

A Mentoring Framework for Cardiff.



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A Mentoring Framework for Cardiff



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The Welsh Assembly's policy documents 'Learning Pathways - Learning Country' and subsequent document – 'Learning Pathways 14 – 19 Guidance' provided the impetus for the development of this Quality Framework. A key 'entitlement' identified in these documents and the 'Extended Entitlements' document is the right access to 'appropriate forms of personal support'.

Mentoring when done well can help young people access their entitlements. The purpose of this Quality Framework is to raise quality standards by promoting a coherent approach towards the establishment, operation and evaluation of mentoring programmes for children and young people across Cardiff.

The key contents of the framework derive from the results of a survey of Cardiff mentoring practitioners during the period November 2005 to February 2006, which highlighted the needs of young people and gaps in existing provision. The framework is not intended to be definitive but seeks to provide guidance on minimum standards for mentoring programmes. It has been produced in consultation with a variety of partners and advisers, including a Mentoring Steering Group whose members, drawn largely from education providers in Cardiff, have a wide range of experience in mentoring delivery, consultation and practice. Representatives from the voluntary sector were consulted between February 2006 and October 2006.

Acknowledgements:

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Introduction

Purpose of the Quality Framework

The Welsh Assembly Governments guidance on Learning Pathways and Extending Entitlement emphasises the need for a harmonised approach to support and guidance; better enabling all young people to progress and achieve their true potential. Mentoring is recognised as an overarching provision and development tool to support young people.

This Quality Framework has been developed through the support of a working group to provide a recognised and agreed standard of quality.

Definition and Types of Mentoring

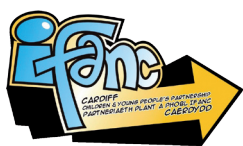
The definition of mentoring used by the Active Community Unit of the Home Office and repeated in the Approved Provider Standard is:

A one-to-one, non-judgemental relationship in which an individual mentor voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time.

This Framework is aimed at supporting all mentoring projects targeting young people within Cardiff. It is applicable to co-ordinators of mentoring schemes within education, public, private and voluntary settings. It does not include specific guidance for those operating 'E-Mentoring schemes' but elements of the guide should be applicable for this type of provision.

Target Group

Young people identified as in need of support to fulfil their potential. They may lack motivation, self-confidence and/or positive role models. Mentees may need support to raise their levels of educational achievement; or they may have become disaffected and need to re-engage with education, training and/or employment opportunities.



Introduction

Equal Opportunities

Equal opportunities within mentoring recognise that individuals are given equal access to this service regardless of age, gender, race, colour, ethnicity, sexual orientation, religion or belief, social or economic background. This is also extended to those individuals who wish to engage in the programme as a mentor.

Adherence to this policy should be evident in the recruitment, selection, training and matching of mentees and mentors. There should also be recognition of under represented groups in the recruitment and selection process of mentors. A recognised company or department policy should be in place and should be made available in an accessible format to mentors and mentees.

Structure of the Framework

The Quality Framework is divided into four main sections, which reflect the key elements of an education or community based mentoring programme.

1. Planning and project management: key issues of management and organisation.
 2. Preparation of mentors and mentees: key aspects of working with mentors, from recruitment to on-going support, and preparation of mentees for their participation in the programme.
 3. Mentoring in action: key elements of the programme in operation from establishing relationships to endings.
 4. Monitoring and evaluation: key tasks concerned with improving the quality of the programme and assessing its outcomes.
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Planning & Project Management Policy Statement

Mentoring programmes should have a policy statement, which should include:

- A statement of why the mentoring programme is needed
- A statement of aims and objectives
- Baseline information about the client or target group
- Information about the basic parameters of the programme, including duration of the programme, length and frequency of meetings, frequency of e-mails or other communication, scheduling of face-to-face meetings or business visits
- An Equal Opportunities statement
- Information about how the programme will be managed and resourced
- Information about how the programme will be monitored and evaluated

Statement of Aims

Mentoring programmes should have a statement of aims. The Cardiff mentoring audit (2005) identified the following five key project aims:

1. To improve educational performance and raise aspirations
2. To raise achievement through improved motivation, enhanced self-esteem and increased self-confidence
3. To help prepare young people for further education, training or employment through developing their confidence, motivation and interpersonal skills
4. To improve attendance and engagement on educational, training or employment placements
5. To re-engage those young people who have become disaffected and to challenge negative behaviours

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Planning & Project Management Policy Statement

Roles & Responsibilities

Programme Managers should support the Co-ordinator as follows:

- Inform appropriate stakeholders of the programme such as senior managers
- Provide opportunities for training, supervision and support
- Provide administrative resources to enable the co-ordinator to recruit, train and support mentors and mentees
- Support the co-ordinator in securing adequate time and resources to carry out their role
- Meet regularly with the co-ordinator to discuss the operation of the programme and its impact on young people
- Ensure that criteria for monitoring and evaluation are established
- Enable networking opportunities for co-ordinators

Role of the Mentoring Co-ordinator

The Mentoring Co-ordinator should have a job description (*an example of which is given below*). It is important that all co-ordinators have sufficient time, status and support in the organisation to carry out their role effectively, especially if their responsibility for co-ordinating the mentoring is additional to their main role. As a general guideline a full time co-ordinator should manage no more than 15-20 matched mentors.

Mentoring Co-ordinator Responsibilities:

- Identify the target group in consultation with other relevant agencies and agree referral process
- Brief and induct mentees into programme
- Manage recruitment and selection process of mentors
- Deliver training and induction process to mentors
- Implement matching processes
- Provide regular supervision to mentors and mentees to monitor progress of mentoring relationships
- Maintain administrative procedures
- Develop and manage monitoring and evaluation systems
- Provide on going support for mentors/mentees, including skills development, group supervision and social events
- Keep all relevant stakeholders informed about the programme

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Preparation of Mentors & Mentees

Recruitment of Mentors

A variety of recruitment methods should be used to ensure that a range of people with a diverse range of backgrounds, skills and experiences are appointed to meet the needs of mentees. A variety of promotional and information methods should be used which are clear, accessible and appeal to a diverse audience.

Selection and Screening of Mentors

Standards should include the following:

- A written procedure stating how mentors will be selected and screened
- A formal application form which indicates relevant skills, experience and attitudes
- A one-to-one interview with 2 members of staff to assess suitability
- All mentors should be subject to a CRB before commencing one-to-one mentoring
- At least two references for each mentor should be taken up before the start of one-to-one mentoring

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Preparation of Mentors & Mentees

Information and Guidelines for Mentors

An information pack should be made available for mentors at the start of the initial training course. The pack should be used both to complement the training sessions and as a source of reference for mentors.

The information pack should include:

- An outline of the programme objectives
- A description of the mentor's role *
- Answers to key questions such as: 'Why does the mentee need a mentor?', 'What does a mentor do?'
- A flow chart of the mentoring process *
- Information on, the duration of the programme, the level of commitment required and how mentoring meetings should be arranged
- A collection of tips for mentors, including do's and don'ts, and advice on common concerns*
- Practical advice on mentoring meetings, including establishing ground rules and conducting the first, second and subsequent meetings
- Background information on the school/organisation, information on the aims and objectives of the mentoring programme and a glossary of terms
- Guidance on paperwork, including the CRB
- Relevant monitoring forms, i.e. log sheets *
- Information on standard organisation policies such as, child protection, lone worker etc

* *Samples are provided in the appendix*

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Preparation of Mentors & Mentees

Mentor Training

All mentors must undertake training before they start mentoring. The training programme should be appropriate to the client group and its content and processes available in written format. All training sessions should be evaluated by participants at the end of session to feed into the continuous improvement process.

Whilst this framework does not wish to prescribe the length of any training, it is important that as a minimum the following are included:

- The aims and objectives of the programme
- Health & safety
- The role of the mentor and the mentoring co-ordinator
- Profile of the client group and general objectives, e.g. improving grades at GCSE, challenging negative behaviour
- Issues and values for young people
- Child protection requirements
- Confidentiality
- Boundaries and professional conduct
- Personal protection – lone worker policy
- Diversity
- Preparing for and managing mentoring meetings
- Building rapport
- Open questioning techniques and active listening
- Goal setting
- Recording and monitoring meetings
- Dealing with difficult issues and support systems available
- Endings
- Continuing professional development – routes for mentoring training and accreditation

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Preparation of Mentors & Mentees

Programme content and training processes should be written down and available for scrutiny.

- All training programmes should be evaluated at least annually and a short summary report produced noting feedback from trained mentors with recommendations for improvements
- Mentors should be able to obtain information about possible accreditation or assessment opportunities from their mentoring co-ordinator. Co-ordinators should also promote further training opportunities where available, e.g. OCN accredited mentoring modules
- It is advisable to have 2 trainers, this allows for trainers to observe trainees and note any issues for concern which can be addressed with the individual later.

Child protection

All mentors who have undergone a training programme **must** be briefed on child protection. **If mentors have undergone an alternative training route evidence needs to be provided that this has included training on child protection.** Mentors must be able to evidence knowledge of the organisation's policy on child protection, which will include the organisation's procedure on who to contact if they have any concerns about their mentee.

** Note: If co-ordinators need further information about Child Protection training they can contact their local authority or Volunteer Centre, see appendix for contact details.*

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Preparation of Mentors & Mentees

Support for Mentors

It is essential that each mentoring programme should have an agreed written policy on supporting and supervising mentors.

- There should be a clear procedure in place to enable the mentor to contact the co-ordinator and receive support and advice as and when needed
- A structured supervision process should be built into the programme, and mentors encouraged to take responsibility for ensuring that they take up this support as needed
- Mentors should be allowed to determine the frequency of supervision but as a general guideline co-ordinators should set a minimum number of supervisions for the cycle of the mentoring programme

Aim of support sessions;

- Identify further training needs for mentor
- Identify difficulties in mentoring relationship and suggest solutions
- Identify progress in mentoring relationship and development of mentor/mentee
- Provide emotional and practical support
- Provide positive feedback and maintain motivation of mentor

Marketing the Programme to Mentees

It is important that information is clearly presented to potential mentees so that they understand the potential benefits and are happy to volunteer onto the programme. Positive relationships are more likely to develop if the mentee has clear expectations of what the mentor can offer and what is expected of them in the mentoring relationship.

Parents/guardians should be informed of the mentoring process and should encourage their children to become involved. It is important that all mentees **volunteer** to be mentored and that **no one is coerced into having a mentor**. Such pairings are unlikely to be effective and valuable mentors are likely to be alienated. If young people are referred for mentoring they must be given a full explanation of why they have been referred and the potential positive outcomes of the mentoring relationship. When talking to young people about the benefits of mentoring it is important to stress the positive messages about mentoring:

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Preparation of Mentors & Mentees

- Mentors are there to listen and to support them and help them move forward with their identified goals.
- Everyone in their lives has one or more mentors who help them.
- Mentoring is very common in the world of work and in personal relationships.
- There are many other young people who would benefit from mentoring, but they have been selected as they are deemed as most likely to benefit from this scheme.

Information about the programme

It is good practice for the organisation to provide mentees with clear, user-friendly printed information about the programme. At the very least organisations should arrange one-to-one and/or informal group presentations on the benefits of the mentoring programme to potential mentees, which allows opportunities for the mentees to raise questions and concerns.

Induction of Mentees

An induction programme for all young people who have volunteered as mentees, as a minimum should include:

- An explanation of the main purposes, aims and objectives of the mentoring programme and benefits of participating in the programme
- Information on time commitments involved, including regular meetings and expected duration of the programme
- Clarification of the boundaries that mentors and mentees should remain within, and what to do if boundaries are breached
- Guidance on confidentiality and child protection issues
- Identification of what is expected of them as mentees, what the programme expects of mentors and what expectations they have of their mentoring experience

N. B. *It is useful to consult with mentees when designing future programmes.*

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Preparation of Mentors & Mentees

Matching of Mentors and Mentees

This can be a delicate process and it is essential that the organisation has a clear matching process in place to ensure that initial matches are as compatible as possible. There are several methods of matching mentors, for example:

- Mentors and mentees complete a 'profiling' form which includes details such as expectations, experiences and abilities and interests/hobbies. It may also be useful to consider age, gender and race for some matches as long as this complies with Equal Opportunity policies. Both parties should be made aware that this information will be shared with their potential match and the co-ordinator but otherwise remains confidential
- One-to-one interviews enables the co-ordinator to get a 'gut feeling' about who would make a good match, but supporting evidence such as a profiling form is useful to aid this decision
- Less formal matching processes such as group meetings. This can enable mentees to self select their mentor within an unthreatening social setting. However this needs to be discussed with the mentee particularly after this event to ensure that they are selecting their mentor for positive reasons i.e common interests

Next steps

- Co-ordinators should attend the first meeting to introduce the mentoring pair, clarify key issues such as boundaries and deal with any questions/issues as they arise
- The co-ordinator should follow up the subsequent meetings and get feedback from both parties
- Meetings should take place in safe, public environments
- Co-ordinators need to allow for sensitive re-matching if the initial pairing does not work out and provide support for both parties

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Mentoring in Action

Establishing Relationships

The first 3-4 meetings can be crucial in developing a positive relationship. The first meeting should be used to establish the following:

- Getting to know each other; hobbies, interests etc
- What the mentee hopes to get out of the mentoring sessions
- Ground rules and boundaries * refer to appendix - 'tips for mentors'
- Confidentiality
- Frequency of meetings
- How to conduct meetings, timing, venue etc.

By the third meeting at the very latest the mentor would need to introduce goals and objectives for the mentee so that the meetings have some structure and something to work towards.

The co-ordinator should as described in the previous section carefully monitor the meetings during this early stage by allowing each individual to discuss how they feel about each other and how things are going.

Duration and Frequency of Meetings

It is good practice for mentoring relationships to be time-bound dependent on the needs of the mentee as duration and frequency of meetings can vary greatly;

- As a general guideline meetings should be held on a weekly or fortnightly basis
- They should last between 30 minutes and one hour
- Meetings need to be reviewed regularly to assess impact

Goal/Target Setting and Review

Mentoring meetings must include the setting and reviewing of targets:

- This is key to the success of the mentoring process
- It enables both parties to record what action has been agreed and enables co-ordinators to monitor the progress and achievement of mentees against identified goals
- Ideally the mentee should identify one personal goal and one professional /educational goal
- All goals should be S.M.A.R.T.:

S = Specific R = Realistic
M = Measurable T = Timely
A = Attainable

03

Mentoring in Action

Endings

Endings are equally important as establishing relationships and have to be planned in good time. If these are not planned well this can undo all the good work that a mentoring relationship has developed:

- Ideally the endings should be planned and mutually agreed by both parties. The issue of ending the relationship should be broached 3-4 weeks before the last meeting
- The final meeting should include a positive summary of what has been achieved together and a recognised show of appreciation such as a thank you event
- Positive endings can be recognised with some sort of celebration
- Unplanned endings can be upsetting for the individual who did not terminate the relationship. It is essential that support and follow up supervision is offered and if viable a new match offered as soon as possible
- The organisation may choose to terminate the relationship if they feel either party may be at risk of harm

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Monitoring & Evaluation

Monitoring and Evaluation: a Simple Definition.

Monitoring;

A regular and systematic process of recording and gathering information.

Evaluation;

A learning and management tool: an assessment of the value or impact of what has taken place in order to improve future work.

Obtaining Baseline Information

In order to evaluate the progress made by the mentee and the impact of mentoring upon them, it is essential for some baseline assessment to be undertaken on each programme. Mentoring programmes should create some recording forms. This will establish the particular issue and needs of the young person and desired outcomes.

A Common Evaluation Strategy

Monitoring and evaluation is an important element of mentoring programmes. It provides all those involved in the programme, including funding agencies, with evidence of the impact of the programme and the extent to which it is achieving its stated aims. A common evaluation strategy should include the following as a minimum requirement:

- Involve both mentor and mentee, and other relevant stakeholders in gathering feedback. All relevant stakeholders should be made aware of the various methods of monitoring systems and their purpose
- Identify clear and agreed outcomes for the mentee plus an action plan for achieving them
- Focus on the aims of the programme and identified outcomes
- Make it relatively easy to analyse and collate data
- Involve a combination of 'hard' and 'soft' data
- Requires both some baseline and end-of-programme assessment of the impact of mentoring upon the young person

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Monitoring & Evaluation

Examples of What Needs to be Monitored

- Training and induction processes
- Attendance at training, information events
- Support meetings with mentors and mentees
- Individual mentoring pairs – how often are they meeting, how is relationship developing
- Any contact whether by phone, email or in person
- Group sessions – number of events offered
- Mentor numbers, drop out rates
- Budget for resources such as social events

Methods of Evaluation

- Written documents such as mentor pairs reviews
- Individual/group interviews
- Focus groups
- Questionnaires
- Self assessments tools such as Richter scale forms

End-of-Programme Assessment

There are various methods for undertaking an end-of-programme assessment in order to evaluate the impact of the mentoring on raising achievement and other programme aims. These include methods for evaluating both 'soft' or qualitative and 'hard' or quantitative impacts. To evaluate 'soft' impacts, mentees and mentors could be asked about their own perceptions of impact, for example improved behaviour, attitudes and relations with staff. 'Hard' targets should be realistic for the mentee to achieve and in practical terms measurable. This could include for example, improved GCSE results, or numbers of mentees who have moved on to training or employment.

Mentees and mentors should be given an evaluation form focusing on the mentee to complete in their last or penultimate meeting. This would require them to discuss and agree the impact of the mentoring, which represents a negotiated assessment. At the same time the mentor should be given a mentor evaluation form on which to record their views on the mentoring programme. This should include evidence of impact on the mentors as well as their mentees, reinforcing the principle that mentoring aims to be of mutual benefit. All suggestions should be considered and if practical implemented during the next cycle of the mentoring programme.

Celebration Event

Both mentees and mentors enjoy and gain satisfaction from a final award ceremony or celebratory event. This should be encouraged as good practice, rewarding and recognising individual achievement and the commitment of mentors and mentees alike to the mentoring programme.

04

Monitoring & Evaluation

Summary - General Guidelines on Establishing a Quality Mentoring Programme

Task	Evidence	Monitoring/further work needed
1. Research gaps in provision for supporting young people, identify resources needed, calculate costings and develop project plan	Identification of needs and gaps in existing provision, referring to company/school policy and government legislation. Identification of aims and objectives, target group, etc.	
2. Establish clearly defined aims and objectives of programme set within overall strategic targets. Senior management team are aware of and supportive of this.	Written statement of aims and objectives. All interested parties are made aware of programme, individuals involved and desired outcomes, and support co-ordinator in delivering mentoring programme.	
3. Appoint mentoring co-ordinator with clear job description and targets.	Written job description for co-ordinator, with allocated practical and time resources	
4. Establish clear policies on equal opportunities.	Able to produce or develop relevant documents.	
5. Establish policies on child protection and confidentiality.	Able to produce or develop relevant documents.	
6. Establish administrative and support procedures.	Evidence of relevant forms, e.g. application and reference forms. Allocated support from additional staff, e.g. reception staff made aware of programme and ensures mentors sign in for meetings. Relevant staff ensure attendance of mentee is monitored closely.	
7. Allocate budget to effectively support programme.	Evidence of allocated funds e.g. training and mentor expenses, celebratory events.	

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Monitoring & Evaluation

Summary - General Guidelines on Establishing a Quality Mentoring Programme

Task	Evidence	Monitoring/further work needed
8. Establish measures to monitor and evaluate the programme.	Selection of quantitative and qualitative indicators in place, e.g. mentor/mentee self-assessment, feedback from parents/guardians, attendance forms, etc.	
9. Identify client group and establish referrals procedures.	Selection criteria and administrative procedures in place. Information session provided for mentees on group/and one-to-one basis.	
10. Recruit and train volunteer mentors.	Evidence of recruitment procedures, including references and CRB checks. Evidence that training programme adheres to standard training packages. Co-ordinator qualified to deliver programme.	
11. Inform and induct mentees.	Written evidence of induction/ information sessions with feedback from mentees to determine their understanding and acceptance of mentoring support.	
12. Arrange matching and support for mentoring pairs.	Consideration of matching techniques used. Pre-matching questionnaires for mentors and mentees, interviews, etc. Allow for re-matching if pairing fails.	

04

Monitoring & Evaluation

Summary - General Guidelines on Establishing a Quality Mentoring Programme

Task	Evidence	Monitoring/further work needed
I 3. Establish regular support meetings with mentor and mentees.	Record of meetings and feedback from mentors/mentees to establish how meetings are progressing – useful to detect any issues of concern and monitor progress.	
I 4. Monitor and evaluate the effectiveness of the programme against original aims and objectives.	Record of meetings and feedback from mentors/mentees to establish how meetings are progressing – useful to detect any issues of concern and monitor progress. Written monitoring and evaluation policy in place. Ensure that mentors/mentees are aware of this process and understand the need for feedback and assessment.	

04

Monitoring & Evaluation

Summary - Guidelines on Recruitment and Matching

Task	Evidence	Monitoring/further work needed
1. Identify aims and objectives of programme.	Written statement of aims and objectives.	
2. Target mentors through a variety of promotional activities.	For school programmes, identification of partnership organisation that can recruit and train mentors. Promotion through leaflets, local press, volunteer bureaux, Careers Wales, word of mouth, etc.	
3. Set up administrative system that incorporates application procedure, including application form, personal profile, CRB checks and references.	Documents produced and relevant staff informed of procedures, written into recruitment policy and relevant role descriptions.	
4. Recruit target number of mentors and implement selection and training process.	Written service level agreement stating roles and responsibilities for co-ordinator. With specific reference to this point state agreed number of mentors to be recruited and written procedures on selection and training process.	
5. Promote mentoring scheme to young people and identify mentees.	Establish referrals with evidence of needs analysis of young person. Venue organised, training packs produced, time allocated.	
6. Provide mentees with induction.	Induction programme provided by appropriately qualified staff member.	

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Monitoring & Evaluation

Summary - Guidelines on Recruitment and Matching

Task	Evidence	Monitoring/further work needed
7. Invite trained and selected mentors to project for induction and to meet mentees	Record of meeting, feedback from mentors and mentees assessed.	
8. Consider matches through combination of group meeting and personal profile matching.	Personal profile forms.	
9. Hold first meeting with mentor/mentee and link lead person.	Structure, target setting and review are key features of mentoring meetings.	
10. Each mentee/mentor meets individually with programme leader/teacher to discuss progress in first few meetings.	Evidence of target setting, ongoing review process to support mentors and mentees.	
11. Undertake regular supervision of mentor and mentee.\	Mentors and mentees offered regular support and feedback on their performance/progression and relevant training as identified.	

04

Monitoring & Evaluation

Summary - Guidelines on Mentor Training

Task	Evidence	Monitoring/further work needed
1. Identify key staff member to research training programme.	Identification of role and responsibilities; staff briefed on remit.	
2. Decide if training will be accredited or not.	Identification of purpose of accreditation and assessment of whether there are adequate resources in place.	
3. Establish training programme that clearly fulfils the identified aims and objectives of the programme.	Able to produce a detailed training pack with relevant supporting documents.	
4. Build selection and screening processes into the training	Forms that indicate areas of concern, observation sheets, post-training briefing interviews.	
5. Ensure that the training programme is participative and that existing mentors are involved to answer questions.	Evidence of role play, discussion group assignments. Evaluation form to assess and demonstrate learning.	
6. Provide training resources.	Workbooks provided for volunteer mentors which summarise learning objectives of training, relevant policies (e.g. child protection) and record logs for meetings.	

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Monitoring & Evaluation

Summary - Guidelines on Mentor Training

Task	Evidence	Monitoring/further work needed
7. Ensure that those who deliver training have relevant qualifications and skills and access to current good practice.	Records of previous training experience, relevant qualifications and other experience.	
8. Have policies in place to carry out an evaluation of the training on a structured and regular basis.	Evaluation forms, procedures for using and acting upon this information.	
9. Establish a review process to identify relevant issues and take action.	Able to produce relevant paperwork.	
10. Allow for additional and specialised training as identified.	Evaluation, feedback from mentors during interviews to monitor progress. Gaps analysis.	

04

Monitoring & Evaluation

Summary - Guidelines on Monitoring and Evaluation

Task	Evidence	Monitoring/further work needed
1. Before the mentoring programme begins, incorporate a policy within the programme plan that establishes a set of monitoring resources and processes to evaluate the overall effectiveness of the programme against its aims and objectives.	Able to produce relevant paperwork.	
2. Include in the evaluation process a review of management and administrative resources, including resources for mentee referral and preparation, mentor and mentee selection and training, matching, and ongoing support for mentoring relationships.	Able to produce relevant paperwork.	
3. Build the programme review into the organisation's overall business plan.	Able to produce relevant paperwork.	
4. Involve mentees, mentors and management as much as possible in designing the evaluation processes and giving productive feedback	Consultation documents including questionnaires etc.	
5. Repeat this evaluation process regularly – which is recommended at least annually.	Evidence of written report with action points.	

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Monitoring & Evaluation

Summary - Guidelines on Monitoring and Evaluation

Task	Evidence	Monitoring/further work needed
6. Include relevant qualitative and quantitative information.	Evidence of relevant data collection and soft targets such as 'Richter scale' documents.	
7. Consider evaluating the programme against the benchmark of other projects.	Relevant evaluation documents.	
8. Ensure that the evaluation measures impact against agreed targets and focuses on areas of improvement as a basis for continuous improvement.	Individual mentee forms assessment pre and post a cycle of mentoring. Evidence of feedback from mentees and mentors.	
9. Identify action points and carry them out according to a specific schedule, indicating how improvements are to be measured.	Written report, with analysis of achievements, areas for improvement and recommendations with set timescale to review this process.	



Appendix

Quality Standards Summarised
Flow Chart of Mentoring Process
Mentor Role Description
Tips for Mentors – Do's and Don'ts
Peer Mentor Contract
Peer Mentoring Confidentiality Contract
Session Review
Action Planning
Issue Management Record
Personal Development Monitoring
Cardiff Framework Evaluation Standards
Further Resources & Information
Advice on Child Protection
Monitoring and Evaluation Resources
Useful Resources
Websites



Quality Standards Summarised

1. Each mentoring programme should define its client or target group and mentees should be given the opportunity to volunteer for the programme if they think it will be appropriate for them.
2. If applicable, leading agencies involved in setting up a partnership to operate a mentoring programme should enter into a formal Service Level Agreement.
3. Each mentoring programme should have;
 - A policy statement
 - A statement of aims
 - A mentor guidance pack
 - An induction programme
 - Common evaluation strategy
 - A policy of support for mentors
 - End of programme assessment
4. Mentoring programme managers should have job descriptions defining their main tasks. Each co-ordinator should also have a job description, and a senior member of staff should support the co-ordinator. The role of the mentoring co-ordinator should also be clearly defined.
5. Promotional literature for the recruitment of mentors should be clear and accessible and appeal to a diverse audience.
6. All programmes should have procedures for the selection and screening of mentors, to include the following:
 - A written procedure stating how mentors will be selected and screened
 - All mentors should be subject to a police check before commencing one-to-one mentoring
 - At least two references for each mentor should be taken up before the start of one-to-one mentoring
 - The consent of the mentee's parent/guardian should be sought where there is cross-gender matching (in addition to their general consent to the mentee's participation in the mentoring programme).



Quality Standards Summarised

7. All mentors should undertake one or more training sessions before they start mentoring.
8. A baseline assessment of mentees must be undertaken using a standard assessment form to assess current needs and identify goals.
9. Matching of mentors and mentees should be undertaken by at least two people involved in the programme.
10. A minimum amount of contact time for mentoring should be set. It is suggested that this should be a total of 15 hours for face-to-face mentoring programmes. However, the appropriate contact time will depend on the intensity of mentoring support required for each individual project and mentoring pair.
11. Mentoring meetings should include the setting and reviewing of targets.
12. Programme co-ordinators should take the key role in monitoring mentoring meetings.
13. There should be certificates for both mentors and mentees to recognise and reward their commitment to the mentoring programme.



Flow Chart of Mentoring Process

Mentor	Mentee
Promotion of scheme to potential volunteers	Potential mentees identified through school and other professional and self-referral
↓	↓
Open evening/flyers/word of mouth	Mentees identified and training offered
↓	↓
Mentor information forms returned	Mentee profile forms returned
↓	↓
Invites to training sent out	↓
↓	↓
Training CRB completed Application form and interviews completed	↓
↓	↓
Matching process based on application forms and mentor observation and interview	Comparison of forms
↓	↓
First session - can be overseen by co-ordinator	Can be over seen by co-ordinator
Mentor and mentee meet individually and agree ground rules and goals to progress with mentoring relationship	Mentor and mentee meet individually and agree ground rules and goals to progress with mentoring relationship
↓	↓
Regular meetings	Regular meetings
↓	↓
Regular monitoring of meetings and goals	Regular monitoring of meetings and goals
↓	↓
End of programme evaluation	



Mentor Role Description

Should typically include:

- Build a constructive relationship with a young person
- Provide practical and emotional support to mentees
- Commit to regular meetings with mentee
- Assist mentee in identifying and working towards achievable goals
- Meet with the mentee on a regular basis to build their confidence and move towards agreed goals
- Liaise with appropriate professionals to monitor progress of mentee
- Regular update with project co-ordinator on progress of mentoring relationship
- Encourage mentees to explore routes to challenge themselves and develop potential
- Follow the project's administrative and evaluation requirements
- To attend induction training and regular supervision sessions as required

Person specification

- Experience and or ability to relate well to young people
- Sensitive to cultural diversity
- Open to continue learning and self development
- Able to work in a non-judgmental manner and commitment to Equal Opportunities
- Excellent listening and communication skills
- Able to commit to regular meetings with young person
- Able to commit to length of project



Tips for Mentors – Do's & Don'ts

Do

- Be open and honest with your mentee
- Listen to mentee and show respect
- Challenge the mentee appropriately
- Initiate discussions which you may have disagreements on
- Challenge the mentee to be honest and realistic about the goals they set
- Maintain a positive and friendly approach
- Maintain confidentiality
- Be reliable in keeping appointments
- Seek advice from the project co-ordinator if you have any concerns
- Maintain professional boundaries

Do Not

- Encourage secrets – this is different to confidentiality and could result in harm to the mentee
- Lend money or give out personal contact details
- Agree to meet your mentee outside of normal mentoring time
- Act as a substitute friend, parent, social worker etc
- Make decisions for the mentee or tell them what to do
- Disclose personal information about yourself including previous or current legal, health or sexual activities
- Discuss your conversations with others outside the mentoring relationship unless you need to disclose concerns to the co-ordinator but inform the mentee of your intentions



Peer Mentor Contract

Name: _____

I agree to volunteer in _____ peer mentoring programme.

I understand that I will be expected to be a role model to all young people at all times and to conform to the organisation's codes of conduct and behaviour.

I am aware that I will be expected to keep the contents of the meetings between myself and my mentee confidential except in circumstances where I feel the personal safety of the mentee or another person is being put at risk (please see the confidentiality contract).

If this situation arises I am aware that I must pass on this information to the peer mentoring co-ordinator or another designated member of the organisation staff.

The times, dates and locations of the meetings are to be arranged between myself, my mentee and the peer mentoring co-ordinator. I understand that it is not acceptable for me to cancel meetings or not attend meetings without first discussing this with the peer mentoring co-ordinator and my mentee (unless there are very exceptional circumstances).

If I feel that I am no longer able to fulfil the role of peer mentor, I should discuss this with the peer mentoring co-ordinator.

I agree to be bound by this peer mentoring contract until it is terminated, either by myself or by the peer mentoring co-ordinator.

Signed: Peer Mentor

Signed: Co-ordinator

Signed: Parent/Carer

Source: Peer Mentoring Pack – Mentoring & Befriending Foundation, 2006



Peer Mentoring Confidentiality Contract

I, _____, agree to be bound by this confidentiality contract both whilst fulfilling my role as a peer mentor and also after my role has ended.

- As a peer mentor, I agree to keep any information confidential (except for information which may raise child protection issues; see below).
- Information may only be discussed with the peer mentoring co-ordinator or another member of staff designated by the co-ordinator.
- Information shared within the organisation's peer mentoring community must be anonymous (i.e. no names given), to ensure confidentiality.
- I understand that the file I use for mentoring sessions must remain on the organisation's premises at all times in the location agreed with the peer mentoring co-ordinator.
- Any information which I believe to be a child protection issue, or which makes me concerned about the personal safety of either the mentee, mentor or another human being will be passed on to the peer mentoring co-ordinator immediately.
- I will never attempt to mentor another young person without the direction of the peer mentoring co-ordinator in order to ensure the safety, protection and well being of everyone concerned.
- I understand that, if I stand down from the role of peer mentor, I am still expected to keep all information confidential at all times and must never discuss any mentoring relationships that I have been involved in.

Signed: Peer Mentor

Source: Peer Mentoring Pack – Mentoring & Befriending Foundation, 2006

A Mentoring Framework for Cardiff



Session
Review

Mentee:	Form:	Mentor:
---------	-------	---------

Date	Issues Discussed	Signed
		Mentor
		Mentee
		Mentor
		Mentee
		Mentor
		Mentee
		Mentor
		Mentee

Signed: Peer Mentor

Source: Peer Mentoring Pack – Mentoring & Befriending Foundation, 2006

A Mentoring Framework for Cardiff



Action Planning

Mentee:	Form:	Mentor:
---------	-------	---------

- Decide on three steps that you are going to use in order to meet each target.
- These targets can then be discussed with your peer mentor at your next meeting.

Target	How am I going to hit this target	Progress	Target reached on:
	Step 1		Date:
	Step 2		Mentor:
	Step 3		Mentee:
	Step 1		Date:
	Step 2		Mentor:
	Step 3		Mentee:
	Step 1		Date:
	Step 2		Mentor:
	Step 3		Mentee:
	Step 1		Date:
	Step 2		Mentor:
	Step 3		Mentee:

Source: Peer Mentoring Pack – Mentoring & Befriending Foundation, 2006



Issue Management Record

Organisation Name	Penylan Play		Date of First Meeting	25 June 2005
Contact Name	A.N. Other	Contact Number	Contact Email	another@penylanplay.co.uk

Issue	Category	Date Issue Originated	Successfully Resolved? (Yes / No)	Comments
Help with CSIW registration	Quality Standards	25/6/05	Yes	CSIW registration attained 20/7/05
Play demonstration	Training	25/6/05	Yes	Staff report found training very helpful
Help with application for Cymorth Activity Grant to take children to LegoLand	Funding	15/7/05	Yes	Grant awarded 10/8/05

Total Issues Addressed	3	Total Issues Successfully Resolved	3	Total Contacts	6	Date of Last Contact	15/8/05
General Comments	Staff wrote to thank me for help with successful Activity Grant and included photos of children at LegoLand.						

Source: Cardiff Children and Young People's Partnership



Personal Development Monitoring

Please tick the appropriate box in column 2 that best describes the mentee in relation to the characteristics below. Column 3 is to be completed at the end of

	At the beginning of the programme	On completion of the programme
Confidence/self esteem	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Extremely poor	Improved Remained the same Deteriorated
Motivation to learn	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Extremely poor	Improved Remained the same Deteriorated
Behaviour	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Extremely poor	Improved Remained the same Deteriorated
Relationship with peers	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Extremely poor	Improved Remained the same Deteriorated
Relationship with staff on the programme	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Extremely poor	Improved Remained the same Deteriorated

Any additional comments:

.....

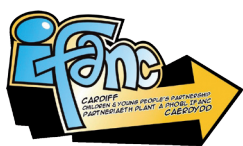
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Framework Evaluation Standards

Task	Sample Evidence	Strengths	Evidence	Areas for improvement
Aims and objectives of the programme are clearly defined. Senior team aware of and supportive of this	Written statement of aims and objectives. All interested parties are made aware of programme			
Appoint mentoring coordinator with clear job description and targets	Written job description for co - ordinator; with allocated practical and time resources			
Establish clear policies on Equal Opportunities	Able to produce or develop relevant documents			
Establish policies on child protection and confidentiality	Able to produce or develop relevant documents			
Allocate budget to effectively support programme	Evidence of allocated funds for e.g. training and mentor expenses, celebratory events			
Establish measures to monitor and evaluate all aspects of the programme	Selection of quantitative and qualitative indicators in place, e.g. mentor/ mentee self-assessment, feedback from parents/ guardians, attendance forms, etc.			
Identify client group and establish referrals procedures	Selection criteria and administrative procedures in place. Information session provided for mentees on group/and one-to-one basis.			



Framework Evaluation Standards

Task	Sample Evidence	Strengths	Evidence	Areas for improvement
Recruit and train volunteer mentors	Evidence of recruitment procedures, including references and CRB checks. Evidence that training programme adheres to standard training packages. Co-ordinator qualified to deliver programme			
Inform and induct mentees	Written evidence of induction/ information sessions with feedback from mentees to determine their understanding and acceptance of mentoring support			
Establish regular support meetings with mentor and mentees	Record of meetings and obtaining of feedback from mentors/mentees to establish how meetings are progressing – useful to detect any issues of concern and monitor progress			
Monitor and evaluate the effectiveness of the programme against original aims and objectives	Written monitoring and evaluation policy in place. Ensure that mentor and mentees are aware of this process and understand the need for feedback and assessment. Implement suggestions and re-evaluate systematically			

Name Signature Date

Assessor's name Signature Date

Date of follow up review (within 6 months)



Further Resources & Information

Training Routes/Accreditation

Accreditation

Several organisations now offer accreditation for mentoring programmes. If you are considering accrediting your peer mentoring programme you may wish to contact the following organisations for further information.

The National Open College Network (NOCN) is a recognised national qualification awarding body and is the central organisation for 29 Open College Networks (OCNs) based across the UK. There are a number of existing recognised courses available through NOCN, or alternatively if you wish to write your own accredited course they will be able to assist you.

Contact Details for Wales

North
3-4 Ash Court
Parc Menai
Bangor
Gwynedd
LL57 4DF

Telephone: 01248 670 011
Fax: 01248 673 469

South
1-2 Purbeck House
Cardiff Business Park
Llanishen
Cardiff
CF14 5GJ

Telephone: 02920 747 866
Fax: 02920 741 079
www.ocnwales.org.uk

Mentoring and Befriending Foundation

1st Floor;
Charles House
Albert Street
Eccles
Manchester
M30 0PW

Telephone: 0161 787 8600
Fax: 0161 787 8100
www.mandbf.org.uk

City and Guilds

12 Lambourne Crescent
Cardiff Business Park
Llanishen
Cardiff
CF15 5GS

Telephone: 029 20 748 600
Fax: 029 20 748 625
www.city-and-guilds.co.uk



Advice On Child Protection

Public sector organisations including schools should in the first instance contact their designated Child Protection Officer:

For referrals and general advice all organisations can contact :

Child Protection Unit

Intake and Assessment Team
Social Care and Health
PO Box 97
Cardiff
CF11 1BP

Telephone: 02920 536 400

Opening hours: Monday - Friday 8.30am – 5.00pm
Friday 8.30am – 4.30 pm

Out of hours service - Emergency Duty Team
Telephone: 02920 448 360

Voluntary organisations seeking advice on developing child protection policies, accessing training provision and for general advice contact;

VAC –Voluntary Action Cardiff

Shand House
2 Fitzalan Place
Cardiff
Wales
CF24 0BE

Telephone: 02920 485 722

Good practice guidance can also be found in the **All Wales Child Protection Procedures** and **‘Safeguarding Children – Working Together Under the 2004 Act’** which came out in March 2007.



Monitoring

A Practical Guide to Measuring Soft Outcomes and Distance Traveled, Guidance Document, June 2003, Welsh European Funding Office.

Evaluation

Mentoring a guide to effective evaluation, ref - 'resources page' - www.mandbf.org.uk

The Evaluation Toolkit (on-line resource) - www.Befriending.co.uk

Useful Websites

Every School Should Have One: How Peer Support Schemes Make Schools Better

ChildLine, 2005; ISBN: 0952494884

Highlights the positive effects peer support can have on pupils and schools.

Available at www.childline.org

Mentoring Students and Young People: A Handbook of Effective Practice

Andrew Miller, Routledge, 2002; ISBN: 0749435437

This book presents mentors and those working with young people with an invaluable guide to approaches to mentoring today. This handbook is backed up by case studies and examples from schools and schemes internationally.

Working with young people, the RHP companion

Edited by Fiona Factor, Russell House publishing, 2001; ISBN: 1-898924-52-X

Explores inclusive practice; the practice of youth work (group work, mentoring, peer education, youth exchange etc); work with young people (asylum seekers, unemployed young people, young carers, youth homelessness etc).

CD-Rom / DVDs

Face to Face 1 and 2 - a DVD resource for mentoring programmes working with schools in the community

Mentoring and Befriending Foundation; www.mandbf.org.uk

A DVD resource tool in two parts with each part lasting 14 minutes:

Part 1 is a resource tool for organisations and practitioners working with school-based mentoring programmes.

Part 2 is a resource tool for organisations working in community-based mentoring programmes.

Both can be used within training sessions or for recruitment purposes.

Peer Mentoring – on track with peer mentoring in education

Greenwood Partnership, 2005; £95+VAT (www.greenwood-partnership.com)

A DVD to help you plan, set up and run a school-based peer mentoring scheme. Includes a video, interactive guide to peer mentoring for young mentors plus a Scheme Co-ordinator's pack and Trainer's pack (both available as PDF files).

Managing Mentoring Programmes

Nwaogwugwu, James; Ledeatte-Matthew, Cheril; Pearson Publishing, 2005; £95

A CD-Rom focusing on setting up an educational mentoring programme with examples largely drawn from the Excellence in Cities Learning Mentor programme - guidance is given on recruitment, induction, training and monitoring plus downloadable files.



Websites

Barnardos
www.barnardos.org.uk

Black Association of Women Step Out Ltd
www.bawso.org.uk

Black Voluntry Sector Network Wales
www.bvsnw.org.uk

British Red Cross
www.redcross.org.uk

Cardiff 14-19 Network
www.cardiff14-19.com

Cardiff Children's and Young People's Partnership
www.ifanc.org.uk

Cardiff Volunteer Service
www.vcs.org.uk

Careers Wales Cardiff and Vale
www.careerswales.com

City and Guilds.
www.city-and-guilds.co.uk

Community Service Volunteers
www.csv.org.uk

Fairbridge
www.fairbridge.org.uk

Glasgow Mentoring Network
www.glasgowmentoringnetwork.co.uk

Include
www.include.org.uk

Inroads
www.inroads-dp.co.uk

Llamau
www.llamau.org.uk

Mentoring and Befriending Foundation
www.mandbf.org.uk

National Children's Homes
www.nch.org.uk

National Open College network
www.nocn.org.uk

Princes Trust
www.princes-trust.org.uk

Promo Cymru
www.promo-cymru.org

Scottish Mentoring Network
www.scottishmentoringnetwork.co.uk

South Wales Probation Service
www.probation-southwales.gov.uk

SOVA
www.sova.org.uk

Time Together
www.timetogether.org.uk

UK Youth
www.ukyouth.org

Universities
www.cardiff.ac.uk
www.uwic.ac.uk
www.glam.ac.uk

WCVA
www.wcva.org.uk

Welsh Assembly Government
www.wales.gov.uk

Weston Spirit
www.westonspirit.org.uk