Roles and responsibilities of the Physiotherapy apprenticeship workplace mentor

This guidance has been adapted from the original guidance provided by the Occupational Therapy

Integrated Degree Apprenticeship national HEI forum and in collaboration with the Healthcare Assistant

Practitioner and Allied Health Professional degree apprenticeship programme leads at the University of

Essex.

Work Based Mentor hours per year will vary depending on the learner and their needs, we would

normally expect the role to take a minimum of 24 over a 12-month period. Note: This is based upon 2

hours of dedicated supervision time a month across 12 months to support ongoing active learning

throughout the programme and may differ for those who require additional support. This does not

include involvement in the tripartite progress review meetings and final gateway review.

The work-based mentor should be someone who, is sufficiently experienced to support the apprentice

to identify appropriate learning opportunities in the workplace to inform the chosen career/programme

pathway. For example, those undertaking an PT programme route would need to be supported by a

registered Physiotherapist.

Workplace mentors of apprentices will be expected to:

◼ Undertake relevant training provided by the University and workplace to ensure they are aware of appropriate policies and procedures relating to apprenticeships, what is expected from the apprentice in the workplace and at university and develop themselves as mentors.

◼ Familiarise themselves with the Course, Placement and Apprenticeship Handbooks; associated ePAD review paperwork and Learning Agreement.

◼ Familiarise themselves with the apprenticeship standard, British Values, safeguarding (e.g., knowledge of ‘Prevent’ and how to raise a concern) and the associated knowledge, skills, and behaviours which the apprentice will need to demonstrate to them.

◼ Have a sound knowledge and understanding of what the apprentice is learning during their academic studies and help the apprentice to use this to inform their own practice.

◼ Be prepared for and participate in regular progress reviews in line with the Education and Skills Funding Agency requirements [at least every 12 weeks] and ensuring any actions highlighted are facilitated. (Duration approximately 1 hr for each review in addition to mentor support and does not include the final gateway review).

◼ Develop a transparent, honest, and open relationship with the apprentice to facilitate a safe learning environment in the workplace.

◼ Provide regular, critical and honest feedback to facilitate the professional development and scope of practice\* of the apprentice.

◼ Support the apprentice to increase the use of their initiative and to take increasing responsibility for their own learning and development as they progress through the programme.

◼ Facilitate the apprentice to record and evidence their developing scope of practice. Ensuring a record of ‘active learning’ during every 4-week period is documented in the ePAD. And a portfolio of examples of developing KSB expertise in the workplace is maintained to inform preparation for end point assessment.

◼ Support the apprentice to recognise, participate in and document opportunities for learning within day-to-day duties in their workplace.

◼ Support the apprentice to ensure their workload and scope of practice is developing and at an appropriate level, so they can balance the demands of work and study, and maintain a positive level of wellbeing.

◼ Ensure appropriate levels of supervision are in place when apprentices are developing higher level risk assessment and intervention skills. Including countersigning apprentice documentation until the apprentice has demonstrated satisfactory competence at the skill and evidenced this in the ePAD. Mentors should work with employers to define any local high-risk skills and map these to the KSB’s.

◼ Ensure there are clear, timely communications with the university, the employer and the apprentices’ colleagues about their developing scope of practice. And take steps to mitigate and identify challenges early, communicate promptly and ensure an action plan is put in place to provide enhanced support where required.

◼ Promote a positive perception of apprenticeships as a route into registered health and social care employment

◼ Contribute to the decision as to whether the apprentice is ready to go through the gateway review to End-Point Assessment and support the quality assurance processes for the ongoing development of the programme[s].

\*Text in blue denotes updates from version 1

Updated 08 07 2024 by Jo Etherton Version 2.0 [www.essex.ac.uk](http://www.essex.ac.uk)