LEEDS BECKETT UNIVERSITY

**Peer Mentoring**

Support Pack for Setting up a SchemeCentre for Learning & Teaching

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**Setting up and Co-ordinating a Peer Mentoring Scheme**

**Checklist of things to consider**

### What kind of Peer Mentoring Scheme?

* Who is it aimed at? Who wants it or needs it and how do you know?
	+ Transition from School to HE? i.e. at level 4
	+ Other transitions? Out to and back from work placements, from first to second year
* What does it aim to achieve? How does peer mentoring add to the student journey?
	+ Pastoral and welfare support
	+ Study skills support
	+ Homework club
* What is the Role of mentor?
	+ What key activities mentors will undertake?
	+ What exactly do you want the mentors to do?/Not to do?
	+ What are the desirable/required Skills/attributes of a mentor?
	+ Should there be a person/role specification?
* What are the likely benefits of mentoring – for mentors and mentees alike?
* Is there buy-in from staff at School, Subject and/or Course level?

### Practicalities in designing the Scheme

* How will it be configured?
	+ One-to-one buddying
	+ One to many (what is the optimum group size 6 – 10?)
	+ Two to many
* Will it be “opt in” or “opt out”?
	+ Logistics may dictate this (i.e. the number of mentors you recruit to the Scheme) but will those the Scheme is aimed at know they want mentoring?
* How long does it aim to last – first semester, year-long?
* Is it a staff-led or student-led Scheme? Who will coordinate?

### Recruitment of Mentors

* How will you advertise and when?
* Will there be an application process?
* How many do you need
	+ (i) to run the type of scheme you envisage
	+ (ii) to make the scheme viable?
* Are there any incentives to participate? e.g. as part of a module for the award of credit, development of recognised skills towards a Skills Award?

### Selection of Mentors

* What mechanism will you have to determine the suitability of those putting themselves forward as Mentors?
* Will you require references e.g. from Personal Tutors?
	+ Individual references
	+ Group negative referencing (i.e. assumed suitable unless indicated otherwise)
* What would make a student unsuitable to act as a Mentor?

### Training of Mentors

* In all cases Peer Mentors need to be trained for their role to ensure appropriate skills and knowledge but more importantly an understanding of the boundaries;
* Who will deliver this training? What Staff need to be involved in training – both locally and from centralised services?
* Who will produce a Guide for Mentors and keep it updated?
* Should Mentors sign to confirm they have been trained and that they understand the do’s and don’ts of the Scheme?
* What do you do about Mentors that cannot attend the training? Is there any catch-up?

### Grouping / Pairing of Peer Mentors and Mentees

* Will this be random, alphabetical?
* Wil any consideration be given to achieving a mix of gender, nationality, age?

### Facilitating first contact between Peer Mentors and their Mentees

* Before they arrive e.g. soon after places confirmed – if so, how ?
* Within the first week – as part of a social event? timetabled in as part of induction arrangements?

### Communication between Peer Mentors and their Mentees

* Is there potential to use group communication tools e.g. through MyBeckett?
* Appropriateness of using students’ personal group communication tools e.g. What’s App, Facebook Groups?

### Ongoing arrangements

* Where will they meet and when?
	+ Timetabled slots?
	+ Peer Mentors to arrange on campus meetings or range of social events?
* Will there be any ongoing co-ordination?
* If so, who should and will do this? an academic? an administrator? a lead Peer Mentor?
* How will you know if it is (not) happening?
* How will you know if there are problems or it is not working?

### Evaluating the Scheme

* How and when you will you do this?
* Evaluating from a Mentor and Mentee perspective – who will do this?
* Survey and/or focus groups?

### Certification or Award

* Will Peer Mentors be given a Certificate?
* Does participating as a Peer Mentor develop a specific skill-set that can be articulated and used as part of a Skills Award and/or appear on a transcript …?
* Will there be a celebration event?

**Dr Clara Davies,** Centre for Learning & Teaching

Contact: clt@leedsbeckett.ac.uk

**Possible timescale of activities**

* Can be amended to suit

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** |
| **Planning meeting for following academic year’s Scheme** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Develop Training Materials & Peer Mentor / Mentee Guidance Booklets** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Recruitment of Peer Mentors** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Training of Peer Mentors** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Refresher or catch-up training of Peer Mentors (if needed)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **First contact between Mentor and Mentee** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Introductory events @ School or Course level** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Review implementation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Evaluation**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Certificates printing and signed?** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Celebration event for Peer Mentors?** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Example Application Form**

**Please submit your application to ….**

|  |  |
| --- | --- |
| **Name** |  |
| **Email address** |  |
| **Degree course** |  |
| **Year** |  |

|  |
| --- |
| **Why do you want to be a mentor?** |
|  |

|  |
| --- |
| **Why do you think you would be a good mentor?** |
|  |

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| --- |
| **What do you think your mentee can learn from you?** |
|  |

|  |
| --- |
| **Do you have any relevant experience which would help you in your role as mentor?** |
|  |

**Please provide one academic reference:**

|  |  |
| --- | --- |
| **Name** |  |
| **Email address** |  |
| **Relationship e.g. personal tutor, module tutor etc** |  |

**Example of (Group Negative) Reference Request Form**

**Confidential Reference Request**

**Dear Personal Tutor**

For the 2017/18 academic year, the ….. is offering a Peer Mentoring Scheme. The Scheme is a group based scheme where existing students are grouped with (Number) of Level (X) students.

The role of the peer mentor is to (e.g. be available to provide signposting and information to new students in the early weeks and months of their first year).

The student peer mentors will receive training for their role which we ask they approach in a professional manner, with the aim of contributing to an enhanced student experience and providing a complimentary ‘light touch’ support mechanism.

The following students have applied to become a Peer Mentor next session, please could you verify that to the best of your knowledge there is no reason why they would not be appropriate for this role.

|  |  |
| --- | --- |
| **Name**  | **Tick for suitable** |
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If you have any concerns about any students listed above please contact me. Please return this request form by <date>.

Yours faithfully

Peer Mentoring Coordinator

**Example Participant Agreement Form**

If you wish to participate under the peer mentoring programme, as a mentor, you agree to the following:

Do…

* arrange to meet your mentees in a group following your initial introduction meeting
* ask about their experience to date, of living and studying in Leeds
* find out if they have been oriented and had a tour of campus, this might

be something you can do together, in which case find out where their department is (if appropriate) and which things they are particularly interested in seeing.

Don’t

* turn into a counsellor - if necessary refer them to the Student Counselling Centre or the appropriate support
* as part of your mentoring role, meet your mentees “one to one” outside of the mentee group
* guarantee outcomes like “this will happen” or “you’ll be fine”
* be overbearing, your mentee is the decision maker, you are the guide
* impose your own ideas, values or solutions
* encourage dependency or over commit yourself time wise
* overstep the boundaries of your role by giving guidance or advice

Boundaries

* always contact your mentee and the co-ordinator via your university email account or mobile phone
* always meet on university premises or in a public area
* never give out personal details such as your address or landline phone number
* all discussions are confidential between group members and the coordinator, unless there is a risk to well being
* if you feel that your mentee needs support which falls outside your role of mentor, encourage the mentee to seek appropriate help

Further support

* always inform the co-ordinator about any problems and/or changes in contact details
* if you have any concerns about information disclosed to you and you feel you should breach confidentiality you must speak to the co-ordinator first
* if you have any need for further help or guidance, or wish to discuss any aspect of the scheme please contact the co-ordinator

Your coordinator

**[ Name: ………………………. Email…………….……….….Tel:…………………… …..**]

**Example Mentor / Mentee Contract**

**As a Mentor I agree to:**

* **Always be on time for our scheduled meetings.**
* **Never disclose the content of our meetings to anyone unless there may be an issue of personal safety.**
* **Inform either you or the mentor co-ordinator if I know that I will be unable to make a meeting and arrange an alternative time as soon as possible.**
* **Seek the advice of the mentor co-ordinator if either of us have any concerns.**

**As a Mentee I agree to:**

* **Always be on time for our scheduled meetings.**
* **Inform my mentor as soon as possible if I know I will be unable to attend a scheduled meeting.**
* **Not bring friends along as it will not be helpful for either my mentor or me.**
* **Understand that there may be times when my mentor will have to share information and that this will be discussed with me beforehand.**
* **Not make requests that may put my mentor in a difficult situation e.g. asking them to meet me outside the mentoring environment or asking them to keep something confidential which I know should be passed on.**

**We acknowledge our responsibilities to conform to this contract. If there is an issue that we are unable to resolve, we will seek the assistance of the mentor co-ordinator (Donna Johnson, donna.johnson@leedsbeckett.ac.uk).**

|  |
| --- |
| **MENTOR** |
| **Name** |  |
| **Signed** |  |
| **Date** |  |

|  |
| --- |
| **MENTEE** |
| **Name** |  |
| **Signed** |  |
| **Date** |  |

**Example Study Skills Self-Reflection Tools for use at start and end of Peer Mentoring Scheme**

**START OF PROGRAMME QUESTIONNAIRE**

COURSE

GENDER:

On a scale of 1 to 4 please circle the number that most accurately reflects where you are at the moment. 1 = Low, 2 = Average, 3 = Good, 4 = Very good.

|  |
| --- |
|  **CONFIDENCE** |
| I am confident talking to people I don’t know | 1 | 2 | 3 | 4 |
| I have high expectations for myself and my future | 1 | 2 | 3 | 4 |
| I am good at articulating my ideas | 1 | 2 | 3 | 4 |
| I am confident in interviews | 1 | 2 | 3 | 4 |
| **MOTIVATION** |
| I am self-disciplined | 1 | 2 | 3 | 4 |
| I need little support | 1 | 2 | 3 | 4 |
| I am self-motivated | 1 | 2 | 3 | 4 |
| I am quite ambitious | 1 | 2 | 3 | 4 |
| **KEY SKILLS** |
| I often solve problems alone | 1 | 2 | 3 | 4 |
| I find it easy working in groups | 1 | 2 | 3 | 4 |
| I am very good at organising my work | 1 | 2 | 3 | 4 |
|  I have good time management skills | 1 | 2 | 3 | 4 |
| **FUTURE PROSPECTS** |
| I know about job opportunities open to me | 1 | 2 | 3 | 4 |
| I know what I want to do after university | 1 | 2 | 3 | 4 |
| I know what qualifications I need for my career | 1 | 2 | 3 | 4 |
| **MENTORING** |
|  I think I could benefit from a mentor | 1 | 2 | 3 | 4 |
| I will be committed to working with my mentor | 1 | 2 | 3 | 4 |
|  I have specific areas that I think my mentor could help me with | 1 | 2 | 3 | 4 |

THANK YOU FOR FILLING IN THIS FORM

**END OF PROGRAMME QUESTIONNAIRE**

COURSE

GENDER:

On a scale of 1 to 4 please circle the number that most accurately reflects where you are at the moment. 1 = Not at all, 2 = A little, 3 = Average, 4 = A lot.

|  |
| --- |
| **CONFIDENCE: How much has mentoring increased your confidence with:** |
| People you don't know | 1 | 2 | 3 | 4 |
| The expectations you have for yourself and your future | 1 | 2 | 3 | 4 |
| Articulating your ideas | 1 | 2 | 3 | 4 |
| **MOTIVATION: How much has mentoring raised your:** |
| Self-discipline | 1 | 2 | 3 | 4 |
| Independence | 1 | 2 | 3 | 4 |
| Self-motivation | 1 | 2 | 3 | 4 |
| Level of ambition | 1 | 2 | 3 | 4 |
| **KEY SKILLS: How well has mentoring helped with the skills that assist you to:** |
| Solve problems alone | 1 | 2 | 3 | 4 |
| Working in groups | 1 | 2 | 3 | 4 |
| Organising your own work | 1 | 2 | 3 | 4 |
| Have good time management skills | 1 | 2 | 3 | 4 |
| **FUTURE PROSPECTS: How well has mentoring helped with the skills that assist you to:** |
| Find out about Education Courses | 1 | 2 | 3 | 4 |
| Know what qualifications I need for your career | 1 | 2 | 3 | 4 |
|  Know what employers look for in employees | 1 | 2 | 3 | 4 |
| **MENTORING:**  |
| I have benefited from having a mentor | 1 | 2 | 3 | 4 |
| I was committed to working with my mentor | 1 | 2 | 3 | 4 |
| My mentor was able to help me with the issues I had | 1 | 2 | 3 | 4 |

THANK YOU FOR FILLING IN THIS FORM

**Example Peer Mentoring Scheme Evaluation Form**

**The purpose of this questionnaire for Mentors is to give you the opportunity to tell us how the Leeds Beckett University Peer Mentoring programme is working and to suggest ways in which it may be improved.**

**Your answers will be treated in strict confidence***.*

|  |
| --- |
| **PART A: Your relationship with your mentees** |
| **In what ways do you think you might have been helpful to your mentees?** *Please circle the appropriate number for each question (1= not helpful, 5= very helpful)* |
| In finding their way around the university | 1 | 2 | 3 | 4 | 5 |
| Adjusting to the teaching style at university | 1 | 2 | 3 | 4 | 5 |
| Making social contacts | 1 | 2 | 3 | 4 | 5 |
| In accessing university facilities & resources | 1 | 2 | 3 | 4 | 5 |
| Identifying as part of the university community | 1 | 2 | 3 | 4 | 5 |
| Helping them to understand what is required of them to be successful at university | 1 | 2 | 3 | 4 | 5 |
| **Can you identify ways in which you might have been more helpful to your mentees?** |
| **What problems have you encountered in providing support to your mentees?** |
| **What communication methods did you use to provide assistance to your mentee?** *Please circle the appropriate number for each question (1 = did not use, 3 = used often)* |
| Meeting with mentees as a group | 1 | 2 | 3 |
| Meeting with mentees individually | 1 | 2 | 3 |
| Email | 1 | 2 | 3 |
| Telephone | 1 | 2 | 3 |
| Text messages | 1 | 2 | 3 |
| Social media | 1 | 2 | 3 |

|  |
| --- |
| **PART B: Your experience of the mentoring programme** |
| **How has being a mentor assisted you with the following:***Please circle the appropriate number for each question (1 = little to no help, 5 = great help)* |
| Improving your communication | 1 | 2 | 3 | 4 | 5 |
| Helping you identify with you school or Faculty | 1 | 2 | 3 | 4 | 5 |
| Improving your social skills | 1 | 2 | 3 | 4 | 5 |
| Improving your employment skills | 1 | 2 | 3 | 4 | 5 |
| Feeling part of the university community | 1 | 2 | 3 | 4 | 5 |
| Improving your self-confidence | 1 | 2 | 3 | 4 | 5 |
| Improving your organisational skills | 1 | 2 | 3 | 4 | 5 |
| **How helpful did you find the training session in preparing you for the role of mentor?** | 1 | 2 | 3 | 4 | 5 |

|  |
| --- |
| **PART C: The mentoring programme in which you have been involved as a mentor** |
| **In which programme were you involved?** |  |
| **How many mentees were you assigned?** |  |
| **Of these, how many:** |
| Attended regularly |  |
| Attended occasionally |  |
| Did not attend at all |  |
| **In what ways do you think the mentoring programme could be improved?** |

|  |
| --- |
| **PART D: About you as a mentor** |
| **Age** |  |
| **Gender** |  |
| **Programme of study** |  |
| **Have you had any previous experience as a mentor?***If so, please give details* |

**Thank you for completing this questionnaire**