

EUROPEAN QUALIFICATION PROFILE FOR LEARNING MENTOR – EQF Level 5

| Learning Outcomes | Knowledge <i>(Knowledge of/about...)</i> | Skills <i>(To be able...)</i> | Competence <i>(To be competent...)</i> |
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| 1.1 To understand the role and function of a Learning Mentor | <p>K 1.1.1 (IR Knowledge) Comprehensive knowledge about the role and relevance of trade unions in learning and development within the workplace.</p> <p>K 1.1.2 (IR Knowledge) Specialised knowledge about the role of a Learning Mentor.</p> <p>K 1.1.3 (IR Knowledge) Comprehensive knowledge about the range of individuals within the workplace that as Learning Mentor they will need to work with.</p> <p>K 1.1.4 (IR Knowledge) Comprehensive knowledge about the benefits of learning within a specific workplace for employees and the organisation.</p> <p>K 1.1.5 (IR Knowledge) Comprehensive knowledge about the barriers to learning within workplace.</p> <p>K 1.1.6 (IR Knowledge) Factual knowledge about the factors that will contribute to a positive learning environment in the organisation.</p> | <p>S 1.1.1 (IR Skill) To analyse the role of the trade unions to provide advice and guidance to identify individual and organisation learning needs.</p> <p>S 1.1.2 (LM Profile) To explain the role of a Learning Mentor in the workplace with regard to his/her scope of action (e.g. tasks of management in co-operation with human resources department and/or employee representatives).</p> <p>S 1.1.3 (LM Profile) To explain how and why they will work with Learning Mentor (e.g. tasks related with identification of learning needs, coaching).</p> <p>S 1.1.4 (LM Profile) To develop tasks of management with the human resources department and/or employee representatives.</p> <p>K 1.1.5 (LM Profile) To distinguish between different kinds of barriers to learning (e.g., motivation, access, finance, time) within their own workplace.</p> <p>S 1.1.6 (LM Profile) To develop an action plan to influence the factors that will contribute to a positive learning environment.</p> | <p>C 1.1.1 (IR Competence) To present the benefits and advantages of learning opportunities using appropriate influencing skills to help potential learners to make positive choices.</p> <p>C 1.1.2 To communicate effectively with stakeholders (e.g. trade unions, employees representatives, human resources department, employees).</p> <p>C 1.1.3 To demonstrate positive appreciation of learning as a life-enriching activity and a sense of initiative to learn.</p> <p>C 1.1.4 To establish a climate conducive to learning.</p> |

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| <p>1.2 To evaluate the company's practice</p> | <p>K 1.2.1 (LM Profile) Specialised knowledge about Life Long Learning programmes for companies and/or employee representatives.</p> | <p>S 1.2.1 (LM Profile) To assess their companies and/or employee representatives approach to Life Long Learning.</p> <p>S 1.2.2 (LM Profile) To give examples about learning situations.</p> <p>S 1.2.3 (LM Profile) To show potential aims and strategies.</p> <p>S 1.2.4 (LM Profile) To explain the consequences of insufficient further training for the company.</p> <p>S 1.2.5 (LM Profile) To identify the areas and target groups for Life Long Learning.</p> <p>S 1.2.6 (LM Profile) To explain the importance of middle and upper management in promoting Life Long Learning.</p> <p>S. 1.2.7 (LM Profile) To estimate the open and hidden rules and structures in the company's reality.</p> | <p>C 1.2.1 To demonstrate a positive attitude, recognising the individual and organisational differences.</p> <p>C 1.2.2 To demonstrate responsibility and ethic in the evaluation of the company.</p> <p>C 1.2.3 To reveal disposition to deal with different points of view.</p> |
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| <p>1.3 To identify the learning needs</p> | <p>K 1.3.1 (LM Profile) Specialised knowledge about planning and implementing procedures to identify learning needs.</p> <p>K 1.3.2 (IR Knowledge) Comprehensive knowledge about how develop a joint approach and plan for learning in the workplace, in partnership with management and/or the employer organisation.</p> <p>K 1.3.3 (LM Profile) Basic knowledge about training methodologies.</p> <p>K 1.3.4 (LM Profile) Basic knowledge about learning styles.</p> | <p>S 1.3.1 (IR Skill) To plan and carry out learning needs survey.</p> <p>S 1.3.2 (IR Skill) To carry out interviews with employees.</p> <p>S 1.3.3 (LM Profile) To conduct adequate kind of learning needs analysis, according work situation, learning chances contained in workplace, individual level of qualification profile.</p> <p>S 1.3.4 (IR Skill / LM Profile) To maintain records of contact with learners and advice given.</p> <p>S 1.3.5 (IR Skill / LM Profile) To identify learning needs with individuals and in the organisation, matching these needs to available training intervention.</p> <p>S 1.3.6 (LM Profile) To match learning needs to available training intervention.</p> <p>S 1.3.7 (IR Skill / LM Profile) To select from a range of training methodologies available.</p> <p>S 1.3.8 (IR Skill / LM Profile) To identify the advantages and disadvantages of a range of training methodologies.</p> <p>S 1.3.9 (IR Skill / LM Profile) To identify different types of individual learning styles.</p> <p>S 1.3.10 (IR Skills) To provide information, advice and guidance on learning, using a range of sources to access relevant information.</p> <p>S 1.3.11 (LM Profile) To match learning needs to available training intervention.</p> | <p>C 1.3.1 To work cooperatively with human resources department and/or employees representative.</p> <p>C 1.3.2 To willing to accept or reject the opinions of on the basis of valid (or invalid) reasons.</p> <p>C 1.3.3 To show interest in and respect for others.</p> <p>C 1.3.4 To be able to overcome stereotypes and prejudices.</p> <p>C 1.3.5 To choose the best learning options in order to contribute to Life Long Learning.</p> |
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| <p>1.4 To know the methods used in adult education</p> | <p>K 1.4.1 (LM Profile) Profound knowledge about the difference between coaching and training, mentoring, guiding and tutoring.</p> <p>K 1.4.2 (LM Profile) Profound knowledge about different schemes of organisation of labour.</p> | <p>S 1.4.1 (LM Profile) To analyse the role of Learning Mentor in coaching individuals in relation to workplace learning where required.</p> <p>S 1.4.2 (LM Profile) To derive the relevant coaching instruments and tools relevant for her/his tasks and be able to perform with help of these tools and instruments to encourage individuals to participate in lifelong learning.</p> <p>S 1.4.3 (LM Profile) To encourage and motivate individuals to identify their strengths, their knowledge and their skills and to use these to build confidence in their learning ability.</p> <p>S 1.4.4 (LM Profile) To help the learner recognise their own self-sufficiency to enable them to make choices about their own learning.</p> <p>S 1.4.5 (LM Profile) To identify particular learning obstacles (e.g. functional literacy difficulties) and help individuals to identify appropriate actions and to come to action.</p> <p>S 1.4.6 (IR Skills / LM Profile) To give information, advice and guidance on learning.</p> <p>S 1.4.7 (LM Profile) To understand and make use of different schemes of organisation and/or division of labour for learning purposes (e.g. job rotation or job shadowing, learning tandems, instructions given by co-workers, quality circles)</p> | <p>C 1.4.1 (IR Competence) To support individuals in identifying their strengths, knowledge and skills and to use these to build confidence in their learning ability.</p> <p>C.1.4.2 (IR Competence) To use coaching and analytical skills, through effective listening and observation, to identify particular individual learning obstacles, to include functional literacy difficulties, guiding the individual in identifying appropriate actions.</p> <p>C 1.4.3 To express self –motivation and confidence in order to develop and update competences.</p> |
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| <p>1.5 To communicate, promote and persuade in a variety of settings in the context of Life Long Learning</p> | <p>K 1.5.1 (IR Knowledge / LM Profile) Profound knowledge about communication, including persuasive and negotiation skills.</p> <p>K 1.5.2 (IR Knowledge) Profound knowledge about listening behaviour and techniques.</p> <p>K 1.5.3 (LM Profile) Profound knowledge about how to make presentations and use influencing skills.</p> <p>K 1.5.4 (LM Profile) Comprehensive knowledge about work with groups.</p> | <p>S 1.5.1 (IR Skill / LM Profile) To identify key terms used in communications theory such as sender, receiver, message, code, channel, noise, context, with particular reference to one to one communication, and communication in group settings, both small and large.</p> <p>S 1.5.2 (IR Skill / LM Profile) To conduct a one to one meetings with individuals.</p> <p>S 1.5.3 (IR Skill / LM Profile) To chairing and participate effectively in Learning Mentor meetings.</p> <p>S 1.5.4 (LM Profile) To negotiate mutual agreements on new objectives/goals of learning.</p> <p>S. 1.5.5 (LM Profile) To use brainstorming to generate ideas for problem/issue solutions.</p> <p>S 1.5.6 (LM Profile) To negotiate different expectations/to find consensus appropriate for different parties.</p> <p>S 1.5.7 (LM Profile) To communicate with clarity and focus.</p> <p>S 1.5.8 (LM Profile) To give feedback and working out learning agreements with target groups.</p> <p>S 1.5.9 (LM Profile) To establish contacts with people with different educational and cultural background and hierarchical positions.</p> <p>S 1.5.10 (LM Profile) To give individual guidance, support and feedback on learning.</p> | <p>C 1.5.1 (IR Competence) To evaluate own meetings and presentations and identify actions for improvements.</p> <p>C 1.5.2 To reveal disposition to listen different opinions and arguments of others with an open mind and engage in constructive and critical dialogue.</p> <p>C 1.5.3 To show confidence and assertiveness when speaking one to one meeting and/or in public.</p> |
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| | | <p>S.1.5.11 (LM Profile) To meet with employer and/or employee representative to develop a joint approach to learning in the workplace.</p> <p>S 1.5.12 (LM Profile) To explicate perspectives/to plan follow-up activities.</p> <p>S 1.5.13 (LM Profile) To plan and implement target group related communication and evaluate his/her efforts.</p> <p>S 1.5.14 (LM Profile) To link specific learning aims to strategic aims of individual and/or company.</p> <p>S 1.5.15 (IR Skill / LM Profile) To use listening behaviours appropriate to the context such as eye contact, facial expression, encouragement and control of own responses.</p> <p>S 1.5.16 (IR Skill / LM Profile) To apply a range of listening techniques, to include clarifying questions, restatement, reflective comments and summarising.</p> <p>S 1.5.17 (LM Profile) To use a range of resources to make presentations (e.g. flip charts, overhead projectors, Power Point).</p> <p>S 1.5.18 (LM Profile) To show benefits and advantages of learning opportunities to help potential learners to make positive choices.</p> <p>S 1.5.19 (IR Skill) To make short presentations to small and large groups and take questions.</p> <p>S 1.5.20 (LM Profile) To be able to cope with heterogeneous groups.</p> | |
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| | | S 1.5.21 (LM Profile) To organise company networks, peer groups and stimulate communities of practice. | |
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| <p>1.6 To identify and compile the training and learning resources</p> | <p>K 1.6.1 (IR Knowledge / LM Profile) Basic knowledge about organisations outside the workplace relevant for their purpose as a Learning Mentor, which they may need to make contact with or inform their target group about.</p> <p>K 1.6.2 (LM Profile) Basic knowledge about sources or methods of accessing relevant information about training and learning resources.</p> <p>K 1.6.3 (LM Profile) Comprehensive knowledge about learning concepts.</p> <p>K 1.6.4 (LM Profile) Basic knowledge about financial concepts.</p> | <p>S 1.6.1 (LM Profile) To find out how their organisation plans learning and skills development.</p> <p>S 1.6.2 (LM Profile) To select the usefulness of sources and methods for specific purposes (e.g. internet, local partners)</p> <p>S 1.6.3 (LM Profile) To identify what is required to build an effective resource on learning in the workplace.</p> <p>S 1.6.4 (IR Skill) To build a learning resource within the workplace, carrying out research to identify relevant training resources and material.</p> <p>S 1.6.5 (IR Skill / LM Profile) To identify actions and or procedures required to maintain an up to date learning resource.</p> <p>S 1.6.6 (LM Profile) To meet with employer and/or employee representative to develop a joint approach to learning in the workplace.</p> <p>S 1.6.7 (LM Profile) To support the selection of adequate training programmes from a repertoire traditionally approved (context, setting, methodology).</p> <p>S 1.6.8 (LM Profile) To analyse the costs (e.g., sharing of financial burden, resources) related with training and learning resources and programmes.</p> | <p>C 1.6.1 To promote a range of training and learning resources.</p> <p>C 1.6.2 To collaborate with different training and learning organisations.</p> <p>C 1.6.3 To act properly in relation to financial issues.</p> |
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| <p>1.7 To evaluate learning processes</p> | <p>K 1.7 (LM Profile) Comprehensive knowledge about the effects of Life Long Learning processes.</p> | <p>S 1.7.1 (LM Profile) To give estimation on the short, medium and long-term effects of a Life Long Learning processes.</p> <p>S 1.7.2 (LM Profile) To support organisation on initial evaluation by the trainee (e.g. training organization, trainer’s performance, quality of the content).</p> <p>S 1.7.3 (LM Profile) To support organisation on follow-up evaluation by the trainee after two-four months (e.g. training results, achievement of the training objectives)</p> <p>S 1.7.4 (LM Profile) To support organisation on follow-up evaluation by the manager (e.g. achievement of the training objectives and training results).</p> <p>S 1.7.5 (LM Profile) To support organisation to give feedback to trainer and/or involved experts.</p> | <p>C 1.7.1 To demonstrate responsibility for Life Long Learning processes.</p> <p>C 1.7.2 To be impartial during all evaluation process.</p> |
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