online/distance. Suggested - 6 months, 8-10 hours per week.

Website: <http://www.instituteofcounselling.org.uk/certificate-in-mentoring>

3. University of Warwick, Centre for lifelong learning. Level 4 Certificate in Coaching and Mentoring, accredited by University of Warwick

Delivery: 1 year over three terms, three sessions per term. 30 credits at Level 4. 2 X 2000 word assignments (70%) and observation of coaching practice (30%).

Website:

<http://www2.warwick.ac.uk/study/cll/courses/professionaldevelopment/coaching/coachingcertificate/>

iii) Other key organisations providing accredited Mentoring courses

1. The Chartered Management Institute (CMI) offers and accredits awards as follows: QCF Levels 3, 5 and 7 Coaching and Mentoring Award, Certificate and Diploma

Website: <http://www.managers.org.uk/individuals/qualifications/cmi-levels-3-5-and-7-coaching-and-mentoring-qcf>

2. The Institute of Leadership and Management (ILM) offers, and accredits, awards as follows: Level 2 Award in Introduction to Mentoring Skills; Level 3 Certificate in Coaching and Mentoring, Certificate and Award in Mentoring; Level 5 Certificate and Diploma in Coaching and Mentoring; Level 7 Certificate and Diploma in Executive Coaching and Mentoring

Website: <https://www.i-l-m.com/learning-and-development/qualifications-explained/coaching-and-mentoring-qualifications>

CMI and ILM accredited coaching and mentoring qualifications are offered by approved organisations and centres throughout the country, and online/distance courses.

3. The OCM offers a Certificate in Coach-mentoring, a Diploma in professional Coach-Mentoring, and an Advanced Diploma in coach mentoring

Delivery: Available as face-to-face or as distance learning course.

Website: <http://www.theocm.co.uk/>

4. ABC Awards offers Level 2 Coaching and Mentoring, Level 3 Certificate in Peer Mentoring, and Level 3 Certificate Mentoring Adults

Delivery: Available as online or distance learning course.

Website: <http://www.abcawards.co.uk/qualifications/study-programmes/>

5. Chartered Institute of Personal Development (CIPD) offers Level 7 Advanced Award in Understanding and Implementing Coaching and Mentoring - Fast track programme

Delivery: Offered in London, and in-house – 5-day course.

Website: <http://shop.cipd.co.uk/shop/cipd-training/courses-qualifications/learning-talent/coaching-mentoring?limit=all>

<http://shop.cipd.co.uk/shop/cipd-training/cipd-level-7-advanced-award-in-understanding-and-implementing-coaching-and-mentoring-fast-track-programme#sthash.mdpecbew.dpuf>

CIPD Foundation and Intermediate Certificates in Organisational Coaching and Mentoring - Accredited by EMCC

Delivery: Courses in London or in-house.

Website: <http://shop.cipd.co.uk/shop/cipd-training/courses-qualifications/learning-talent/coaching-mentoring/organisational-coaching-certificate-foundation>

<http://shop.cipd.co.uk/shop/cipd-training/courses-qualifications/learning-talent/coaching-mentoring/organisational-coach-mentoring-certificate-intermediate>

6. Gateway qualifications offers Levels 2 and 3 Award in Mentoring

Delivery: Face-to face and directed learning.

Website: <http://www.gatewayqualifications.org.uk/>

7. Certificate in Coaching and Mentoring, accredited by The International Association of Online Training Standards (IAOTS). <http://www.iaots.org/contact-us.php>

Delivery: Online course, 6-8 hours study time.

Website: <http://www.coursesforsuccess.co.uk/products/coaching-and-mentoring-online-short-courses>

Some organisations act as agents for several providers on online mentoring courses, e.g.

Reed - Website: <https://www.reed.co.uk/courses/mentoring/online?pageno=2>

Hotcourses – Website: <http://www.hotcourses.com/courses/greater-london/mentoring-courses/16022/>

PART 2 - NON-ACCREDITED MENTORING COURSES

a) **MENTORING COURSE WITH SPECIFIC FOCUS ON PROFESSIONAL EDUCATORS (including school/FE-based mentors)**

i) **HEIs providing non- accredited Mentoring courses**

1. University of Chichester, Institute of Education. Mentor training

Intended for: Primary and Secondary Mentors on all ITT and NQT courses.

Delivery: 2- day training courses run each 7 times over the year, course held in Bognor, Crawley and Portsmouth.

Website: <http://www.chi.ac.uk/institute-education/school-partnership-office/becoming-mentor/mentoring-training-dates>

2. Roehampton University, School of Education. Training for school based mentors

Delivery: 1 or 2-day training courses. School based mentor training also available for which supply cover is paid. Also possibility of progressing to a 20 credit Master's module

Website: <http://www.roehampton.ac.uk/Schools-Partnership/Primary-Partnerships/>

3. Birmingham City University, School of Education. Effective mentoring training

Delivery: CPD resource, (either stand alone or used towards Master's level accreditation). Also has resources for early years, primary and secondary mentors and mentoring training and support sessions.

Website: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/teach-first/mentors/welcome>

4. York St John University, Faculty of Education and Theology. Primary mentor training programme Level 1

Delivery: 1 day Essential basic skills training for teachers new to mentoring.

Website: <http://www2.yorks.ac.uk/pdf/Guidance%20Brochure%20V8.pdf>

5. University of Warwick Centre for Lifelong Learning. Supporting Mentors website page

<http://www2.warwick.ac.uk/study/cll/courses/professionaldevelopment/itt/resources/suppment/>

6. Open University, Facilitating Learning in Practice: mentorship portfolio assessment

Delivery: Distance learning 5 hours.

Website: <http://www.open.edu/openlearn/education/learning-teach-mentoring-and-tutoring-student-teachers/content-section-0>

7. University of Plymouth. Mentoring and coaching training for all staff in primary partnerships

Website: <https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/primary-partnership>

8. Goldsmiths University of London, Goldsmiths Teachers' Centre. Partnership mentor training, Stage 1 and 2. Awarded Certificate of attendance by Goldsmiths University

Delivery: Stage 1 – one day, or two twilights. Stage 2 – one day plus pre-tasks and homework. Option to continue to accredited Master's module.

Website: <http://www.gold.ac.uk/educational-studies/teacherscentre/mentor-training/>

9. University of Bedfordshire. Secure log in area for mentors in School Partnerships

Website: <http://www.beds.ac.uk/howtoapply/departments/es/partnerships/school>

The University also offers opportunity for existing undergraduate students to be mentored by post graduate students if studying in University of Bedfordshire Health and Social Science Faculty or Business School.

10. University of Huddersfield leads/hosts the Education and Training Consortium, comprising several local colleges and universities.

Mentor Training materials for ITT <http://www.hud.ac.uk/edu/resources/preservice-placement/>

Mentoring training documents and Mentoring Meeting documents for in-service teachers

<http://www.hud.ac.uk/edu/resources/in-service-placementprovider/> -

A Mentor Training Pack -

https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=58&ved=0ahUKEwje_6KzzJPPAhWrIMAKHaTRC684MhAWCFQwBw&url=http%3A%2F%2Fconsortium.hud.ac.uk%2Fmedia%2Fconsortiumwebsite%2Fcontent%2Fdocuments%2Fmentoring%2Ftrainingpack%2FMentorTrainingPack.docx&usg=AFQjCNFp6isV7xUSUm0OQxR_RL3bLPFizg&sig2=w8chQ3TpTvPwz3rBccid3A

A general introduction to mentoring - <http://consortium.hud.ac.uk/mentoring/mentoringmeans/>

Primary Mentor support documents- <https://www.hud.ac.uk/edu/resources/primarymentor/>

11. University of Chester. Students provide school mentoring and peer mentoring in schools

Website: <http://www.chester.ac.uk/campus-life/support-for-students/development/school-mentoring>

12. University of Hertfordshire, School of Education Community of Coaches and Mentors (CCM).

Website: <https://www.herts.ac.uk/about-us/school-and-college-liaison/outreach-and-widening-participation/mentoring/student-mentoring-programmes>

ii) Other key organisation providing non-accredited Mentoring courses

1. Curee Mentoring and Coaching Support and workshops

Delivery: Six-pack series to be run by schools or colleges, including a CPD leader pack.

Website: <http://www.curee.co.uk/mentoring-and-coaching>

2. Creative Education. Coaching and Mentoring Skills for school team leaders

Delivery: 1 day in house or attendance at various venues throughout England.

Website: <http://www.creativeeducation.co.uk/course/8063>

b) NON-EMPLOYER SPECIFIC MENTORING QUALIFICATIONS/PROFESSIONAL RECOGNITION SCHEMES AVAILABLE TO MENTORS

i) HEIs providing non-accredited Mentoring courses

- 1. University of Hertfordshire, School of Education Community of Coaches and Mentors (CCM).** The CCM is a member of the [European, Mentoring and Coaching Council \(EMCC\)](#) and participants on CCM courses are able to access the EMCC online journal

Delivery: online network and workshops.

Website: <https://www.herts.ac.uk/cel/centre-for-coaching-and-mentoring/short-courses>

ii) Other key organisations providing non-accredited Mentoring courses

1. Coaching and Mentoring Level 5

Qualification/certificate: Certificate of attendance

Course provider: Westking Department of Management and Marketing

Delivery/location: 1-day course London.

Website: <http://www.westking.ac.uk/course/coaching-and-mentoring-level-5/?sub=Management%20and%20Marketing&type=3587>

2. Leadership Coaching and Mentoring Programme

Qualification/certificate: Certificate of attendance

Course provider: [Bright Solutions Global PLC](#)

Delivery/location: 3 X 1-day workshops over 3 months, London (also run one-day workshops on Coaching and mentoring).

Website: <http://www.brightts.com/leadership-coaching-mentoring/>

3. Coaching and Mentoring Course

Qualification/certificate: Certificate of attendance

Course provider: [Ptp Training And Marketing Ltd](#)

Delivery/location: 1-day course. Various locations including London, Birmingham, Edinburgh, Leeds, Bristol, Nottingham.

Website: <http://courses.independent.co.uk/training/ptp-training-marketing-ltd/coaching-and-mentoring-329314>

4. Mentoring in the Workplace Training Courses

Qualification/certificate: Certificate of attendance

Course provider: JMD Training and Consultancy

Delivery/location: 1-day course in the workplace.

Website: <http://www.jmdtraining.co.uk/personal-development-training/mentoring-in-the-workplace-training/>

5. Coaching & Mentoring for Managers

Qualification/certificate: Certificate of attendance

Course provider: Central Training

Delivery/location: 1-day course, London.

Website: <http://www.hotcourses.com/courses-by-subject/Coaching-Mentoring-for-Managers-courses/56447198/>

6. Introduction to Coaching and Mentoring

Qualification/certificate: Certificate of attendance

Course provider: Calibre Gold

Delivery/location: 1-day course in-house or other venue anywhere in UK.

Website: <http://www.hotcourses.com/courses-by-subject/Introduction-to-Coaching-and-Mentoring-courses/55129452/>

7. Coaching and Mentoring course

Qualification/certificate: Certificate of attendance (ILM recognised)

Course provider: London Corporate Training Ltd

Delivery/location: 1-week course, London.

Website: <http://www.lct.co.uk/courseCategory/coaching-and-mentoring/>
<http://www.hotcourses.com/courses-by-subject/Coaching-and-Mentoring-ILM-Recognised-courses/54362420/>

8. Mentoring Skills

Qualification/certificate: Certificate of attendance

Course provider: Training Works

Delivery/location: 2-day course. Location/timing - by arrangement.

Website: <http://www.trainingworksuk.co.uk/mentoring-skills/>

9. Mentoring for Mentors CPD Accredited Course

Qualification/certificate: Certificate of completion

Course provider: Learning247

Delivery: 60 mins online.

Website: <http://www.learning247.co.uk/mentoring-for-mentors-p/sc-186.htm>

Same course also provided by HRUK Group

Website: <https://hrukonlinelearningcourses.com/#!/Mentoring-For-Mentors/p/48656060>

10. Coaching and mentoring course

Qualification/certificate: Certificate of Attendance

Course provider: APeducation Online

Delivery: 4 hours online.

Website: <http://www.apeducationonline.co.uk/online-cpd-courses/team-management/>

11. Coaching and Mentoring course

Qualification/certificate: None stated

Course provider: Mondale IT Solutions Ltd

Delivery/location: 2-day course.

Website: <http://www.hotcourses.com/courses-by-subject/Coaching-and-Mentoring-courses/55912866/>

12. Mentoring Skills

Qualification/certificate: None stated

Course provider: BEST STL

Delivery/location: Day or evening course anywhere in UK.

Website: <http://www.microsofttraining.net/ps-mentoring.php>

13. Mentoring skills

Qualification/certificate: None stated

Course provider: Flexijobs Global

Delivery/location: 1-day in-house.

Website: <http://www.flexijobsglobal.com/upload/files/Mentoring%20skills.pdf>

14. Effective mentoring course

Certificate of attendance: None stated

Course provider: the-centre

Delivery/location: 1-day in-house venue for 4 + people or central London.

Website: http://www.the-centre.co.uk/courses/detail/effective_mentoring

15. Level 1 Fundamentals of Mentoring & Coaching: A personalised foundation course on the skills and principles to becoming a highly effective mentor and coach

Qualification/certificate: None stated

Course provider: Lighthouse International Group

Delivery/location: London 1-1 in person or by Skype 5 X 1 hour sessions.

Website: <http://www.hotcourses.com/courses-by-subject/Fundamentals-of-Mentoring-Coaching-Level-1-A-personalised-foundation-course-on-the-skills-and-principles-to-becoming-a-highly-effective-mentor-and-coach-courses/56615058/>

16. Expert Tutoring, Mentoring and Support Programme

Qualification/certificate: None stated

Course provider: Blue Mountain Training Solutions

Delivery: Online.

Website: <https://www.bluemountaintraining.com/project-quality-management/prince2/expert-tutoring-mentoring-support-programme-prince2>

17. Mentoring course

Qualification/certificate: None stated

Course provider: FlexiJobs Global Ltd

Delivery/location: Not stated.

Website: <http://www.hotcourses.com/courses-by-subject/Mentoring-courses/55780134/>

18. Mentoring Sessions

Qualification/certificate: None stated

Course provider: Transformational Life Coaching

Delivery/location: Online 1 hour.

Website: <http://www.hotcourses.com/courses-by-subject/Mentoring-Sessions-courses/54518040/>

19. Mentoring Training Course

Qualification/certificate: None stated

Course provider: October Systems Ltd

Delivery/location: 2 hours CD.

Website: <http://www.october-systems.co.uk/lk-mentoring-training-course.html>

20. Coaching and Mentoring for Success course

Qualification/certificate: None stated

Course provider: Word Smiths

Delivery: Distance /audio book – 124 minutes playing time and access to online resources.

Website: <http://www.word-smiths.co.uk/books/coach-mentor-success.html>

21. Mentoring Skills

Qualification/certificate: None stated

Course provider: Jenison Digital learning

Delivery: Online.

Website: <https://www.reed.co.uk/courses/mentoring-skills-courses-bundle/69857#/courses/mentoring/online?pageno=2>

22. Coaching and Mentoring

Qualification/certificate: None stated

Course provider: Global Management Academy Ltd

Delivery: Online. 24 hours.

Website: <https://www.reed.co.uk/courses/coaching-and-mentoring/72729#/courses/mentoring/online?pageno=2>

Additional information

NCVO mentoring and befriending services runs short courses to help increase skills and knowledge / develop good practice for those involved in mentoring and befriending. They also have two toolkits which have been developed to support effective peer mentoring and peer support in schools and colleges.

Website: <https://www.ncvo.org.uk/mentoring-and-befriending-publications/1-publications/P171-setting-up-and-managing-a-peer-mentoring-or-peer-support-programme-in-schools-and-colleges-pdf>

And

[Training peer mentors or peer supporters in schools and colleges.](#)

Website: <https://www.ncvo.org.uk/mentoring-and-befriending-publications/1-publications/P173-training-peer-mentors-or-peer-supporters-in-schools-and-colleges-pdf>