



Student Mentoring: Sharing Experience

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Good Morning!





Agenda

- Diversity
- Northampton Model of Mentoring
- Training
- Pitfalls
- Research Project
- Musical finale



..... " all students should leave higher education having confidence in their proven ability to manage their own learning and development in life and work, and to take appropriate and effective action in association with others in a world of change"

HEC submission to the Dearing Review (1997)



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Cognitive Development

Experience

Key Skills

Capabilities

Diverse students
need diverse
choices

Expectations

Culture

Knowledge

Learning Styles



Strategies

- Widened range of L/T methods (including blended learning)
- Diversification of assessments
- Range of strategies to address 'skills gaps'
- Range of support strategies





The Northampton Model of Support Systems



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Multi-layered Support Mechanisms

(University of Northampton Model)

Degree programmes	<ul style="list-style-type: none"> • Personal Academic Tutor • Lecturers • Academic Advisers • Mentors • Programme Support Team • Personal Development Portfolios • e-learning
Cause for concern process	<ul style="list-style-type: none"> • Highlights for the student, the need for critical action
Mitigating Circumstances procedure	<ul style="list-style-type: none"> • Highlights for the tutor, specific circumstances affecting progress
Centre for Academic Practice (5,147 student users – 2007/2008)	<ul style="list-style-type: none"> • Tutorials, Workshops, Open Learning, Mentors, Modules etc • CfAP Tutors, Facilitators, Support Team, e-learning
Information Services	<ul style="list-style-type: none"> • Information Skills, Workshops & tutorials; IT short courses, academic librarians and IT advisers, e-learning
Student Services	<ul style="list-style-type: none"> • Counsellors, Dyslexia Support, Careers Guidance, Pastoral Support



1991 2009

Student Mentoring at Northampton

1991 - 2009



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Context

- USA's Supplemental Instruction - UN second university in UK to adopt the scheme (franchised - 1992)
- More than 90 universities in the UK participate
 - Peer Assisted Learning (PAL)
 - Supplemental Instruction - SI (USA)
 - Peer Assisted Student Support (PASS)
 - Student Mentoring (SM- Northampton)



Philosophy

- Mentor schemes should not replace teaching
- Mentor schemes should not replace specialist support, nor academic guidance
- Mentoring should be integral to curriculum
- Approaches should be supportive ,developmental and confidential
- Should provide a feedback loop to course/module team
- Should be an iterative process in terms of feedback and feed forward

**Retention is not the primary goal – it is an intended outcome -
an indicator that we are meeting a
goal of student satisfaction and success**

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To Pay or not to Pay?

- Some schemes use student volunteers
- We pay to
 - provide a framework for the development of employability skills
 - give formal value to time and effort
 - enhance mentors' credibility (employee status)

Currently, each mentor is allotted 50 hours 'to spend' at £6.78 per hour



Mentors at Northampton – 2008/9

- School of Applied Sciences : 8
- School of Business: 2
- School of the Arts: 6
- School of Social Sciences: 11
- School of Education: 24 (enhanced project)
- School of Health: 4



Recruitment and Training

- Number of mentors per module averages at 2
- **Recruitment**
 - Nominations from module tutor
 - self-nomination via tutor
- **Training and Development**
 - One full day prior to start of year
 - One half day (mid year)
 - Clinics – one to one as required





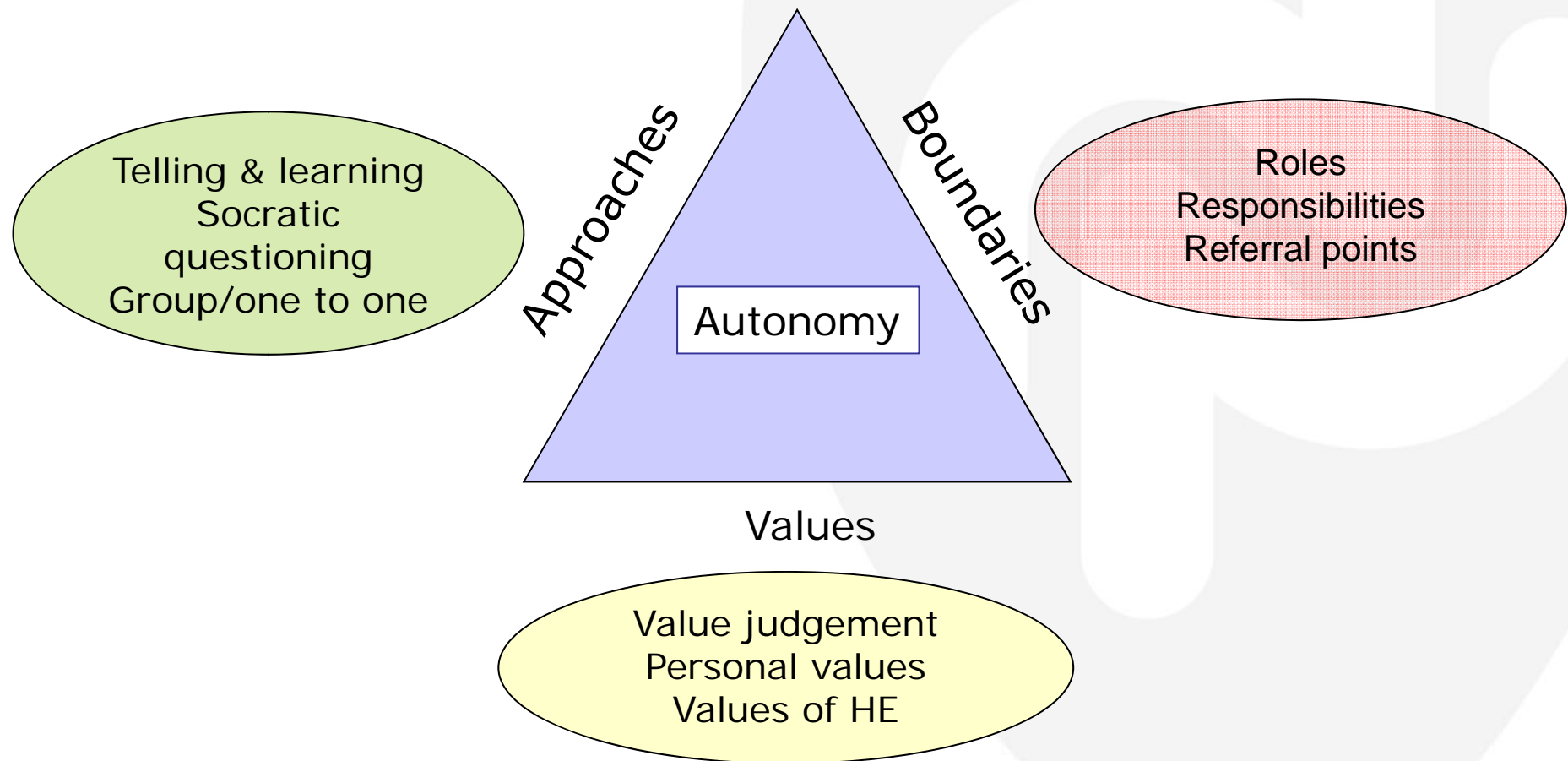
Empowering Mentors

- The 'training' day provides mentors with a framework of understanding that enables them to make decisions about what to do and how to go about it
- It does not prescribe nor instruct
- It is an experiential learning day



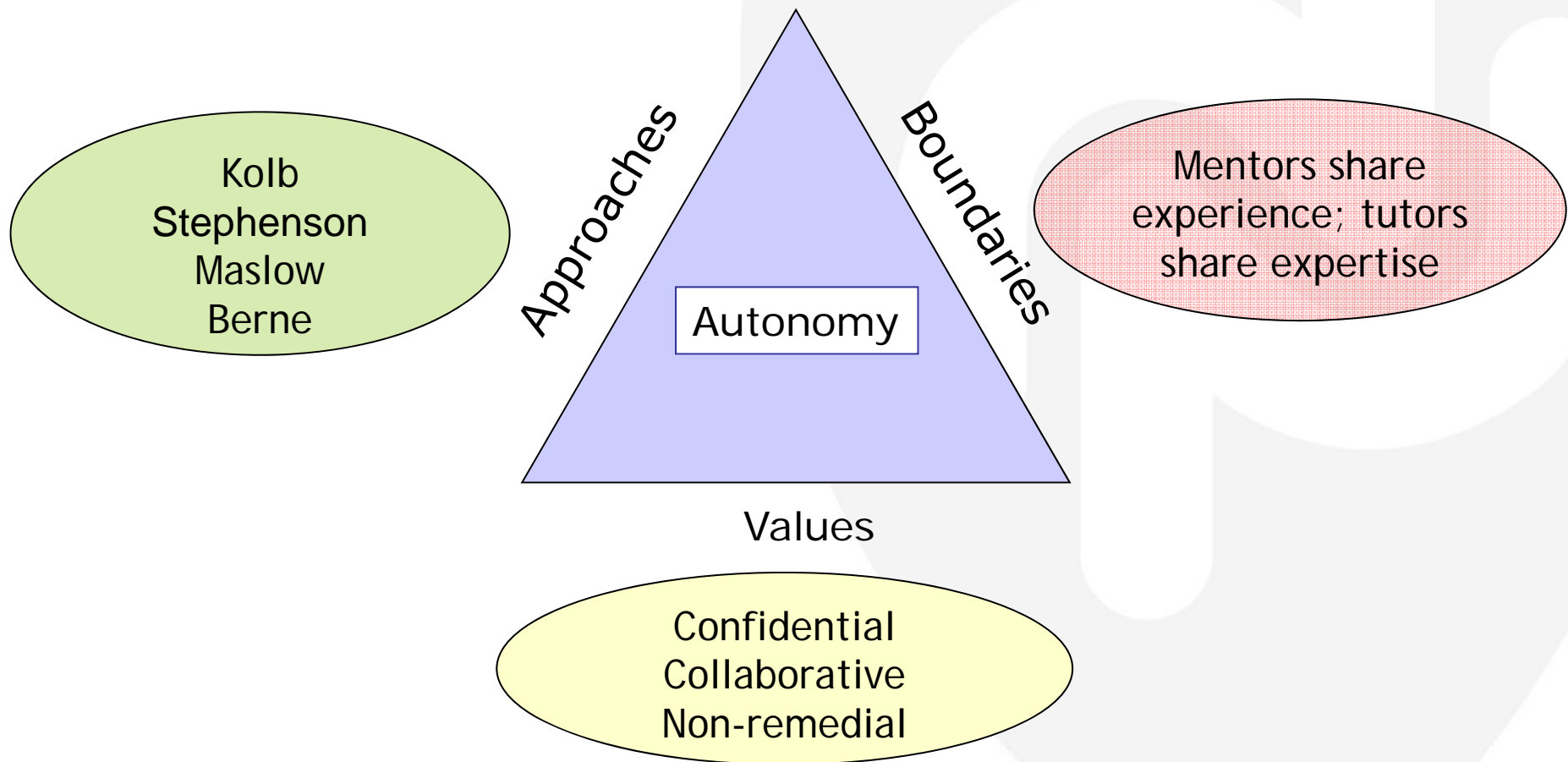


Training Day





Training Day



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is this a tutor?



is this my line manager?

is this a student?

is this me?



or is this me?



Approaches to “Support”

[Universities] ..often find it difficult to get students to take up services that would help them to “ stay the course” and succeed..... because students and academic staff may regard the services being there to fill a “deficit” in a student’s ability

National Audit Office Report (July 2007)



Approaches to Supporting Students

Remedial

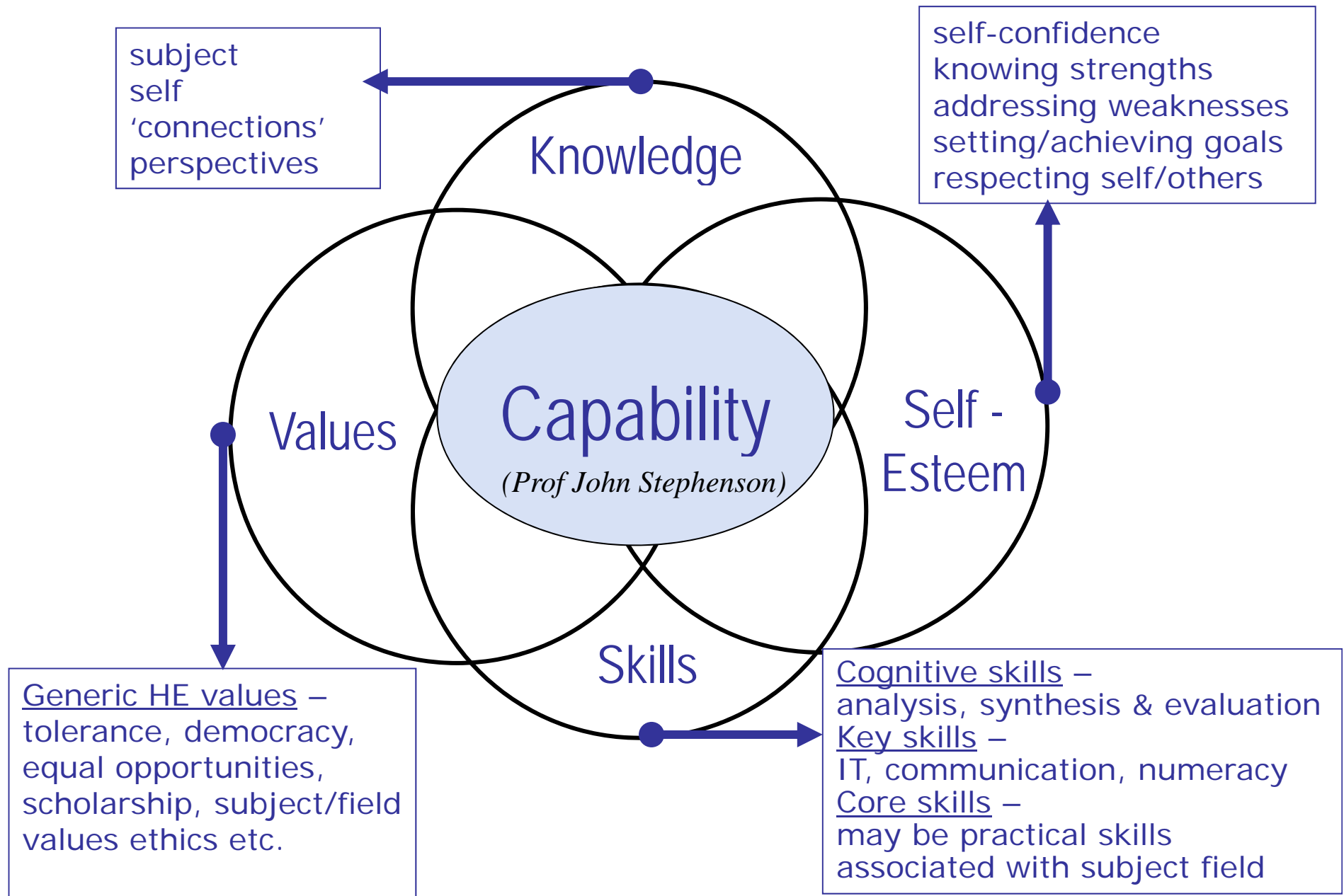
- Focus on limitations
- Problem oriented
- Authority giving advice
- Advisor prime responsibility
- Student seen as lazy/at fault
- Student requires close supervision
- Advisor takes initiative status based relationship

Developmental

- Focus on potential
- Growth oriented
- Shared problem solving
- Shared responsibility
- Student seen as learning oriented
- Capable of self direction
- Shared initiative
- Mutual trust and respect

Crookston(1972)

Framework for understanding





Pitfalls

Expectations

- The Oracle (easy answers)
- The Guru (all wise all knowing)
- Mr/ Ms Fix-it (can/ will do anything)

Temptations

- 'Loaning out' work
- Correcting work
- Needing to be needed

Situations

- Focus for complaints
- Dominant personalities
- Conflict of personalities
- Too many demands from lecturer/ student
- Academic performance suffers



Examples of Mentoring Activities

Collaborative Learning

- Seminars
- Moots
- Skills workshops
- Project Support
- Field Trip support
- Art Tutorials

Non Attendance

- Introduction of modular framework
- Introduction of tuition fees (Paid work)
- Work placements (timetable clashes)

Most common sessions: Drop-in and eMentoring



“Don’t Panic!”



Anita Fogarty

Hi, we are the student mentors for first year law modules. We're here to help, however small your issues may seem! Being 2nd and 3rd year law students we've experienced many of them ourselves, and between us we have studied every year one law module. Our help is always confidential, and can cover anything from referencing to questions about your assignments or seminars. Please see below for our email address.



Claire Broadhurst



Nicola Gore

From Monday 15th October you can come to one of our drop-in sessions:

Monday 10am - 11am, 1pm - 2pm
 Library consortium (upstairs in the Park Library)

Tuesday 12pm - 1pm Library Consortium
 3pm - 5pm Library group study room 1 & 2

Wednesday 1pm - 3pm Library group study room 2

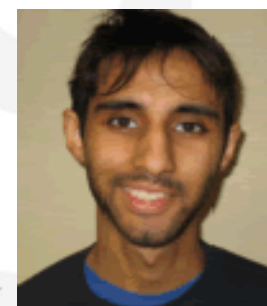
Thursday 1pm - 3pm Library group study room 3

Please try bring books and set questions with you when you come to see us.

We look forward to meeting you and hope you enjoy your first year!



Stephanie Goodman



Shehzad Sadiq



Warda
 Rahimbaccus

Anita, Claire, Nicola, Shez, Stephanie & Warda



Benefits

Mentees

- Skills development
- Forum for sharing understanding
- Responsibility for own learning
- Builds confidence

Mentors

- Personal growth
- Deeper learning
- Self confidence
- Employability skills



Examples of Integrated Employability Skills

- Use of initiative
- Listening/ understanding
- Negotiating
- Communicating
- Assertiveness
- Developing solutions
- Knowledge/ confidence in own ideas and vision
- Team leadership
- Self Management

Evidence of employability skills, are recorded in PDPs and included in CVs



I can see clearly now...

“To help someone with something they do not understand, you need to be able to understand it fully yourself”

“...as a mentor I believe that I have strongly influenced and helped those who attended our sessions”

“...Being in a position of, greater knowledge, is somewhat of a confidence boost in my own progress...”

“It’ has been an enjoyable experience and has given me the opportunity to develop further...”



An Effective Mentor Scheme

- Is based upon a non-deficit model
- Includes practical activities that are clearly useful to mentees
- Is valued explicitly by all of the module team
- Is facilitated by providing space and resources
- Has regular communication between lecturers and mentors
- Empowers imaginative use of time
- Provides opportunities for part time/distance learners to access mentor scheme (e.g. NTF project)

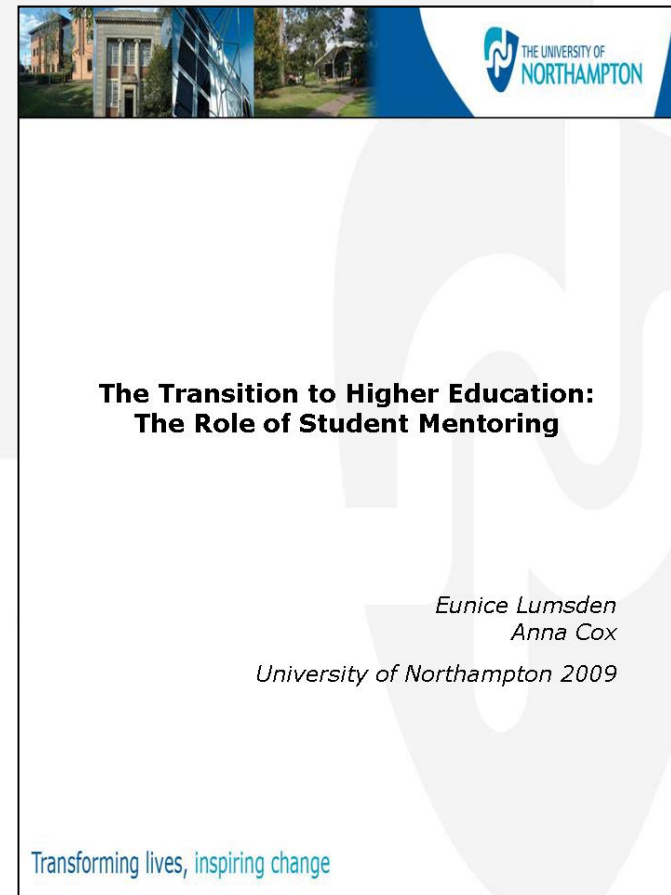


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Research Project

- Research Project conducted 2008/2009 for Early Childhood Studies (ECS) course(enhanced funding)
- First year cohort 64 (58 participated)
- Number of mentors 20 (1:2 attached to each learning group)





Thoughts from 1st year Students

On being Offered a Mentor

- Relieved and happy
- Excited
- Supported
- Confident
- Nervous

On having had a Mentor

- Relieved and happy
- Felt understood
- Helped and guided
- Reassured
- Confident
- Grateful

**73% claimed academic skills had been improved;
34% claimed their professionalism had been developed**



1st Year Students - Feedback

- The general consensus
 - Effective
 - Role models
 - Easy to contact
 - Helpful, friendly and reliable
 - Shared personal/academic issues
 - Simpler explanations
 - Every course should have them





The Value of Mentoring (ECS)

- Meeting targets in relation to all aspects to the student experience
 - Students reported high levels of satisfaction with the scheme
- The challenges of the widening participation agenda
 - ECS has a diverse student cohort
- Improving student satisfaction/retaining students

2008/9	Full time student start	64	91% Retention Rate
	Full time student end	58	



Conclusion (ECS)

- aim of this research project was to support the transition into HE and the integrated core tasks of the course
- Student feedback confirms that mentoring was a positive experience and has supported them in these areas





A Dynamic Scheme

IS

Flexible

Creative

Adaptable

Developmental

Negotiable

Empowering

REQUIRES

Good training

Monitoring

Staff Support

Triangulation

Resources

Champions



Blue Skies

Blue Horizons

Far Horizons



It is not enough..

to acquire knowledge...

...without understanding it



It is not enough..

to understand knowledge...

...analyse, synthesise and evaluate it...

... to explain it, write about it, demonstrate it and apply it.

without developing the skills to



It is not enough..

to own the knowledge and skills...

...to use them appropriately in a range of contexts.
...if you do not have the confidence...

The background of the slide is a photograph of a mountain range. The mountains are layered, with the closest ones in a deep blue and the ones further away becoming progressively lighter and more hazy, creating a sense of depth. The sky is a pale, clear blue.

It is not enough..

to be able to use them...
...in a range of contexts...
unless...

ethics and values underpin everything

That is what we expect of our students..



Mentoring develops capability

..that is what we want for them!