



1st4sport Level 3 Award in Workforce Mentoring

MENTOR TRAINING HANDBOOK

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INTRODUCTION

This Handbook has been produced to support those embarking on mentor training, with a view to completing the 1st4sport Level 3 Award in Workforce Mentoring.

It provides an overview of the qualification, an explanation of the processes and techniques for effective mentoring, and supporting documentation required by a mentor.



THE QUALIFICATION

The Level 3 Award in Workplace mentoring (awarded by 1st4sport) has been identified as a particularly suitable qualification for the racing and breeding industries. It can be delivered within the context of all roles within the racing industry.

The qualification comprises of two units, which are:

Unit 1: The mentoring role.

This unit covers the theoretical aspects of the role and responsibilities of the mentor, the techniques and skills required during the mentoring process and reflecting on the mentoring role.

Unit 2: Undertaking the mentoring in the workplace.

This unit covers the practical aspect of planning and delivering mentoring. You will be required to mentor at least one person for a minimum of six hours.

THE LEARNING PROGRAMME

The training for this award is a blend of face to face, on-line and eLearning. The initial session will be a full day of face-to-face training. This is followed by four shorter on-line sessions. You will be required to:

- Complete several eLearning courses on Racing2Learn to consolidate your understanding of mentor related subject areas.
- Complete a learner portfolio.
- Provide evidence of practical mentoring.
- Attend a mid-course review.

The total guided learning time will be a minimum of 21 hours. Trainee mentors should be prepared to undertake a minimum of 6 hours of mentoring with additional time allowed for planning and reviewing the mentoring process.

COURSE ENROLMENT AND PREQUISITES

Once you have been accepted onto the mentoring course, your tutor will arrange for you to be registered for the qualification.

Prior to registration, trainee mentors are required to:

- be aged 18 years or over
- complete any pre-course tasks confirm their identity by showing an accepted form of Government issued identification.

HOW DO COACHING AND MENTORING DIFFER?

A mentor is someone who teaches or gives help and advice to a less experienced and often younger person. In an organisational setting, a mentor influences the personal and professional growth of a mentee. Most traditional mentorships involve having senior staff mentor more junior employees, but mentors do not necessarily have to be more senior than the people they mentor. What matters is that mentors have experience that others can learn from.

Mentoring is a different skill from coaching. Coaching is a structured process where a professional coach assists individuals or teams in setting and achieving specific goals, typically focused on performance improvement within a defined timeframe. It involves providing guidance, feedback, and support tailored to the unique needs and objectives of the individual being coached, fostering skill enhancement, personal development, and goal attainment.

Mentoring, on the other hand, is a nurturing relationship where a more experienced individual (mentor) imparts knowledge, advice, and insights to a less experienced individual (mentee) to facilitate long-term personal and professional growth. It focuses on holistic development, relationship-building, and wisdom transfer, often extending beyond immediate goals to encompass broader career and life aspirations.

THE ROLE AND RESPONSIBILITIES OF THE MENTOR

A mentor should ensure that they:

- Have a genuine interest in helping someone achieve their professional development objectives.
- Have the skills and experience to mentor.
- Share their experience to provide validation of how they can help.
- Increase the skills, knowledge, confidence and motivation of the mentee.
- Provide different perspectives on problem solving, career options and opportunities.
- Be a role model and provide connection with other role models.
- Deal professionally with any conflicts of interest.
- Reflect on their own development as a mentor.

The mentor will normally be appointed to a member of staff who they can develop through their own personal lived experience and workplace skills and

knowledge. They have a responsibility to themselves to give their best mentoring experience to their mentee to enable them to succeed, and to the business to support its workforce development plan.



MENTORING SKILLS AND ATTRIBUTES

A mentor will have or develop a range of skills and attributes including:

- Empathy – understanding how an individual is feeling can help develop accurate conclusions to assist them and set attainable goals. Empathy skills can help you to select the best method of mentoring to gain a good response from the mentee. Empathy can also build trust and identify the mentee's individual behaviours and abilities so that appropriate advice can be provided.
- Active listening – asking questions, being fully attentive to the individual when they are speaking and identifying non-verbal forms of communication are components of active listening. This can demonstrate an openness and respect for a mentee's concerns or ideas. It can also help develop meaningful feedback for the individual to implement in their professional life.
- Organisation – organisation skills, particularly in a busy racing yard or stud can help create effective schedules, routines or tasks to complete.

Organisational skills involve paying attention, thinking ahead and being goal oriented to ensure the success of the mentee.

- Relationship-building and rapport – as a mentor it's important to be able to build trusting relationships, with empathy and rapport between mentor and mentee. Relationship building can also help to assess and recognise the characteristics of a mentee.
- Leadership – leadership skills can aid the proper support for a mentee in their professional pursuits. These skills can be used to create career objectives relevant to the mentee's desires and capabilities. They can help to establish a level of respect between mentor and mentee.
- Observation – it is important to be able to observe a mentee's actions and behavioural patterns. It may provide you with the knowledge of when it is a good time to provide support and when to step back.
- Creativity – can be used effectively to design goal setting plans and methods that motivate and enthuse a mentee, which may also inspire them to improve their productivity and efficiency.
- Ability to provide constructive feedback – this involves evaluating progress, giving thoughtful advice and forming plans to support a mentee whilst they are attaining their goals. Motivating and encouraging feedback can be provided at any time during the process.
- Conflict management – this skill is beneficial to help mentees address any potential conflicts or workplace concerns. Conflict management involves using empathy to understand a mentee's emotional state and building a respectful approach to maintain a healthy relationship with them and other members of a team.
- Problem solving – these skills are often used to analyse information, including various perspectives, thoughts and emotions that people have. Problem solving may support a mentee who is facing obstacles by finding alternative development and learning methods.
- Self-management – mentors should be careful not to get over involved with mentees and keep a professional relationship at all times. Time management is important to prioritise learning opportunities and optimise goal achievements.
- Communication – probably the most important skill. Essential for all aspects of mentoring including goal setting, providing feedback and motivation.

SETTING BOUNDARIES FOR MENTORING

Mentors should maintain a clear mentoring relationship with mentees and not allow personal bias to influence their actions. Mentors should maintain confidentiality, objectivity and equal partnership. The mentor's role is to respond to the mentee's needs and agenda rather than imposing their own agenda.

Those working in a mentoring relationship may develop friendships over time. It is important to have a clear mentoring relationship and not allow personal bias to influence professional actions. Mentors should stay mindful of maintaining confidentiality, objectivity and equal partnership.

Finally, it is important to acknowledge when additional support or guidance might be appropriate for mentees with particular needs or challenges, and seek advice accordingly.

MENTORING CODE OF CONDUCT

A code of conduct sets out the behaviour required by mentors and gives them clear boundaries within which to operate. The British Horseracing Authority (BHA) has developed a Mentor Code of Conduct that must be adhered to by all BHA trained and qualified mentors. This can be seen at Annex 1.

THE IMPORTANCE OF CONFIDENTIALITY IN A MENTORING RELATIONSHIP

Both the mentor and the mentee have great responsibility to maintain and respect the confidentiality of all the information imparted during the mentoring relationship, as they may hear sensitive and personal information. However, if such information is dangerous or illegal, an appropriate approach for the mentor is to encourage the mentee to take the necessary action themselves.

Confidentiality is crucial for building trust between mentor and mentee. When mentees are confident that their information will be kept private, they are more likely to be open with their mentor, share their concerns and participate fully in the mentoring process.

By maintaining confidentiality, mentors respect the privacy of mentees. This is not just an ethical responsibility but is also a requirement under data protection laws, namely General Data Protection Regulation (GDPR).



IDENTIFYING MENTORING NEEDS

When identifying individual mentoring needs the following points should be considered:

- Inspiring - the mentee should be excited and enthusiastic about working towards these goals.
- Challenging yet achievable - the mentee will grow if there's a bit of a stretch to the goal, provided it's attainable.
- Measurable and time-based - goals should be measurable so that both parties know when they are achieved. Goals also should have a timeframe.

STEP 1: Explore

Both parties should look at all the key aspects of the work that require skill development.

Here are some open-ended questions the mentor can ask the mentee:

- What do you want to accomplish in the upcoming months?
- What are some things you would really like to learn or do?

- What barriers have you experienced in your professional development and how might you overcome these?

STEP 2: Identify

- From these areas, the mentor can help the mentee identify their goals. Eliminate goals that are not relevant to the mentoring journey
- Encourage the mentee to record their goals.

Here are some questions to ask the mentee:

- Does the goal meet the requirements of being motivating, challenging, achievable, and time-bound?
- How will you measure success and know when you have achieved the goal?

STEP 3: Needs Analysis

After the goals are recorded, help the mentee think about the steps to achieve them.

Questions to ask the mentee:

- How do you see accomplishing this goal?
- What will you need to achieve it?
- What resources, knowledge, help, or collaboration will you need?

STEP 4: Obstacles

What could prevent your mentee from achieving their goals, and how could it be overcome?

Questions to ask the mentee:

- What could prevent you from reaching these goals?
- How can I help you?

STEP 5: Milestones and Action Plan

Milestones will help the mentee measure their progress. Start by identifying a milestone and timeline with each goal. Ensure the mentee has a suitable action plan for each goal.

Questions to ask the mentee:

- What milestones will help you track each goal?
- What help, or collaboration will you need?

Once the mentee has identified some goals, the mentor should discuss it with them and record them. If a goal seems too broad or unrealistic, the mentor can help the mentee break these down into doable tasks and review their progress.

A sample mentoring plan can be seen at Annex 2.



IDENTIFYING LEARNING NEEDS

Identifying the mentee’s learning needs will establish skills and knowledge gaps, and both parties can agree what the targets should be for addressing these gaps.

The identification of learning needs should be realistic and achievable and take account of the working environment. Different learning methods will need to be considered to ensure that the mentee’s preferred learning style is taken into account.

Many people will be aware of their own learning needs, but a job description or skills matrix could be used to consider the full range of skills and knowledge required for a particular role.

KEY MENTORING TECHNIQUES

Key techniques for mentoring include:

1. Active Listening

To really listen, the mentor should be truly attentive, concentrating and observing the mentee's body language.

Active listening includes:

- Summarising what you heard.
- Confirming it with the speaker.
- Making sure you accurately understand their message.
- Show that you're listening - demonstrate active engagement with the speaker.
- Stay focused - maintain your attention on what is being said.
- Face the speaker and maintain eye contact - signal your interest in the conversation.
- Listen without judgement - enter the conversation with a quiet, open mind.
- Never interrupt - allow the speaker to fully express themselves.
- Remember that, when they have something in mind to say, they aren't hearing you anyway - they're busy thinking about what they are going to say. So, be sure to hear them out before you speak.
- Pay close attention to non-verbal cues - consider the speaker's body language and tone.
- Don't impose your opinions or solutions - avoid dictating the conversation.
- Ask questions - clarify and further explore what the speaker is saying.
- Paraphrase and summarise - reflect back what you've heard to confirm understanding.

2. Good questioning techniques

Open-ended questions, such as Who, What, Where, When, Why and How are the essence of effective mentoring techniques and strategies.

Remember, the aim is to encourage the mentee to express themselves as the mentor leads them to discover their own solutions. By asking questions that facilitate natural conversation, the mentor will gradually gain insights into the mentee's goals and priorities as they expand on their thoughts while engaging with the mentor.

Consider using questions like:

- Can you elaborate on that?
- Are there any additional details we should consider?
- What makes you think that?
- Why do you suppose they did that?
- What do you think we should do?

- Are you satisfied with the result, or do you think we can do better?

In cases where the question might be sensitive, you can soften it with a preface like: Do you mind if I ask?

3. Communication

Communication skills are essential to have throughout all aspects of mentorship, including setting goals, providing feedback and having meetings to evaluate progress. Effective communication allows mentees to feel engaged and confident to express their own suggestions and opinions. Communication techniques can range from the spoken word, messaging, emails and written notes. Even body language provides useful communication – a nod or smile can reinforce a positive experience.

4. Giving Feedback

The mentor will need to be able to give the mentee feedback that is clear, specific, and honest, but also not judgemental nor overly negative. Focusing on negatives can discourage the mentee. The mentor should never blame the individual for something going wrong – in these situations, the conversation is more likely to go well if the mentor focusses on getting the mentee to discuss what happened and what they think they could do differently in future, as a learning experience.

5. Resources for mentoring

The resources needed for good mentoring include:

- Time – for both the mentor and mentee to participate in the process
- Equipment – for the completion of practical tasks
- Record keeping – to note agreed goals and record progress
- Employer support – to encourage and monitor progress.

BUILDING RAPPORT

Rapport plays a vital role in mentoring for several reasons. First and foremost, it creates a safe and supportive environment where the mentee feels comfortable sharing thoughts, feelings and challenges.

Open and honest communication is essential for the mentoring process to be effective and impactful.

The mentor should:

- Watch the other person's body language, including gesture, posture and expression.
- Adopt a similar temperament.
- Use similar language.
- Match the other person's speech patterns, such as tone, tempo and volume.

The mentoring environment is also important, and one of the most important elements of this is time. Rushed, late or last-minute mentoring input can create tension and a negative experience. The mentee will feel much more valued if a mentor postpones a mentoring activity and rearranges, rather than rushing.

REVIEWING MENTEES' PROGRESS

Reviewing progress with mentees should be done in a way that empowers the mentee to take ownership of their goals. Examples include:

- Revisiting goals to use as a benchmark for progress and success.
- Ask open-ended questions to the mentee about how they feel they are progressing or any challenges they have encountered.
- Encourage the mentee to self-evaluate against their goals including achievement, progress and challenges. Support them as they critically reflect on their journey.
- Support the mentee in reflecting on the actions they have taken towards their goals. This will help them identify the link between their actions and outcomes.
- Discuss challenges and barriers. Help the mentee to identify ways to overcome these obstacles.
- After reviewing progress consider future planning and encourage the mentee to set the next steps to continue towards their goal.
- Reinforce responsibility by reminding the mentee that the mentor is there for support and guidance, but the responsibility for achieving goals lies with the mentee.
- Boost the mentee's confidence by acknowledging progress, however small.
- Provide feedback on the mentee's progress. Provide suggestions for future activities.
- Conclude the review by agreeing to the next steps, which might include revising goals, agreeing actions, or discussing how to overcome challenges.
- Empower the mentee to 'own' their progress and take responsibility for their own development.

Consideration should be given to:

- the environment – somewhere quiet without interruptions
- the method – face to face, remotely, written
- frequency – at agreed periods throughout the process.

PROVIDING FEEDBACK TO MENTEES

The mentor needs to be able to give the mentee feedback that is clear, specific, and honest, but also not judgemental nor overly negative. Focusing on negatives can be discouraging. The mentor should never blame the individual for something going wrong – in these situations, the conversation is more likely to go well if the mentor focusses on getting them to discuss what happened and what they think they could do differently in future.

In the feedback the mentor should involve the mentee – they may have a different opinion regarding their progress, so the mentor should be prepared to listen.

Things to consider when giving feedback include:

- The purpose of the feedback – is it interim, formal or informal?
- Select the right method – think about timing, venue and the mentee's availability
- Balance negative and positive feedback
- Be specific and constructive
- Encourage a two-way conversation
- Follow up and monitor progress
- Providing evidence of successes or challenges
- Requirement for re-setting goals
- How to resolve conflicts
- Action to take if the mentor and mentee disagree on progress.

REFLECTING ON YOUR OWN PERFORMANCE

Throughout the mentoring process, it is important to reflect on your own performance as a mentor – thinking about what has gone well as well as areas for development. Things to consider might include:

- Developing own self confidence
- Improving communication skills
- Developing questioning techniques

- Understanding the mentoring process
- Setting goals and targets
- Knowing when to revise own goals
- Being prepared to seek external advice.



LIST OF ANNEXES

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ANNEX 2	SAMPLE PROFILING CHART
ANNEX 3	TEMPLATE MENTORING PLAN
ANNEX 4	SAMPLE MENTORING PLANNER AND LOG
ANNEX 5	SELF EVALUATION FORM
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ANNEX 7	GUIDE TO ASSESSMENT AND PROFESSIONAL DISCUSSION

ANNEX 1

BRITISH HORSERACING AUTHORITY CODE OF CONDUCT FOR MENTORS

Introduction

Mentors in the Thoroughbred industry play a crucial role in the development of the sector's workforce. Good mentors help to ensure that their mentees have positive experiences and are therefore more likely to continue in their career and achieve their potential.

As participants in British Racing, mentors must demonstrate a high degree of honesty, integrity and competence at all levels. The need for mentors to understand and act upon their responsibilities is of critical importance to the sport of horseracing, as is the need to protect the key concept of participations - career advancement, enjoyment and achievement. These values are implicit within good mentoring practice and promotes a professional image of the mentor.

This Code of Conduct outlines what the British Horseracing Authority (BHA) considers to be good mentoring practice in the contexts of the specific requirements of horseracing.

Rights

Mentors must respect and champion the rights of every individual to participate in the sport of horseracing. Mentors:

- should maintain an environment free of fear or harassment
- should recognise the rights of all participants to be treated as individuals
- should recognise the rights of participants to seek advice from other mentors and experts
- should treat all individuals with respect at all times
- must not discriminate on the grounds of gender, marital status, race, colour, disability, sexual identity, age, occupation, religious beliefs or political opinion
- must not publicly criticise or engage in demeaning descriptions of others
- must communicate with and provide feedback to participants in a way that reflects respect and care.

Relationships

Mentors must develop a relationship with their mentees and others based on openness, honesty, mutual trust and respect. Mentors:

- must not engage in behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying)
- should promote the welfare and best interests of their mentees
- must avoid sexual intimacy with mentees, either while mentoring them or in the period of time immediately following the end of the mentoring relationship
- must take action if they have a concern about the behaviour of an adult towards a child or vulnerable adult
- should empower mentees to be responsible for their own decisions
- should clarify the nature of the mentoring services being offered
- should communicate and cooperate with other organisations and individuals in the best interests of their mentee
- must ensure that physical contact is appropriate and necessary, and is carried out with the participant's full consent and approval
- must not engage in any form of sexually related contact or activity with any mentee for whom they have responsibility. This extends to sexual innuendo, flirting or inappropriate gestures and terms
- must know and understand the relevant BHA child protection/safeguarding policies and procedures, and follow them
- must follow the reporting procedures laid down by the BHA if they have a concern – non-action is unacceptable
- must arrange to transfer a participant to another mentor if it is clear that an inappropriate or intimate relationship is developing
- should respect mentees' opinions when making decisions about their participation in racing
- should encourage mentees to take responsibility for their own development and actions
- should allow mentees to discuss and participate in the decision-making process
- must discuss and agree with participants what information is confidential
- should identify and agree with mentees which other experts or organisations could offer appropriate services.

Responsibilities - Personal Standards

Mentors must demonstrate proper personal behaviour and conduct at all times and be a positive role model for their participants. Mentors:

- must be fair, honest and considerate to participants and others in their sport
- should project an image of health, personal hygiene and functional efficiency
- must always be positive role models for mentees
- should educate mentees on issues relating to the use of performance-enhancing drugs in sport and cooperate fully with UK Anti-Doping, UK Sport and governing body policies, if appropriate
- should display high standards in use of language, manner, punctuality, preparation and presentation
- should encourage mentees to display the same qualities
- must display control, respect, dignity and professionalism to all involved in the sport or activity.

ANNEX 2

MENTORING PROFILE SHEET

Name:

Date:

Scoring Criteria

5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Poor, 1 = Unsatisfactory

Highlight the number you feel applies to you, try not to think too much about your answer, just go with your instinctive feeling.

About You

Would you like a mentor?	Yes	No
Would you like to feel more confident and develop self-belief	Yes	No
Do you want career satisfaction/progression	Yes	No

Work Life

Do you have a good relationship with employer/work colleagues	1	2	3	4	5
How easily do you adapt to change	1	2	3	4	5
How do you cope with challenges	1	2	3	4	5
How easy do you find making decisions	1	2	3	4	5
Can you prioritise workloads	1	2	3	4	5
Do you set goals for self-achievement	1	2	3	4	5

Personality Traits

Are you a leader	1	2	3	4	5
Are you goal orientated and driven to achieve	1	2	3	4	5
Are you confident in group settings/network	1	2	3	4	5

Communication Skills

Do you find it easy to talk to your peers	1	2	3	4	5
Do you feel apprehensive when faced with making presentations	1	2	3	4	5
Are you open to making changes	1	2	3	4	5

Psychological Skills

Self-belief	1	2	3	4	5
Concentration	1	2	3	4	5
Attitude	1	2	3	4	5
Problem Solving	1	2	3	4	5

ANNEX 3

SAMPLE MENTORING PLAN

Name of Mentor	
Name of Mentee	
Delivery time	
Mentoring Goal	
Session Goal 1	
Session Goal 2	
Session Goal 3	
Session Goal 4	
Session Goal 5	
Session Goal 6	

SAMPLE

ANNEX 4

Mentoring Log/Diary

Complete the log with the details of each mentoring session. You should provide evidence of six hours mentoring

Mentee name:				
Session	Session Goals	Session Outcomes	Comments, evaluation and/or changes to next session	Delivery confirmed by: (mentor and mentee with date)
Date				
1				
2				
3				
4				
5				
6				

ANNEX 5

Self-Evaluation – Please keep a record for your assessment

Describe how the mentoring aims/goals were met:	
Feedback from Others	
Summarise feedback from your mentee:	
Review of mentoring delivery	
What were the strengths?	
What were the weaknesses or aspects you would change next time?	
Review of own performance	
What were your areas of strength?	
What were your areas of further development?	

ANNEX 6: HOW TO RECORD A MENTORING SESSION

These Guidelines have been developed to support mentors who wish to use the video assessment process as part of their course/qualification. It aims to ensure that learners are not disadvantaged and that a standardised approach can be used to assess competence. The use of video as a form of assessment must be agreed in advance with your tutor/assessor.

Video evidence is a useful form of evidence of practical mentoring. It is recommended that a minimum of two mentoring sessions are provided.

An alternative method of recording a session is using the record function during a Teams Meeting.

Planning

Please consider the following when planning your session:

- Obtaining consent prior from any participants you wish to involve in your session.
- Testing any equipment you wish to use prior to your session taking place.
- Ensuring the camera has sufficient battery life to complete the whole session.
- Using an appropriate venue/environment. Ideally sessions should be filmed indoors (depending on your course/qualification). Ensure lighting is appropriate and noise interference is kept to a minimum.

Equipment

Smart phones are ideal for capturing video footage.

Delivering

Prior to starting your session, please confirm your name, date and course/qualification and purpose of the assessment. This should be captured on the video. If you are delivering a mentoring session, please state the session objective.

The recording should contain footage of the mentoring only, which should commence at the beginning of the recording. The session should be captured in one take.

If on a Teams or Zoom call the camera can be activated at the beginning of the session.

Submitting

Review your recording ahead of submitting. The digital recording must be finalised in a universally acceptable format for playback such as MP4, MPEG, AVI, MOV or WMV.

You can send your video via software such as We Transfer or Sharepoint if that facility is available. You could also use an existing YouTube account or create an account to upload your video. Please ensure you have enabled video uploads longer than 15 minutes.

ANNEX 7: GUIDANCE NOTES ON EVIDENCE GATHERING, ASSESSMENT AND PROFESSIONAL DISCUSSION

Your course tutors and assessor will support you during your learning programme and evidence gathering.

Evidence gathering means completing your portfolio, undertaking a minimum of six hours of mentoring (which should be logged and a couple of sessions recorded), and completing any additional learning such as courses on Racing2Learn.

You will be offered a mid-term review, where you and your tutor can discuss progress and any additional support required.

When you have completed all your evidence gathering you should confirm an assessment date with your assessor and submit all the evidence in good time for them to review.

The assessment will comprise a review of your evidence and a Professional Discussion which will last up to 45 minutes. This discussion will cover various aspects of your mentor training and practical experience.

Quality Assurance

All assessments are subject to internal and external quality assurance which is often termed verification. This means that your assessor's performance is being checked – not yours. Your professional discussion may be recorded or observed on the day by an internal quality assurer (that is someone appointed by the Centre). The external quality assurance is the responsibility of 1st4sport as the assessment organisation and that will confirm that the assessment and internal quality assurance are in line with national standards.

The forms below will be completed by your assessor and are useful checklists to make sure you have covered all the required learning outcomes.

Level 2 Practical Mentoring Demonstration: Assessment Observer Record

For assessor use only

This record provides the assessor with a means to assess learners' practical mentoring demonstration.

Learner name:			
Assessor name:		Date:	
The learner has:		Evidence Ref. ¹ Obs/ Q + No.	Outcome ² C / NYC
	developed a mentoring plan that is realistic and valid		
	delivered introduction to the mentoring including planned outcomes and ensuring mentees ownership in this		
	delivered an engaging session where mentees are positive and motivated		
	delivered a session where a mentees interact and have plenty of opportunity to be involved		
	delivered a session that includes decision making for mentees		
	delivered a session using technically accurate demonstrations and explanations when required		
	analysed mentees performance providing timely support to develop their understanding and promote learning		
	demonstrated time management for the session and, moving activities on at appropriate times		
	demonstrated a range of communication skills relevant to the session (verbal and non-verbal)		
	concluded the session by reviewing the main outcomes and feedback		

¹ Evidence Ref. column must contain one of the following codes to identify what assessment decision is based on: Obs – observation of session, Q – questioning after the session for clarification + number on the question sheet:

¹ Outcome column should contain a C (Competent) or NYC (Not Yet Competent) per criterion and should be based on the outcomes of the observation and any subsequent questioning (if required).

Level 2 Practical Demonstration of Mentoring 2: Question Sheet
For assessor use only

Learner name:		Date:	
To be completed by the assessor			
Q1:			
Answer 1 :			
Q2:			
Answer 2:			
Q3:			
Answer 3:			
Q4:			
Answer 4:			
Q5:			
Answer 5:			
I can confirm that the questions listed above were asked by my assessor and the answers are an accurate record of my responses.			
Learner signature		Name	Date
Assessor signature		Name	Date



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