

## Accredited Mentor

This sheet can be placed in a plastic wallet as a divider for your CPD Portfolio's mentoring section

### What is an Accredited Mentor?

An Accredited Mentor is a mentor who has gained Accreditation through study of modules at Masters level – e.g. for a Certificate, Diploma or Masters Degree.

This will be gained through application to an HEI [see attached chart of modules currently available]

You can apply for entry at any level of mentoring – Supervised, Designated or Coordinator – at most HEIs

Accredited  
MENTOR

### Characteristic Requirements for Master's Level mentor qualification:

Masters level work is split into three levels:

1. Certificate – worth 60 Credits;
2. Diploma – worth 120 Credits, and
3. Masters Degree – worth 180 Credits.

Entry requirements vary in detail from Higher Education Institution [HEI] to HEI across the Region, but most are working towards the following practice for Mentors:

- ◆ An initial entry module, worth 30 credits with the possibility of Accreditation of Prior Experiential Learning [APEL] (see below), plus a written analysis – e.g. of the mentoring you have undertaken;
- ◆ A separate module, also worth 30 Credits, doing further analysis and reflection on background reading.

The first 60 Credits [Certificate level] can normally be transferred to any other HEI in the Region if you wish to change HEI to continue your studies, though there may be a time-limit in which you can do so.

### Support materials/ further information:

- ◆ There is a leaflet enclosed detailing current masters level programmes in HEIs in and adjacent to the East Midlands Region, together with contact details.
- ◆ Charges vary from HEI to HEI and depend upon the programme you may be undertaking, so you need to obtain that information direct from the HEI.

## 'Evidence' of your experience: ?

Accreditation of previous experience [APEL] might be possible, by submitting your Mentor Recognition portfolio.

Requirements for APEL will vary in detail but will often include the following:

- ◆ Successful mentoring of at least 1 trainee teacher
- ◆ Ability to critically observe, analyse and report on the performance of a trainee teacher
- ◆ Ability to identify appropriate ways in which a trainee teacher's performance may be enhanced
- ◆ Mutual reflection with colleagues on performance of novice Teachers
- ◆ Analysis of key issues
- ◆ Identification of personal learning gained
- ◆ An appropriate writing style and framework
- ◆ That relevant issues are selected and discussed



## Mentor Accreditation [APEL] (Exemplar form only)

Mentor's name:

*For office use only:  
Recommend for  
APEL?  
YES / NO*

### Assessment criteria: Practical skills, exemplified by:

- ◆ Successful mentoring of at least 1 trainee teacher
- ◆ Ability to critically observe, analyse and report on the performance of a trainee teacher
- ◆ Ability to identify appropriate ways in which a trainee teacher's performance may be enhanced
- ◆ Mutual reflection with colleagues on performance of trainee teachers

*Add detail of evidence  
seen for practical skills  
YES / NO*

*YES / NO*

*YES / NO*

*YES / NO*

### Theoretical background, exemplified by critical writing which demonstrates:

- ◆ Analysis of key issues
- ◆ Identification of personal learning gained
- ◆ An appropriate writing style and framework
- ◆ That relevant issues are selected and discussed

*YES / NO*

*YES / NO*

*YES / NO*

*YES / NO*

### Additional comments:

Signed: .....Status:.....

You should keep a copy of this sheet e.g. in your CPD portfolio [mentoring section], as evidence, for possible future use

**Mentor Accreditation at Master's level and transfer of Recognition in the East Midlands**

| University/HEI   | University College, N'ton  | University of Nottingham  | Nott'ham Trent University  | University of Leicester   | Loughborough University   | Derby University  | Bishop Grosseteste College   |
|--|--|---|--|---|---|---|--|
| Module code and title  | Currently under development  | Mod1 Nature and Practice of mentoring in schools  | Practising teachers  | PG Certificate Mentoring and Coaching Module 1<br>Provision being developed   | 99PEP208 Teaching and mentoring in PE Sch of Sport + Exerc St   | MA/PPD module<br>The teacher practitioner in the role of mentor   | CPSE Mentoring in the school<br>Module 1   |
| Credits awarded  | 30   | 30  | 30   | 30  | 15 [considering 30]   | 30  | 30   |
| Prerequisite module [if applicable]                            | none   | none  |  |   | None  | None  | N/A  |
| Key Requisites [e.g. linked to specific training/prog/HEI?]    | NOTT<br>Academic exp of diff types of mentoring                              |   |  | Experience of mentoring   | LBORO<br>20 hrs lect + sem<br>110hrs research proj<br><5000wd essay   | DERBY<br>[But outpost feasible]<br>V broad ranging = an issue. 24 hrs taught + work-based research + 5000 words equiv.  | BGC + outpost<br>Tutored sessions, practical mentoring<br>Reflection on portfolio of evidence  |
| How would other HEI modules of 20/30/40 credits be recognised? |  |   |  | On a case by case basis, but EMPPD framework established  | On a case-by-case basis with regard to level, content and assessment  | On a case-by-case basis with regard to level, content and assessment  |  |
| Is APL/APEL possible? – if so, what criteria?                  | Portfolio of evidence  | Portfolio of evidence   |  | Certification plus evidence   | Yes   | Portfolio of evidence   |  |
| Module code and title  | Mod 2 Mentoring in Action  |   | Enhanced mentoring for mid/senior managers   | PG Certificate Mentoring and Coaching Module 2  | Mentoring Gifted and Talented Pupils in Sport and P.E.  |   | CPSE Mentoring in the school<br>Module 2   |
| Credits awarded  | 30   | 30  | 30   | 30  | 15 [considering 30]   | 30  | 30   |
| Prerequisite module [if applicable]                            | none   | none  |  |   | None  |   | Module 1 above   |
| Key Requisites [e.g. linked to specific training/prog/HEI?]    | Researching own practice + response to portfolio of another mentor           | Researching own practice + response to portfolio of another mentor  |  | Researching own practice (portfolio); project work; research followed by report.  | LBORO<br>20 hrs lect + sem<br>110hrs dir. research proj<br><5000wd essay  |   | Conference, tutorials and development project in school  |
| How would other HEI modules of 20/30/40 credits be recognised? |  |   |  | On a case-by-case basis with regard to level, content and assessment  | On a case-by-case basis with regard to level, content and assessment  |   | 30 credits re mentoring equivalent to part 1, but from any HEI   |
| Is APL/APEL possible? – if so, what criteria?                  | Portfolio of evidence  | Portfolio of evidence   |  |   | Yes   |   | Portfolio of evidence – extended if nec.   |
| Contact details  | <a href="mailto:ken.bland@northampton.ac.uk">ken.bland@northampton.ac.uk</a> | <a href="mailto:ben.newton@nottingham.ac.uk">ben.newton@nottingham.ac.uk</a><br>Sch of ed, Univ of N, Jubilee Campus, Wolfaton rd, NG8 1BB<br>0115 951 4543 (enquiries) | <a href="mailto:sue.wallace@ntu.ac.uk">sue.wallace@ntu.ac.uk</a><br>proposal to develop thru to full Masters | Wasyli Cajkler<br><a href="mailto:wc4@leicester.ac.uk">wc4@leicester.ac.uk</a><br>CPD Office, Sch. of Ed. Uni. of Leicester, 21 University Rd, LE1 7RF<br>0116 252 3656 | Jo Harris<br><a href="mailto:j.p.harris@lboro.ac.uk">j.p.harris@lboro.ac.uk</a><br>Fiona McLaughlin, Teacher Ed Unit, Matthew Arnold Bldg, L'boro' Uni Leics LE11 3TU: 01509 222762 | Julia Ibbotson<br><a href="mailto:j.ibbotson@derby.ac.uk">j.ibbotson@derby.ac.uk</a><br>Sch of Ed: Health & Soc Studies, Kedleston Rd, Derby DE22 1GB<br>01332 591703 | Harriet Marland<br><a href="mailto:h.g.marland@bgc.ac.uk">h.g.marland@bgc.ac.uk</a><br>EDS, Bishop Grosseteste College, Lincoln, LN1 3DY<br>01522 527347 |

**Mentor Accreditation at Master's level and transfer of Recognition in the neighbouring regions**

| University/HEI  | De Montfort Uni. Bedford  | Wolverhampton University  | Open University  | Keele University  | University of Hull   |
|---|---|---|--|---|--|
| <b>Module code and title</b>  | Developing Evidence-based Practice EDUC5051   | TE4056<br>The Mentor as Critical Friend   | Currently under development  | Managing Mentoring  | The role of the mentor I Teacher Training [Mod 12609]  |
| <b>Credits awarded</b>  | 30  | 30  | 30/60  | 15  | 20   |
| <b>Prerequisite module [if applicable]</b>                            | none  | N/a   |  | none  | None   |
| <b>Key Requisites [e.g. linked to specific training/prog/HEI?]</b>    | Blended learning (15hrs F2F) including tutorial provision and email support for re-search (5000wrd or equiv)            | At least two year's successful teaching experience; SBT to trainee teacher at time of undertaking module. |  | tutor sessions, coursework, 3000 wd essay/ portfolio  | None other than current experience in mentoring  |
| <b>How would other HEI modules of 20/30/40 credits be recognised?</b> | On a case-by-case basis with regard to level, content and assessment  | On a case-by-case basis with regard to level, content and assessment                                      |  | on a case-by-case basis   | Thru' APL. Pos. entry to several of the Hull Masters' Progs [http://ces.hull.ac.uk/courses]  |
| <b>Is APL/APEL possible? – if so, what criteria?</b>                  | Yes - On a case-by-case basis with regard to level, content and assessment  | Yes<br>Portfolio of evidence  |  | Yes - case-by-case basis re. level, content and assessment  |  |
| <b>Module code and title</b>  | Managing People in Education EDUC5506   | TE4057<br>The Mentor Exemplifying Good Practice   |  |   | Mentoring Theory, Research and Practice [Mod 12611]  |
| <b>Credits awarded</b>  | 30  | 30  |  |   | 20   |
| <b>Prerequisite module [if applicable]</b>                            | none  | TE4056  |  |   |  |
| <b>Key Requisites [e.g. linked to specific training/prog/HEI?]</b>    | Blended learning (15hrs F2F) including tutorial provision and email support for re-search (5000wrd or equiv)            | Involved in ITT/NOT induction   |  |   | Restricted to coordinators and mentors in ITT Partnership Schools  |
| <b>How would other HEI modules of 20/30/40 credits be recognised?</b> | On a case-by-case basis with regard to level, content and assessment  | On a case-by-case basis with regard to level, content and assessment                                      |  |   | Thru' APL. Pos. entry to several of the Hull Masters' Progs [http://ces.hull.ac.uk/courses]  |
| <b>Is APL/APEL possible? – if so, what criteria?</b>                  | Yes - On a case-by-case basis with regard to level, content and assessment  | Yes<br>Portfolio of evidence  |  |   | Yes, case-by-case: see [http://ces.hull.ac.uk/courses]   |
| <b>Contact details</b>  | <a href="mailto:nburton@dmu.ac.uk">nburton@dmu.ac.uk</a><br>Ac Registrar, DMU The Gateway, Leic Le1 9BH<br>08459 454647 | <b>Les-<br/>ley_Cartwright@wlv.ac.uk</b><br>01902 323124  | Malcolm Beet<br><a href="mailto:M.Beet@open.ac.uk">M.Beet@open.ac.uk</a> | Liz Walklett<br><a href="mailto:e.m.walklett@keele.ac.uk">e.m.walklett@keele.ac.uk</a><br>Dept of Educ, Keele Uni, Staffs ST5 5BG<br>01782 584141 | Clare McKinlay, Adv.<br>Cses Office, Centre for Ed. Studies, Uni of Hull, Hull HU6 7RX, tel 01482 465031<br><a href="mailto:c.a.mckinlay@hull.ac.uk">c.a.mckinlay@hull.ac.uk</a> |