



### **Guidance to Subject Specialist Mentor at London School of Commerce & IT (LSCI)**

Subject Specialist Mentoring is a core academic responsibility. A specialist mentor is a qualified professional who provides highly specialised, specifically tailored, one-to-one support which helps students address the barriers to learning. They are to be allocated to each learner to support them in the planning, delivery, and assessment in their subject area. It is recommended that the Subject Specialist Mentors with subject specialism meet with designated learners once in every semester. They monitor the progress of trainees so that they can identify when trainees fall behind and intervene quickly to provide the support that trainees need.

#### **Summary**

- The role of a Subject Specialist Mentor is to support tutees in their personal, general academic, and professional development.
- Support learners with subject specialism and guidance on Teaching practices and Placement.
- Through regular contact and the establishment of a supportive and professional relationship, Subject Specialist Mentors monitor their academic progress, development and wellbeing.
- Subject Specialist Mentors signpost students toward appropriate sources of support where necessary, and signpost students toward development opportunities where available.

#### **Duties and Key Responsibilities:**

##### **1. Managing the relationship**

###### **1.1 Setting expectations and boundaries**

- The Subject Specialist Mentors are often the first point of contact for students, and it is important that tutees are aware of the role of the Subjects Specialist Mentors and the limitations to what a Mentor can do before referring a student to a more specialised source of support.
- Subject Specialist Mentors should meet with their new tutees within the first week of term, and should arrange at least one individual meeting with each tutee each term/ Semester.

1.2 Subject Specialist Mentors should be in regular contact with tutees throughout their time at College, primarily through meetings, although email, Zoom, Skype or other media might also be used, particularly for students on placements. Mentors should ensure that tutees are aware of their availability and how to get in touch.

1.3 Confidentiality

- Confidentiality is an important factor. If a Mentor is unsure how to respond to a situation, they should discuss the matter with the Programme Leader or the Principal.

1.4 Policy

- Subject Specialist Mentors should be up to date with current College rules, regulations, policies and procedures, including the key policies and procedures relating to the awarding organisation's regulations. All the related policies and procedures including appeals and complaints policy are available in the College website.

## 2. **Teaching/training qualification**

2.1 Academic development

- Professionalism/Subject Area: Advise students on drawing up study plans, learning strategies, time management, note taking in lectures, how to research a topic and write a report/essay.
- Pearson BTEC Level 5 Diploma in Education and Training (DET) allows the inclusion of optional units developed for other qualifications, including competence units from the learning and development suite of qualifications. These units are appropriate alternatives for the many related roles undertaken by teachers, tutors and trainers, particularly in work-based learning.

2.2 Professional development

- London School of Commerce and IT is to support the learners in developing their competence in education and training.
- Subjects Specialist Mentors should be familiar with the attributes of the qualification and can use them as a framework for discussion. They should also be able to familiarise learners with the standards in education and training.
- Signpost learners to regulator guidance an awarding body requirements.
- Progression routes can also be discussed with learners.
- Advice and support should also be provided to learner to support them in their preparation for planning, delivery and assessment of teaching and learning.

Student Name			
Student ID			
Date			
Subjects Specialist Mentor			
Action Plan / Support or guidance			
Learner's progress	On Track	Needs More Support	At Risk
Date of Review			
Follow up Review			

**Student Name:**

**Signature:**

**Subjects Specialist Mentor Name:**

**Signature:**