

User Guide: SkillsTX | Mentor

Purpose of the Guide

This guide outlines the responsibilities and required actions for SME mentors participating in the Work-Integrated Learning (WIL) process.

Mentors play a critical role in validating real workplace activity, ensuring that activities and evidence accurately reflect the work performed by the beneficiary.

Mentors support beneficiary development by providing guidance, feedback and direction throughout the WIL programme.

Mentors are responsible for confirming applied proficiency at SFIA Level 3, based on reviewed activities and supporting evidence.

Mentor Role and Accountability

- As a mentor, you are accountable for the quality and integrity of the WIL process for the beneficiary you support.
- Provide ongoing oversight of the beneficiary's workplace activities, ensuring they align to the mapped SFIA skills.
- Coach and guide the beneficiary to close identified skill gaps, using feedback from self-assessments and progress reviews.
- Review and approve uploaded evidence, confirming that it is clear, defensible and accurately represents the work performed.
- Confirm that all activities reflect real, meaningful workplace work, not simulated or training-based tasks.
- Sign off applied proficiency at the end of the WIL programme, confirming SFIA Level 3 capability based on activities and evidence.

Step 1: Review of WIL Skills Programme Mapping Report

Before the WIL programme begins, review the approved High-Level WIL Skills Programme Mapping Report to confirm that it accurately represents the workplace role and exposure.

Ensure that:

- The listed activities genuinely reflect the work performed in the role.
- The identified tools, technologies and systems are correct.
- The defined core SFIA skills align with actual workplace exposure.
- Only the approved skills in this report are used for evidence review and sign-off.

Step 2: Beneficiary Onboarding

Once the beneficiary profile is created, review the beneficiary's self-assessment to understand their starting proficiency.

Use the self-assessment as a gap analysis to:

- Identify priority mentoring and development areas.
- Clarify expectations for evidence quality, structure and labelling.
- Support constructive coaching conversations.
- The self-assessment must be signed off by the mentor and is not a pass/fail assessment.

Step 3: Ongoing Mentoring and Evidence Review

Throughout the WIL period, engage regularly with the beneficiary (weekly or bi-weekly is recommended) to support skills development and evidence quality.

Mentors are required to:

- Confirm that logged activities align to the correct SFIA skill codes.
- Review uploaded evidence for clarity, relevance, and authenticity.
- Approve only evidence that demonstrates applied workplace proficiency.
- All evidence must clearly show what was done, how it was done, and the outcome or impact.

Step 4: Progress Monitoring

Mentors must review and sign off formal reports generated at key milestones:

- 1 month: Baseline self-assessment at the commencement of the WIL Programme to identify current proficiency and any gaps
- 3 months: To measure progress and adjust activities aligned to the Programme Skills Mapping Report.
- 6 months: To confirm achievement of all the activities aligned to the Programme Skills Mapping Report.

Any gaps or issues should be addressed early to avoid remediation at the end of the WIL Programme.

Step 5: Final Sign-Off

At WIL Programme completion, the mentor is responsible for:

- Confirming that all core skills have been achieved at SFIA Level 3
- Reviewing and approving final evidence
- Signing off the beneficiary's digital CV

If the beneficiary is not employed at completion, final verification will be conducted by an independent SFIA assessor, including evidence review and assessment for digital badge sign-off.