

# Placement Handbook: A Guide for Mentors

CACHE Early Years Educators Qualifications

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## Section 1: Preparing for your learner

There are some details that you will need to know about the learner before he/she begins their placement with you, some are listed here. You may be able to add more.

Name of learner and contact details DOB Previous School Relevant previous experience	
Training Provider Assessor and contact details	
Qualification title and level	
Additional details for learner (include any personal details such as allergies/learning needs/personal circumstances etc)	
Emergency contact/s for learner	
Placement induction date Placement formally begins/ends	

Once you have received the details about the learner it is time to start thinking about how you can welcome your learner. Things to have in place have been included here but you may be able to add more:

Induction day	Date and times
Mentor appointed	Name Brief outline of current job role
Team briefed	Date
Qualification specification downloaded and shared with mentor (links can be found later in this handbook)	Date
Notice given to parents/carers about learner joining the setting for work experience	Date
Contact made with training provider and any necessary documents completed and returned	Date
Contact made with learner by mentor	Date

## Section 2: Induction

Once you have received all of the necessary documentation and appointed a mentor you are ready to welcome the learner into the early years setting. The experience that he/she has is likely to vary, for example the learner may have just completed their GCSEs and have very limited experience of working with young children whilst others may have volunteered in early years settings and bring a wealth of experience and confidence with them. Whatever the experience of the learner he/she will need time set aside with their mentor to help them settle in and feel welcomed and valued in the setting. Achieving this can be difficult in a busy setting but settling the learner in can make such a big difference to the success of the placement experience for everyone involved!

An induction checklist has been included here with some important items. You may be able to add more:

Induction date	Date
Mentor appointed	Mentor  Attendance pattern of mentor (alternative point of contact in absence of mentor supplied)  Reserve mentor  Brief outline of job role
At the induction meeting (this is not a placement day and the learner should not be expected to stay all day unless previously arranged)	
Exchange documentation and check personal details are correct	Date
Discuss signing in arrangements	Date
Discuss dress code	Date
Discuss times of attendance, breaks/meals and staff room arrangements	Date

Discuss policies and procedures and a brief overview of roles and responsibilities: <ul style="list-style-type: none"><li>• Safeguarding</li><li>• Health and Safety</li><li>• Equality, diversity and inclusion</li><li>• Confidentiality</li></ul>	Date
Tour of setting and introductions to team	Date
Day 1 arrangements confirmed	Date

## Section 3: The mentoring role

As a mentor you will be the main contact for both the learner and the assessor. The placement experience is usually one of mutual benefit and the mentor's role here is significant. Once you have met the learner and taken them through the induction process they will be ready to begin their placement with you. The mentor will benefit from having an overview of the qualification the learner is studying. Click on the appropriate link below to access:

Please liaise with your learners training provider who will be able to access the relevant Learner Handbook via cachezone.

You can also request the 'Be able to' document which contains the assessment criteria which needs to be achieved during placement.

### Non mandatory mentor records

In order to ensure that you are supporting the learner effectively, a series of mentor records have been included here. The records are not mandatory but if completed weekly with the learner, could help him/her to identify their strengths and plan for any outstanding skills.

As well as meeting briefly each week, the mentor can also support the learner by completing the Professional Skills Profile 1 sheet at regular intervals, perhaps monthly. The feedback received from the Professional Skills Profile 1 will support the learner as they begin to reflect on their day to day practice with children and as part of a team at placement. Towards the end of the placement the mentor could complete Professional Skills Profile 2.

## Attendance Record

Attendance (include any period of absence with explanation if known)	Signature of mentor
w/c:	
w/c:	
w/c:	
w/c:	
w/c:	
w/c:	
w/c:	
w/c:	
w/c:	
w/c:	
w/c:	

Week 1	Week 2	Week 3	Week 4	Professional Skills Profile 1
Comment on attendance and settling in process	Comment on progress	Comment on progress	Comment on progress	Date completed
Planning for next week/additional comments	Planning for next week/additional comments	Planning for next week/additional comments	Planning for next week/additional comments	

## Professional Skills Profile 1

Mentor completes weekly.

No.	Skills Profile	Comments from placement mentor/supervisor
1.	Be a positive role model <ul style="list-style-type: none"> <li>• behaviour</li> <li>• confidentiality</li> <li>• timekeeping</li> <li>• safeguarding and welfare</li> <li>• health and hygiene.</li> </ul>	
2.	Follow the policies and procedures of the early years setting in relation to reporting.	
3.	Support enabling play environments.	
4.	Communicate effectively with children.	
5.	Communicate effectively with colleagues and others as appropriate.	
6.	Value diversity.	
7.	Contribute to healthy environments for children.	
8.	Show a commitment to own professional skills development.	
Name and details of setting (ages of children/days)		Signature and date (mentor)  Signature and date (learner)

## Professional Skills Profile 2

Mentor completes towards the end of the placement

No.	Skills Profile	Comments from placement mentor/supervisor
1.	Be a positive role model: <ul style="list-style-type: none"> <li>• behaviour</li> <li>• confidentiality</li> <li>• timekeeping</li> <li>• safeguarding and welfare</li> <li>• health and hygiene.</li> </ul>	
2.	Follow the policies and procedures of the early years setting in relation to reporting.	
3.	Communicate effectively with children.	
4.	Communicate effectively with colleagues and others as appropriate demonstrating a good command of English language in both written and spoken form.	
5.	Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	
6.	Value diversity.	
7.	Contribute to inclusive practice.	
8.	Support children through transition.	
9.	Contribute to the observation, assessment and planning cycle.	

10.	Contribute to emergent literacy and mathematics for children.	
11.	Work with others to prepare children for school.	
12.	Contribute to healthy environments for children through the implementation of physical care routines for individual children which are responsive to their age/stage and need.	
13.	Show a commitment to own professional skills development.	
Name and details of setting: ages of children/days.		Signature and date (mentor)  Signature and date (learner)



## Section 4: Partnership working

The mentor should work closely with the assessor in order to ensure that the learner experiences a successful placement. If you have decided to use the mentor record sheets these will be useful information for the assessor and may support a professional discussion. The assessor will make arrangements to visit the learner and should never turn up unannounced. If you need to share any information about the learner's progress in between visits you should not hesitate to contact the assessor as often any concerns can be resolved quickly.

Without employer commitment to training the early years profession will not flourish and by providing effective mentoring you will be contributing to a workforce that is fit for purpose.

We would like to take this opportunity to thank you for the impact good practice experienced during placement has on the overall quality and integrity of their childcare qualifications.



# Publication history

A comprehensive Support Materials Publication History, including details of changes made to all CACHE support materials since 2010, is available on [cachezone](#).