



Scottish Further Education Unit

# A Suggested Quality Framework for Student Peer Mentoring Programmes within Scotland's Colleges



# **A Suggested Quality Framework for Student Peer Mentoring Programmes within Scotland's Colleges**

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- 3. Identifying essential competences and providing training**
- 4. Establishing the Mentor/Mentee relationship**
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# 1. The Purpose of the scheme

<b>Performance Criteria</b>	<b>Possible Sources of Evidence</b>	<b>Evaluation guide</b>
1.1 There is a clear Statement of Purpose for the Scheme	Scheme Booklet/web pages/publicity materials/training materials (Sample materials – Student Mentor Policy)	The content and style of all materials should be accessible to participants, including language used, layout and style, alternative formats should be available (alternative language, large print, audio etc)
1.2 There are clear statements of values for participants within the scheme and of the relevance of the Scheme within the college		
1.3 Target groups, including mentors, mentees and Supervisors, are clearly identified		
1.4 There are clear statements of the roles and responsibilities of all participants, mentors, mentees, Supervisors, college Managers etc		

## 2. Mentor/Mentee expectations

<b>Performance Criteria</b>	<b>Possible Sources of Evidence</b>	<b>Evaluation guide</b>
2.1 Each participant has clear goals which are shared with, and understood by, their partners	Mentoring Agreement, including duration of the process, proposed frequency of meetings etc: training materials/training log, supervision process ( <i>Sample Materials – Mentoring Agreement; Guidelines for Mentees; Guidelines for Mentors</i> )	Mentor meetings encourage the sharing of expectations and goals (within confidentiality agreements) to ensure they are realistic
2.2 Mentors and Mentees have clearly understood expectations of each other and of the mentoring process within the college context		Mentoring Agreement sets out expected patterns of meetings, duration of relationship, terms of reference of each role
2.3 The expected duration of the Mentoring relationship and the proposed frequency of meetings between mentors and mentees is made clear to all participants at the outset	Scheme Booklet/training materials – ( <i>Sample materials – Build your own Network</i> )	Lines of reporting, issues of confidentiality and management accountability are clearly stated
2.4 The Schemes position in relation to other College processes is made clear at all levels of the organisation		Relevant Policies Health & Safety, Confidentiality, Risk Assessments, Child Protection, Equalities issues, Bullying & Harassment etc
2.5 Mentors and mentees know where to seek advice on College policies and procedures.		

### 3. Identifying essential competences and providing training

<b>Performance Criteria</b>	<b>Possible Sources of Evidence</b>	<b>Evaluation guide</b>
3.1 All participants take part in initial and on-going training	<i>(Sample materials - Training Log )</i>	Mentors, mentees, Supervisors, Scheme Coordinators and evaluators, all have appropriate training for their roles.
3.2 There is a clear and well publicized framework of competences which are relevant to the scheme purpose and setting	<i>(Sample materials – What is a Student Mentor ...?)</i>	
3.3 There is a robust and well presented training programme which is available to respond to scheme entry timings and on-going developments	Training Programme dates. <i>(Sample materials – Training Programme)</i>	
3.4 There is a clear evaluation strategy for training which prompts future developments	Evaluation criteria/methods of development are built in to initial and on-going training programmes	
3.5 There are clear guidelines on responding to people who do not yet demonstrate suitable competences	Assessment methods are built into initial training programmes to allow the identification of attitudes or expectations which are contrary to the scheme. Trainers have a clear structure within which they can deal with the issue <i>(Sample materials – Training Log)</i>	
3.6 There are opportunities to identify and respond to areas for future personal development for all participants	Additional training opportunities/personal reflection opportunities are available for mentors, mentees and Supervisors	

## 4. Establishing Mentor/Mentee partnerships

<b>Performance Criteria</b>	<b>Possible Sources of Evidence</b>	<b>Evaluation guide</b>	
4.1 Mentor and mentee have clear understanding of the scope of their relationship within the Scheme	Scheme Booklet/training materials ( <i>Sample materials – Sample Mentoring Policy; What is a Student Mentor; Mentee Guidelines</i> )	The role of Mentor Supervisors is clearly identified	
4.2 Mentees are matched to trained mentors, based on agreed criteria, e.g. might include experience, common subjects, gender, cultural & social empathy		Scheme Co-ordinator and mentors/ supervisors meet regularly and there are referral processes in place to support all participants	
4.3 Key stages of development and review are built in to the Scheme		Other College sections understand the scope of the mentoring scheme and its position in relation to them, e.g. Student Services, Course Tutors, Counselling services, Careers Scotland	
4.4			
4.5 There are clear guidelines for responding to issues which are beyond the scope of the mentoring relationship			

## 5. Monitoring outcomes

<b>Performance Criteria</b>	<b>Possible Sources of Evidence</b>	<b>Evaluation guide</b>
5.1 The Mentoring Agreement includes an expected ' Code of Conduct' which is understood and agreed to by all participants	Scheme Booklet <i>(Sample materials; Mentoring Agreement)</i>	Participants, Supervisors, their managers, the Scheme Co-ordinator and senior managers, understand and support the agreed Code of Conduct
5.2 There is a clear system of reporting any breaches of the Mentoring Agreement		
3.3 There is a mechanism to respond to concerns or break-downs in the mentoring relationship which is effective, non-judgemental and clear to all participants		
5.5 Recording methods – including Confidential storage, in keeping with college policies and Data Protection legislation are agreed at the outset	<i>(Sample materials; Record Sheet)</i>	All participants are aware of, and agree to, a house style for recording and storing information

## 6. Scheme Evaluation

<b>Performance Criteria</b>	<b>Possible Sources of Evidence</b>	<b>Evaluation guide</b>
6.1 The evaluation methodology and time scales are established and published at the outset.	Evaluation methodologies take account of the need to identify and record all relevant outcomes, including qualitative data, narratives and personal impact issues.	Time-lines and measures of effect are identified at the start of the project and agreed at Senior Management level
6.2 The protocols for capturing and recording essential data are built into the scheme at the outset.	<i>(Sample materials; Mentor/Mentee Questionnaire)</i>	The scheme data requirements are identified and agreed within existing college systems
6.3 There are opportunities to identify and respond to un-planned outcomes.		Sufficient time is allocated to the evaluation strategy to ensure that participants can have their thoughts and feelings included, alongside any quantitative data reporting.
6.4 Follow up activity, where appropriate, is planned into the scheme and the evaluation methodology at the outset.	Stages of future reviews and contacts with participants are identified and made known at the start of the Scheme	A method to assess the impact of participation at future points e.g. at the next phase of enrolment, at 6 months etc is built into the scheme





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