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## Introduction

Apprenticeships enhance the quality of the student learning experience, decrease a graduate's skills mismatch and increase their employability. Quality apprenticeships depend substantially on mentorship competence and although most mentors at SMEs are highly skilled in their technical area, they generally lack the necessary pedagogy to be able to transfer these skills to apprentices. The Mentor Train course aims to create a simple, concise and practical guide for mentors, particularly focusing on experienced workers from SMEs who may not necessarily have relevant mentoring experience but are working with students/apprentices from professional higher educational institutions (PHEIs) at EQF levels 5-7.

Unit by unit the reader of the Mentor Train course will easily discover all the different aspects that should be mastered to be a good mentor, including: preliminary steps to host an apprentice; required forms and documentation; mentoring skills and competences to be developed; planning of the apprenticeship; and feedback, assessment and certification tools. In summary, the Mentor Train course addresses how to transmit/transfer the expertise and knowledge of a qualified worker to a young apprentice.

The course is supported by a series of videos and a practical platform with a resource-pack of templates and forms which can help mentors standardise each part of the mentorship process. It has been created by a European consortium of Professional High Education Institutions collaborating within the Mentor Train project, co-funded by the Erasmus + Programme of the European Union.

For more information and additional resources, see <https://mentortrain.eu/>

## Identification data

Denomination: Course for Mentors

Code: MTP

## Professional profile

### General competence

Mentor Train Course aims to define the specific competences required by early-stage and experienced mentors, and uses this to define learning activities which can be used to acquire these competences, structured as a common curriculum for mentorship within Professional Higher Education (PHE) apprenticeships.

The curriculum will be further used to create an online course aimed at prospective and early stage mentors, made up of a set of modular online micro-learning units, each of which will allow participants to master a specific competence relevant to quality mentoring.

### Professional field

Experienced workers from SMEs who may not necessarily have relevant teaching experience. Focusing on mentors in companies who are working with professional higher educational institutions at EQF levels 5-7.

### The most relevant outputs of the Mentor Train project

- Creation of a practice-sharing platform whereby mentors will be able to upload and share placement-plans
- Creation of a resource pack of templates and forms which can help mentors standardise each part of the mentorship process.
- Creation of a course aimed at prospective and early stage mentors, made up of a set of modular online micro-learning units, each of which will allow participants to master a specific competence relevant to quality mentoring.

### Professional competences of a mentor: Technical, personal and social.

- Explaining in detail the regulations concerning mentorships: areas, roles, objectives, etc.
- Being able to define and develop one own appropriate mentoring approach.
- Personality characteristics (identification of those)
- Contrasting the conditions required for mentorships with those existing in the company.
- Selecting the apprentices if required.

- Being able to form mentoring and apprenticeship programmes with various levels of difficulty in accordance with the supervisor.
- Using, for example, the Notebook as a tool to develop the learning process successfully
- Adapting the existing conditions within the company for a good performance of the practical work of the apprentice.
- Analysing and listing the requirements at the beginning of the mentorship.
- Informing the apprentice about the administrative tasks to execute.
- Being able to present one's organisation/SME with accuracy (mission, objectives, values, vision, organigram, each staff member's role and work, etc).
- Welcoming the apprentice, informing them about the working conditions of the company.
- Collecting evidence of the apprentice's understanding of the working conditions.
- Helping the apprentice to place themselves in the workplace, and get familiar with the environment, equipment, etc.
- Being able to provide career advice and professional development.
- Helping the apprentice with advice and guidance that influence their evolution positively.
- Supporting the apprentice at the first phase of the mentorship.
- Matching appropriate tasks for the apprentice at the right moment within the apprenticeship.
- Obtaining information on the results of the activity displayed by the apprentice.
- Analysing the mentorship process with the supervisor of the VET centre.
- Being able to assess the apprentice's capacities, strengths and weaknesses, in relation to workflow and amount of work undertaken.

- ➔ Defining the monitoring and evaluation strategy of the apprentice's learning.
- ➔ Getting to meaningful conclusions based on the assessment, self-assessment and reflection on the practical work undertaken during the apprenticeship.
- ➔ Using application or templates to manage data about the apprentice's learning effectively.
- ➔ Fulfilling Certificates and other paperwork around the mentorship: Being aware of deadlines and other administrative issues.
- ➔ Informing the apprentice about the possibilities of promotion and training options.

## Training



### Module 1

Requirements for the mentorship



### Module 2

Getting ready for the mentorship



### Module 3

Welcoming the mentee to the workplace



### Module 4

Training at the workplace



### Module 5

Evaluation of the mentorship activities



### Module 6

Reflecting and learning about the mentorship

## Learning Outcomes of the course

1. Analyse the legislation on learning apprenticeship. Be aware of the content of the contract.
2. Know about the learning outcomes, Placement Based Learning (PBL) methodology and the characteristics of the apprentice.
3. Examine the suitability of the company for the training activities.
4. Participate in the selection of apprentices (if requested).
5. Design the Mentoring Plan and the Apprenticeship Plan, establishing and meeting the requirements of the Training Agreement with the apprentice and the supervisor of the Vocational Education and Training (VET) centre, including the evaluation plan.
6. Obtain the knowledge required for a mentor and choose the appropriate tools according to the Training plan (notebook, quality management requirements...).
7. Prepare the company's infrastructure and work environment for the apprenticeship and to the apprentice's specific additional needs, if any.
8. Support the development of the pre-training activities (health & safety, accessibility, hygiene, specific courses for the activity...).
9. Check that the administrative tasks are done (registration, insurances, salary, calendar...).
10. Onboard the apprentice into the company.
11. Review the apprenticeship characteristics and goals with the apprentice
12. Onboard the apprentice into the work placement.
13. Facilitate the first steps in the job post (observe other workers, learn about details...).
14. Assign the tasks related to the learning outcomes following the PBL methodology.

15. Guide on the personal and social evolution of the apprentice , providing solutions that improve the mentorship.
16. Get evidence for the assessment process of the apprentice.
17. Joint check the apprentice´s evolution process with the VET supervisor.
18. Get feedback to ensure the quality of the learning process (observations, panels, registers) and give support according to detected needs.
19. Analyse the data collected during the apprentice´s assessment of learning and take decisions and implement them.
20. Analyse the data collected during the apprenticeship process evaluation and take decisions and implement them.
21. Issue a document to certify the completion of the apprenticeship.
22. Inform the apprentice of internal promotion and/or additional training possibilities.



## **Responsibility and autonomy in the professional activity (transversal to the course)**

The Mentor is an employee at a company who eventually assumes the commitment of acting as a trainer for the mentees involved in the mentorship activities. At the same time, the Mentor acts as a tutor and as an evaluator, giving advice and support to the mentees and assessing the results of their performance. Hereby it should be taken into consideration that the major concern of the Mentor should be put on facilitating the mentee in their transition to new professional or educational opportunities.

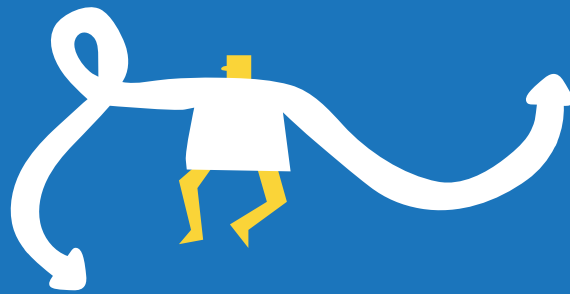
Main responsibilities include:

- ➔ Define communication strategy and managing the apprentice.
- ➔ Responsibility to choose the pedagogical methods and techniques to be used.
- ➔ Make sure that conditions are established for qualitative apprenticeships.
- ➔ Be aware of the need to understand and share the feelings of the apprentice.
- ➔ Responsibility in conflict solving.
- ➔ The mentor has a general sense of potential problems that may arise during the apprenticeship.
- ➔ Responsibility to analyse each apprentice in order to identify any special needs in learning.
- ➔ Responsibility to get information on the labour market and on internal promotion and training possibilities.



## MODULE 01

### Requirements for the mentorship



# 1. Know the legislation on apprenticeships

## KNOWLEDGE AND SKILLS

**The company and the mentor know the general legal framework for mentoring:**

### **Objectives of on the job/company training**

- Promote apprenticeship training through the apprentice's active participation in productive situations related to the job.
- Provide a specific framework of the type of relationship between the education centre and companies, favouring mutual knowledge and coordination of training.
- Integrate the apprentice in the workplace in order to promote their professional development
- Provide companies with future technicians.
- Put into practice the knowledge, skills and attitudes acquired in the educational processes at school favouring the acquisition of skills that, in some cases, cannot be addressed in school contexts.

### **The mentor knows:**

- The legally established dates for carrying out the work placement
- The minimum-maximum hours per day
- The minimum- maximum hours per week
- The minimum - maximum total hours
- Minimum attendance. Awareness of the regulations regarding absences of the apprentice.
- The supervisor assigned by the education centre to follow up the apprentice
- The possible exceptions (shifts, night work, weekends, dangerous jobs)

**The mentor identifies the legal aspects concerning the agreement, if applicable:**

- There is no formal employment relationship with the company
- Any eventuality or accident that may occur will be considered in terms of the education centre insurance
- Signature of the agreement by the two parties: education centre and company
- Possible bonuses:
  - To the enterprise
  - To the student

**The mentor identifies the legal aspects concerning the contract, if applicable:**

- Type of contract
- Possible bonuses:
  - Social Security /National Health Service
  - General bonuses applicable to all employees
- Salaries
- Holiday period
- Contract signature

**The mentor knows the legal aspects related to health and safety regarding the apprenticeship in the company**

**The mentor knows the specific documentation required by the different partners involved in the apprenticeship**

## **2. Know about the learning outcomes, Placement Based Learning (PBL) methodology and the characteristics of the apprentice**

### **KNOWLEDGE AND SKILLS**

**The apprentice's supervisor at their education centre is required to explain the characteristics of the studies that the apprentice is performing at the education centre (Intermediate Grade, Higher Grade).**

**The mentor identifies the learning outcomes of the apprentice's study programme (Basic curricular design).**

**The mentor and the supervisor agree on the training plan (learning situation or activities to be developed).**

**The mentor is informed /trained on the PBL methodology.**

**The mentor receives information about the personality and, if applicable, special needs of the apprentice.**

**The mentor and the supervisor identify and agree/accept the conditions, suitability and resources of the company for the apprenticeship.**

**The mentor is able to define and develop a suitable mentoring approach.**

### **3. Examine the suitability of the company for the training activity**

#### **KNOWLEDGE AND SKILLS**

**Once the mentor and the supervisor identify and agree/accept the activities to be performed, they analyse the suitability of the company for performing the apprenticeship: human resource (availability, interest, willingness); equipment (adaptability/flexibility for developing an apprenticeship); contrasting the conditions required for mentorship with those existing in the company.**

**The mentor has enough previous experience in the job to be able to act as a mentor. They are aware of the importance of their role in the development of the mentoring and know the company's policies in reference to health and safety, environmental and recycling policy.**

**The mentor has interpersonal communication skills, both oral and written.**

## 4. Participate in the selection of mentees (if requested)

### KNOWLEDGE AND SKILLS

**If the apprentice comes from an education centre, the selection is made by the group of professors involved in their education and training, taking into account the specific characteristics of the job, the possibility of being hired, the skills and interests of the student, their place of residence, etc.**

**If the apprentice does not come from an education centre:**

External references will be analysed and taken into account

Personal interviews will be conducted to get information about the apprentice in relation to their interest/skills, motivation, personal situation and social/personal factors that may affect the evolution of the training process.

**In both cases, the final decision is left in the hands of the company taking into account the suitability criteria agreed with the education centre.**

## 5. Design the Mentoring Plan and the Apprenticeship Plan, establish and meet the requirements of the Training Agreement with the apprentice and the supervisor of the education centre, including the plan for evaluating the apprentice's learning achievements.

### KNOWLEDGE AND SKILLS

**The mentor and the supervisor complete the above mentioned three documents, based on the learning outcomes of the specific cycle studied by the apprentice. It includes information such as:**

- The education centre identification: Name/address/ web page/ contact.
- The supervisor: Name and Surname/ position and email/phone contact.
- The apprentice identification: Name and Surname/ area of studies / email / phone contact.

- The company identification: Name / Address/ Activity/ web page.
- The mentor identification: Name & surname/position/ email/phone contact.
- The activities to be performed by the apprentice.
- The work schedule (work calendar, working hours, clock in, clock out...) within the current regulations.
- The insurance policy for the apprentice
- The follow up calendar (face to face visits, virtual interviews) establishing the communication tools to be used by the mentor, supervisor and apprentice.
- The activities to be carried out based on the specific learning outcomes.
- The evaluation plan including assessment criteria, dates, documents to be filled in, certifications (e.g. attendance certificate)

## **6. Obtain the knowledge required of a Mentor and choose the appropriate tools according to the Apprenticeship Plan (notebook, quality management requirements...)**

### **KNOWLEDGE AND SKILLS**

#### **The supervisor indicates to the mentor:**

- The education centre identification: Name/address/ web page/ contact.
- The supervisor: Name and Surname/ position and email/phone contact.
- The apprentice identification: Name and Surname/ area of studies / email / phone contact.
- The company identification: Name / Address/ Activity/ web page.
- The mentor identification: Name & surname/position/ email/phone contact.
- The work schedule: Clock in/out.
- The activities to be performed by the apprentice.
- Report of every day/week performed activities.
- Guidance received from the mentor.
- Tools and/or special tools and equipment used.
- Attendance
- Signature of all the involved participants, namely the mentor, the apprentice and the supervisor.

**The awareness of the obligation to follow up with the student including aspects such as:**

- Degree of compliance with the learning plan
- Level of compliance with the agreed activities
- Level of progress and acquisition of competences
- Assessment by the tutor of each of the contacts

**The mentor creates a support network within the company in order to collect all the necessary evidences as indicated in module 5, activity 1.**

### **EVALUATION CRITERIA MODULE 1**

**The requirements for good mentoring have been identified.**

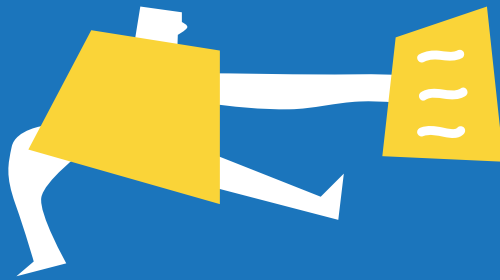
**The requirements for good mentoring have been understood.**





## MODULE 02

### Getting ready for the mentorship



## **1. Prepare the company's infrastructure and work space for the apprenticeship and to the apprentice's specific needs, if any**

### **KNOWLEDGE AND SKILLS**

**The company adapts, if necessary, the work space, equipment and tools for the apprentice.**

**The company assigns a locker room for the apprentice.**

## **2. Support the development of the pre-training activities (health & safety, accessibility, hygiene, and provision of specific training for the activity)**

### **KNOWLEDGE AND SKILLS**

**The mentor and the supervisor analyse if the apprentice requires specific training before starting the apprenticeship: health and safety training and/or specific licenses needed beforehand, depending on the type of company and if necessary the apprentice is provided with this training.**

**The mentor considers the environmental standards to be explained to the apprentice**

**The mentor contemplates the company's recycling policy to be explained to the apprentice**

**The mentor reviews the quality standards and policy of the company to be explained to the apprentice.**

## **3. Check that the administrative tasks are done (registration, insurances, salary, calendar...)**

### **KNOWLEDGE AND SKILLS**

**Before the apprenticeship starts, the mentor checks that the following documents have been delivered:**

- The training agreement signed by the mentor, the supervisor and the apprentice.
- In the case of a contract, the company itself makes the contract

- Instructions to follow in case of accident (insurance policy)
- The notebook/diary for the apprentice to document their activities
- The support to collect the evidences of module 5, activity 1

## **EVALUATION CRITERIA MODULE 2**

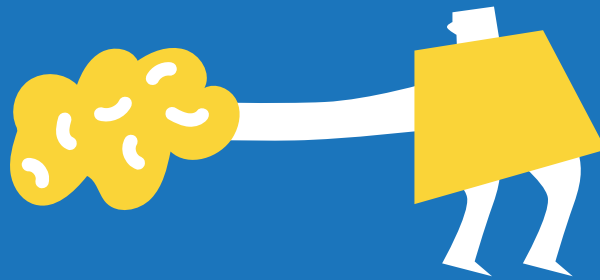
**The necessary aspects for the development of the mentoring process have been identified**

**The apprentice's prerequisites have been recognized**



## **MODULE 03**

**Welcoming the apprentice to the workplace**



## **1. On-board the apprentice into the company**

### **KNOWLEDGE AND SKILLS**

**The mentor and the staff involved in the apprenticeship welcome the apprentice to the company.**

**They inform the apprentice about the company's structure and the objectives of the company during the apprenticeship.**

**The mentor visits the facilities of the company with the apprentice.**

**The mentor introduces the work mates to the apprentice.**

**The mentor indicates the occupational safety and health regulations of the company to the apprentice.**

**The mentor explains to the apprentice the quality management system and, if applicable, the confidentiality code of the company.**

**The company provides the apprentice with appropriate work clothes.**

**The company provides the apprentice with Personal Protective Equipment (PPE) and informs about the possible occupational risks and preventive measures that entails the job position where the training will be carried out.**

**The mentor instructs the apprentice how to carry out the designed activities according to the training agreement.**

**The mentor monitors and assists the apprentice on the performance of the different activities and attitudes to be acquired during the apprenticeship.**

## **2. Review the apprenticeship characteristics and goals with the apprentice**

### **KNOWLEDGE AND SKILLS**

**The mentor and the apprentice check the general characteristics of the company.**

**Both accept the way to carry out the activities that have previously been agreed with the supervisor of the educational centre in the training agreement.**

**Both review the objectives to be achieved during the apprenticeship and the basic rules, including:**

- Punctuality
- Attendance policy
- Rules of the company's corporate code.
- Contribution to the creation and maintenance of an adequate work environment
- Security, health and hygiene at work.
- Tidiness
- Communication

**The mentor collects evidence of the comprehension of the previous points by the apprentice.**

### **3. On-board the apprentice into the work placement**

#### **KNOWLEDGE AND SKILLS**

**The mentor shows the workplace to the apprentice**

**The mentor or any other work mate shows the apprentice the locker room and other facilities for daily use**

**The staff involved in the daily work with the apprentice indicates to the apprentice the equipment and tools of the workplace**

**They indicate to the apprentice the security points of the workplace and how to act in case of accident**

#### **EVALUATION CRITERIA MODULE 3**

**The welcoming process of the apprentice in the company has been identified**

**The welcoming process has been understood in its different phases**



## MODULE 04

### Training at the workplace



## **1. Facilitate the first steps in the workplace (observe other workers, learn about details...)**

### **KNOWLEDGE AND SKILLS**

**At the beginning of the apprenticeship, the mentor stays besides the apprentice and gives instructions about the activities to be performed.**

**The apprentice interacts with their co-workers as much as possible in order to obtain a more global vision of how the company works.**

**The mentor and work mates motivate the apprentice with empathy and patience.**

## **2. Assign the tasks related to the learning outcomes following the PBL methodology**

### **KNOWLEDGE AND SKILLS**

**The mentor provides the apprentice with a list of selected tasks in relation to the learning outcomes and the training plan.**

**The mentor matches the appropriate tasks for the apprentice according to their skills and abilities.**

**The mentor fosters leadership/negotiation skills.**

**Autonomy and responsibilities of the apprentice increase as the apprenticeship develops.**

## **3. Guide on the personal and social evolution of the apprentice, providing solutions that improve the mentorship**

### **KNOWLEDGE AND SKILLS**

**The mentor follows the training plan and guides the apprentice on the following aspects:**

- Entrusting and delegating to the apprentice.
- Assigning more difficult tasks as they progress in the acquisition of skills.



- Fostering autonomy in the performance of the assigned tasks to the apprentice.
- Helping the apprentice's integration in the company.
- Managing possible crisis moments: identifying where there are (potential) problems; identifying the cause(s) of a current problem together with the apprentice
- Being aware of the apprentice's age, maturity and personal situation.
- Being able to provide career and professional development.
- Helping with advice and guidelines that positively influence their further evolution.
- Objective guiding based on the personal experience of the mentor.
- Working on the apprentice's interpersonal relationships skills such as conflict management and negotiation.

#### **ASSESSMENT CRITERIA MODULE 4**

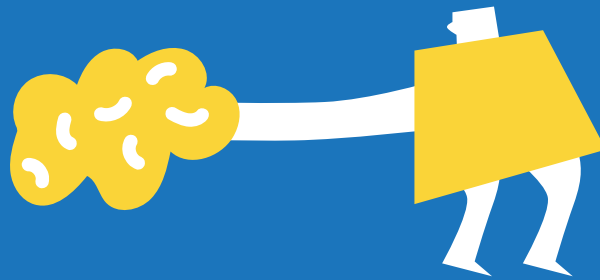
**The different phases of the apprenticeship training process have been identified**

**The tasks to be performed by the mentor have been assimilated**



## **MODULE 05**

### **Evaluation of the Mentorship Activities**



# 1. Get evidence for the assessment process of the apprentice

## KNOWLEDGE AND SKILLS

The mentor takes evidence based on the following indicators which are marked throughout the apprenticeship process:

### Personal competences:

- Punctuality
- Personal appearance
- Availability
- Interest
- Responsibility
- Sociability
- Communication skills

### Knowledge:

- Previous knowledge
- Acquired knowledge

### Personal abilities and skills:

- Organization of the workplace
- Occupational safety and health regulation
- Good command of work equipment and tools
- Correct performance of instructions
- Interpretation of documentation
- Autonomy
- Initiative
- Pace of work
- Work quality
- Teamwork
- Flexibility to change and adapt to new circumstances
- Relationship with customers/users/work mates

# 2. Joint check the apprentice's evolution process with the supervisor

## KNOWLEDGE AND SKILLS

The mentor shares with the supervisor the evaluation form, signed and stamped by the company.

**They review and evaluate the notebook/diary which is filled in by the apprentice.**

**They compare the acquired competences: personal, professional, knowledge and skills.**

**They mark the apprentice according to the grading scheme set by the educational centre.**

### **3. Get feedback to ensure the quality of the learning process (through observations, panels, registers) and give support according to detected needs**

#### **KNOWLEDGE AND SKILLS**

**The mentor gives the apprentice the satisfaction survey in order to get evidence about their overall experience during the placement**

**The company fills in the satisfaction survey assessing the apprentice's and the education centre's involvement in the apprenticeship**

**The mentor and the supervisor analyse together the following aspects:**

- The phases of the evaluation process used
- The guidelines of the training agreement
- The monitoring and evaluation strategy carried out
- The notebook/diary delivered by the apprentice

**The mentor and the supervisor analyse the satisfaction survey filled in by the apprentice and the following aspects are taken into account:**

**Regarding the education centre:**

- The level of satisfaction of the apprentice with the learning obtained
- The level of satisfaction of the apprentice with the mentor
- The level of satisfaction of the apprentice with the supervisor
- The level of comprehension regarding the explanations that the apprentice received at the beginning of the apprenticeship in terms of the objectives to be achieved
- The level of suitability between what the apprentice has studied in the education centre and the performed apprenticeship.
- The correct use of the notebook/diary

**Regarding the company:**

- The level of training received in the company
- The relationship with work mates in the company
- The level of understanding the working of the company
- The level to which the apprentice would recommend the company for future apprenticeships
- The degree to which environmentally sustainable work practices have been taken into account when carrying out the learning

**The mentor and the supervisor analyse the satisfaction survey filled in by the company and the following aspects are taken into account:**

- The degree of satisfaction of the company with the education centre
- The attention / information received from the education centre
- The operation of the education centre in the organization of learning
- The level of satisfaction with training performed by the apprentice
- The level of soft skills/personal skills training included in the apprenticeship
- The level of professional competences of the apprentice at the end of the apprenticeship
- The effectiveness of communication between the mentor and the supervisor
- The image the company has of the education centre
- The possibilities for accepting new apprentices in the future

**EVALUATION CRITERIA MODULE 5**

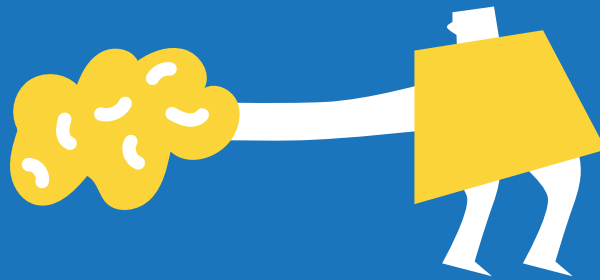
**The different sections to be evaluated in mentoring have been identified**

**The items to be evaluated have been recognized in each section**



## MODULE 06

### Reflecting and Learning about the Mentorship



# 1. Analyse the data collected during the apprentice's assessment of learning, take decisions for improvements and implement them

## KNOWLEDGE AND SKILLS

**Analyse the results of the assessment, self-assessment and reflection**

**Getting to conclusions of interest from the assessment, self-assessment and reflection on the practices.**

**Self-assessment capacity**

**Capacity for analysing**

**Responsibility to get information on the labour market and on internal promotion and further training possibilities for the apprentice.**

# 2. Analyse the data collected during the apprenticeship process evaluation and take decisions and implement them

## KNOWLEDGE AND SKILLS

**The mentor and the supervisor together:**

- Analyse the list of collected data
- Evaluate the types of templates in use (apprentice notebook/diary, evidence book, surveys ...)
- Evaluate the effectiveness of the supporting tools (computer applications, notebooks, templates ...) used to manage the data
- Analyse the necessary ICT skills related to the mentor management
- Evaluate the mentor's ability to manage the information

# 3. Issue a document to certify the apprenticeship

## KNOWLEDGE AND SKILLS

**The corresponding evaluation report is drawn up**

**The apprentice is given a certificate signed and stamped by both the company and the education institute**

**A document certifying the follow-up work carried out by the mentor during the company training signed by the director of the education centre is delivered to the mentor**

**Respect deadlines and other administrative issues**

## **4. Inform the apprentice of internal promotion and more training possibilities**

### **KNOWLEDGE AND SKILLS**

**The apprentice is informed of recruitment possibilities and internal routes of promotion in the company**

**The apprentice is informed of further training options inside and outside the company**

**Analytical skills will be used to manage the information mentioned in the previous points**

**Interpersonal communication skills will be used when performing this task**

### **EVALUATION CRITERIA MODULE 6**

**The need for process analysis for continuous improvement of mentoring has been understood**

**The contents of the course have been related to the possibilities and advantages that can be offered to the mentor and the company**



