



Scottish Further Education Unit

# Sample Peer Mentoring Handbook



# Sample Peer Mentoring Handbook

## Designing a Scheme Booklet/Scheme Handbook

First, consider your audience:

Do you need a series of short pamphlets aimed at different groups – Mentors, prospective Mentees, Tutors, Parents, Senior Manager?

Is your material suitable for your audience; do you need alternative formats, large print, simplified text, audio, alternative languages?

Within this sample pack you will find examples of the following documents:

Sample fliers, posters etc

Sample Guidelines for Supervisors, mentors and Mentees

Sample Mentor Policy

Sample Mentor Agreement

Sample Mentoring Agreement

Sample Confidentiality Statement

Sample Child Protection Guidelines

Sample Student Mentoring Notes

Sample Supervision Meeting Notes

Sample Evaluation Questionnaire for Mentors and Mentees

Sample Supervision Structure

Sample Application Forms

Sample Mentor Training Log

Sample Mentor Self Evaluation Log

# Sample Materials...

## What is a Student Mentor..?

Student Mentors will...

Meet with a new student on a 1:1 basis to

- Listen
- Encourage
- Share your experience
- Give help, advice and guidance, where appropriate
- Point to other sources of support or referral

## Who are Student Mentors?

Student Mentors are members of the College who have volunteered to support a new student. They will be...

- Good communicators
- Excellent and active listeners
- Able to show a sympathetic approach to sensitive issues
- Able to maintain confidentiality

## What is Involved?

Student Mentors will agree to...

- Undertake initial training and attend support sessions
- Have regular meetings with their mentee and keep records
- Complete a Personal Development log

A photograph of three students walking on a path covered in autumn leaves. A young woman with long blonde hair, wearing a blue sweater and jeans, is on the left. In the center is a young man with dark hair, wearing a brown jacket, a plaid scarf, and jeans, with a backpack. On the right is a young woman with curly dark hair, wearing a light-colored jacket and dark pants, also with a backpack. They are all smiling and talking to each other. The background shows trees and a path covered in fallen leaves in shades of yellow, orange, and brown.

**First Year Students**

**Would a mentor  
be helpful to you?**

A Student Mentor is a student who has already completed their first year here at the College. Mentors are prepared to share their experience of college life with new students – to help you to settle in and get on with your course. They will help you find answers and help you sort out any issues you may have.

**Find out more...**

**Contact:**

## Guidelines for mentees...

**Your Tutor will talk to you about the Student Mentoring scheme and arrange for you to meet your Mentor.**

- At your first meeting you should let your Mentor know what you expect from the Scheme so they can plan to help
- You should meet your Mentor in a public place such as the refectory or student area
- Arrange to meet during the day when you have space on your timetable
- Agree how you will contact each other, if you need to, outside of agreed meeting times
- Your Mentor will show you the notes they make of your meetings
- Your Mentor will tell you about the 'Confidentiality Agreement' between you and them

# Guidelines for Mentors...

## The Role of the Mentor

The Mentors role is to act on behalf of the college to support a young learner who is enrolled on a course of study. The Mentor will act within an agreed range of confidentiality and will ensure they have the best interests of the young learner in mind at all times.

Remember that the Mentors role is there alongside other college support services. The mentor is not:

- A teacher, a counsellor, a social worker

And the mentor will not:

- Do the young learners work for them
- Give advice based on personal opinions
- Report to the tutor on everything discussed
- Take advantage of the young person in anyway

The Mentor might:

- Help new learners to settle into the college and their course
- Help to establish good communication between new learners and college staff and other learners
- Provide support for individuals who might be isolated or lack support and self- confidence
- Provide support in getting to know rapidly changing environments and the use of new technologies
- Offer appropriate advice and guidance
- Help new learners see the way ahead – progression opportunities and career pathways
- Give and receive constructive feedback
- Help mentees to manage time, plan and prioritise work, set goals and action plan, gain a better understanding of their work

## Role of the Supervisor...

Within the College Peer Mentoring Scheme, each Mentor will work in partnership with a Supervisor. The Supervisor will be a member of the college staff who understands the Peer Mentoring Scheme and who has taken part in Mentor Training.

The Supervisor is responsible for providing training, advice and on-going guidance to the Mentors. Each Supervisor will work with a team of up to ... Mentors ( *1:10 as a maximum*).

Regular meetings...

The Supervisor and their Mentors will meet as a group once every month to discuss development ideas and to look at up-coming events and possible pressure points which their mentees might be facing. This is likely to include any external exams, portfolio submission dates, work experience placements, job applications etc.

These meetings are for sharing experiences.

- The Supervisor and the Mentors might discuss any issues that they have dealt with – but they will not disclose any confidential information about their Mentees.
- They might ask for advice on networking and share any useful contacts they have made.
- Mentors might identify specific areas where they would like more training.

Additional meetings...

The Supervisor should be available to respond to request for additional meetings at reasonable notice. Where a Mentor has a cause for concern which will not wait for the next meeting, they will contact their Supervisor.

The Supervisor may also be the nominated person responsible for Child Protection issues. In this case they will be available to be contacted at very short notice if a crisis occurs.

(Whether or not the Supervisor has this role, there should be a clear line of communication to a member of staff who can respond immediately to any serious Child Protection issues).

(reference: Confidentiality Statement; Child Protection Guidelines)

The Supervisor will ensure that each Mentor has a list of appropriate contacts within the College and knows how to access any appropriate policy statements.

The Supervisor will support the Mentors personal development and will, if required, provide a short reference statement for the Mentor to add to their CV.

Supervisors will meet with the Scheme Co-ordinator once per term to review the progress of the scheme and to consider further opportunities for personal development.

# Sample Student Mentor Policy

## Background

### The Student Mentoring Scheme

has been set up to help support young people who are new to college.

## Objectives

The Scheme aims to provide support at key stages of a young persons course to help them to settle in, make progress and to achieve their potential within the College.

Mentors will provide individual support at the start of the course and throughout the first year of study. They will be selected and trained to ensure that they have the skills and knowledge necessary to support young people who might be daunted by some of the obstacles they face during their transition from school to college and into adult life.

The Mentors role will complement other college wide support structures and the role of personal tutors and will provide a networking link to other agencies as required. Each Mentor will work in partnership with a Supervisor.

## The Role of the Mentor

The Mentors role is to act on behalf of the college to support a young learner who is enrolled on a course of study. Mentors will be existing students who have completed part of a course already, usually one year, and who have experience of the college. The Mentor may have completed the course which the young learner is starting or may have experience of the same subject. This will ensure that the Mentor can offer support and encouragement with course work and issues such as placements, exams, assignments etc.

The Mentor will act within an agreed range of confidentiality, (see Confidentiality Statement) and will ensure they have the best interests of the young learner in mind at all times.

The mentor is not:

- A teacher
- A counsellor
- A social worker

And the mentor will not:

- Do the young learners work for them
- Give advice based on personal opinions
- Report to the tutor on everything discuss
- Take advantage of the young person in anyway

The Mentor might:

- Help new learners to settle in to the college/course
- Help to establish good communication between new learners and college staff and other learners
- Provide support for individuals who might be isolated or lack support and self- confidence
- Provide support in getting to know rapidly changing environments and the use of new technologies
- Offer appropriate advice and guidance
- Help new learners see the way ahead – progression opportunities and career pathways
- Give and receive constructive feedback
- Help mentees to manage time, plan and prioritise work, set goals and action plan, gain a better understanding of their work





# Sample Confidentiality Statement

Signed:	
Mentor:	_____
Date:	_____
Mentee:	_____
Date:	_____

The partnership between the Mentor and the Mentee is based on confidentiality. This means that anything discussed between them when they are in the Mentoring relationship is private and that the Mentor will not repeat any conversations to other people. There are certain exceptions to this, and it is important that these are recognised and agreed at the start of the partnership.

- If both partners agree that the Mentor can speak to someone else about an issue or problem. They will agree who the Mentor will speak to, this might be a Tutor, Student Services or other people within the College or outside.
- If the Mentor believes that there is a risk of harm to the Mentee or any other person, based on something that the Mentee has said, or that a crime has been or is going to be committed. In any of these cases the Mentor will be obliged to report the issue to the Scheme Co-ordinator or to another member of staff.

# Sample Child Protection Guidelines

'Promoting and safeguarding the welfare of children'

All organisations have a duty to ensure that they take steps to ensure the safety of children and young people who might come into contact with their staff or volunteers.

Policy and Procedure:

The Mentoring Scheme should take account of the College Child Protection Policy. This in turn should provide a structured approach to safeguarding young people within the College and to the recruitment of staff – and volunteers, who are associated with young people on behalf of the College. This will include any requirements for a Disclosure Scotland check

The Mentoring Scheme should also take account of the College Confidentiality or Disclosure of Information Policy, which in turn should provide a clear structure for disclosure of any issues relating to Child Protection matters.

Details of sources of information, policy documents, procedures and reporting structures should form part of the programme of training and supervision for Mentors. Formal Policy documents may need to have a simplified summary overview to suit the intended audience, to make them clear and readily accessible. The Scheme Co-ordinator will either take responsibility for receiving any 'cause of concern' notifications or will ensure that each Mentor knows who to contact, e.g. a School or Faculty nominated member of staff.



# Sample Student Mentor Agreement

Name	:	Signature
Mentor:	:	_____
Course:	:	_____
Supervisor:	:	_____
Date:	:	_____

As a College Mentor I agree to act on behalf of the college to support a young learner who is enrolled on a course of study.

- I have successfully completed the Initial Training Course and am prepared to undertake two one hour up-date sessions during the year.
- I understand and agree to follow the college Mentoring Confidentiality Policy and will sign a copy with my Mentee.
- I agree to complete the Disclosure Scotland procedure
- I agree to attend meetings at suitable times each month with my Supervisor
- I will meet with my Mentee once every (*vary as appropriate* ) two weeks for 30 minutes. We will meet in a public place (*Student area, Refectory, Learning Centre etc*)
- I will make brief notes of my mentoring meetings that I will share with my Mentee. I will store these documents in ...(*nominated place, such as Student Services etc*)
- I agree that I will provide mentoring support to my Mentee until...(*End of the course, or a suitable date*). However, I am aware that I can finish the Mentoring relationship at any time by notifying my Supervisor that I wish to withdraw from the Scheme



# Sample Student Mentoring Agreement

Name	:	Signature
Mentor:	:	_____
Course:		_____
Mentee:	:	_____
Course:		_____
Date:		_____

- I agree to take part in the College Peer Mentoring Scheme. until...(*End of the course, or a suitable date*). However, I am aware that I can finish the Mentoring relationship at any time by notifying my Mentor that I wish to withdraw from the Scheme
- I have read and understand the College Mentoring Policy and I know which areas of my college life my Mentor will help me with.
- I understand and agree to follow the college Mentoring Confidentiality Policy and have signed a copy.
- I will meet with my Mentor once every (*vary as appropriate*) two weeks for 30 minutes. We will meet in a public place (*Student area, Refectory, Learning Centre etc*)
- I am happy for my Mentor to make brief notes of our meetings which will be kept in...(*nominated place, such as Student Services etc*)
- My Mentor and I agree that we will contact each other by :

Email: ...	@address..
College mail system	where will we pick up messages?
Through my tutor	College extension number?

- If I have concerns about any aspect of the Peer Mentoring programme I will speak to my Tutor or to (*name of Scheme Co-ordinator*)





# Sample Supervision Meeting Notes

Name	:	Signature
Mentor:	:	_____
Course:		_____
Supervisor:	:	_____
Date:		_____

Ref: Role of the Supervisor. pg6.

Initial Meeting:

Item	Brief notes	Action
	<p>Issues discussed:</p> <p>Note any 'cause of concern' without any confidential details</p>	By who, when?
	<p>Action completed:</p> <p>Make brief notes of outcomes from the previous meeting.</p>	

Next meeting:

continuity sheets:

One copy to Mentor: One copy to Mentor File (Agreed Confidential Storage)

# Sample Student Mentor Meeting Notes

Item	Brief notes	Action
1.          Etc..	Make brief notes of main points of discussion	By who, when?
	<p>Action completed:</p> <p>At the next meeting make brief notes of outcomes from the previous meeting.</p>	
Next meeting:		

One copy to Mentee: One copy to Mentor File ([Agreed Confidential Storage](#))



# Sample Student Mentoring Evaluation

Name	:	Signature
Mentor:	:	
Course:	:	
Supervisor:	:	
Date:	:	

Mentoring Start date: End date:
Number of meeting held:
Did you keep in contact between meetings: by e.mail; by text; by phone?  How frequently?
Do you feel that you have made a positive difference to your mentee? Please give some examples:
Do you feel you have gained from being part of the mentoring programme? Please give some examples:
Did you have any difficulties in taking part in the programme? Please give some examples:
Did you find the Training Programme useful?  Very <input type="checkbox"/> Not very <input type="checkbox"/>  Can you suggest any ways the training programme might be improved?



Did you find your supervisor supportive?

Can you suggest any ways the supervision programme might be improved?

Do you have any suggestions of ways to improve the mentoring programme?

Do you think that your experience as a Mentor will help you in your future career?  
Please give examples:



# Sample Student Mentee Evaluation

Name	:	Signature
Mentee:	:	_____
Course:		_____
Supervisor:	:	_____
Date:		_____

Mentoring Start date: End date:
Number of meeting held:
Did you keep in contact between meetings: by e.mail; by text; by phone?  How frequently?
Do you feel you have gained from being part of the mentoring programme? Please give some examples:
Did you have any difficulties in taking part in the programme? Please give some examples:
Did you find the Training Programme useful?  Can you suggest any ways the training programme might be improved?

Did you find your Mentor supportive?

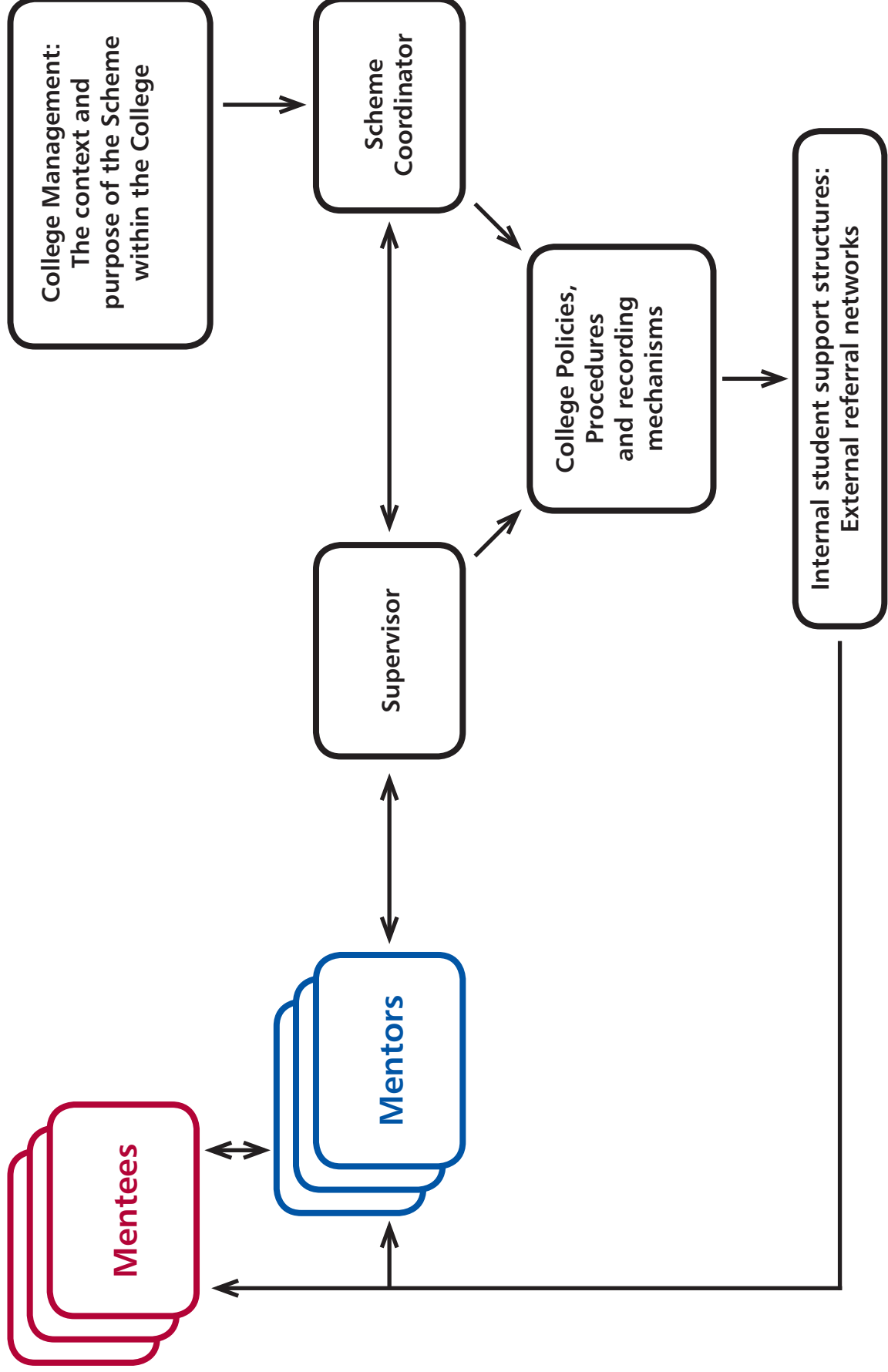
Very  Not very

Can you suggest ways in which your Mentor might have been more supportive?

Do you have any suggestions of ways to improve the mentoring programme?

Do you think that your experience as a Mentee will help you in your future career?  
Please give examples:

# Sample Scheme Supervision Structure





# Sample Application

Name:		Course Title: Course Code:	
Contact details:	Phone No: Mobile No: e.mail address		
Do you have any previous experience of mentoring? As a Mentor		No <input type="checkbox"/> Yes <input type="checkbox"/>	Please give brief details.
Receiving support from a mentor			
Referee: Please give the name and contact details of someone who will provide you with a brief reference: this should be a member of College staff who knows you well, such as your Tutor. Name: Contact			
Disclosure Scotland check completed:		Date:	
When are you available for an initial interview: Please give 3 possible times	Date: Time:	Date: Time:	Date: Time:
Please describe briefly why you are interested in joining the Student Mentor Scheme			
Do you have any specific access requirements:	Wheelchair user/mobility difficulties: Hearing loop: BSL support:	Blind/visually impaired: English as a second language: Other:	
I would prefer to discuss my access requirements in a confidential interview:		Please tick here <input type="checkbox"/>	
Signed:			
Date:			

# Student Mentor Training Log.

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date started: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Element	Date completed	Tutor Signature:	Comments: have all required standards been demonstrated?
Initial Interview:			
Section 1: Definitions of mentoring Role of a mentor in College Mentoring Skills questionnaire			
Section 2: Skills and Qualities of a mentor Benefits of mentoring Boundary Issues			
Section 3: Listening skills... Action planning Giving Feedback			
Section 4: Ground Rules Confidentiality Statement College Mentoring Agreement			
Section 5: Re-cap Scenarios Personal Action Plan			
Further training:			

# Mentor Training Self Evaluation Log

Name:

I have completed the first part of my training and I feel :				
Element	OK on this Date	I would like one more session on this	I don't understand this	Comments
Initial Interview:				
Section 1: Definitions of mentoring Role of a mentor in College Mentoring Skills questionnaire				
Section 2: Skills and Qualities of a mentor Benefits of mentoring Boundary Issues				
Section 3: Listening skills... Action planning Giving Feedback				
Section 4: Ground Rules Confidentiality Statement College Mentoring Agreement				
Section 5: Re-cap Scenarios Personal Action Plan				



Europe and Scotland  
Making it **work together**

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