



The Code of Practice for Mentoring

Validation of mentoring project

Accessible mainstream VET and employment

David French

Brussels 18.09.2007

Our purpose

- The validation of informal and non-formal learning
- This implies
 - The recognition of the achievements of the individual learner (the mentee)
 - Some system of quality assurance to offer confidence in the quality of the learning experience

Key principles

- **Flexibility**
 - To permit variety in the operation of schemes, client groups, etc.
 - Formal rules don't easily accommodate variety
- **Choice**
 - Participation must remain voluntary throughout
- **Self-assessment**
 - External verification requires resources we don't have at present
 - Codes of Practice can support self-assessment

Our approach to self-assessment

- It must be supported by a rigorous structure
 - Users must be required to review all relevant aspects of their procedure
 - Outcomes must be expressed in a full written account
- All stakeholders must be involved
 - Mentees and mentors
 - Operational staff
- Some external input ideal
 - But the review process must have integrity without it

Our approach

- Sections for each main aspect of mentoring
 - Health and safety
 - Recruitment
 - Matching mentees and mentors
 - The induction and training of mentors and mentees
 - Target setting and agreements between the mentee and the mentor
 - Monitoring and evaluation
 - The validation of learning outcomes

Within each section

- Notes on key principles and good practices
- A set of self-assessment questions
- The answers to the questions together make up a comprehensive 'Statement of Self-Assessment'

Questions for recruitment section

- What targets have we set for the recruitment of mentors and mentees?
 - How did we decide these targets?
 - Are they realistic?
- What is our recruitment strategy and how did we decide it?
- Does the recruitment strategy contain provision for adjustment if we don't achieve our initial recruitment targets?
- Does our application form provide the information we need for an initial health and safety assessment?
- Does our recruitment material provide a realistic and accurate picture of the commitments required from mentors and mentees?

Validation of learning outcomes

- Must follow requirements of Common European Principles about transparency, credibility, legitimacy.....
- Must support APEL procedures
- Must not threaten core principles of mentoring
 - Voluntarism, power-sharing, confidentiality
- Should help learners as well as ‘outsiders’

Options for representing learning outcomes

- All must be 'owned' by the learner
- With appropriate input from promoter
- Our options
 - Learning statements
 - European CV
 - Portfolios

Some possibilities for the future

- Further testing and development
 - Refining accreditation options
 - External verification to support self-assessment
- Adaptation for new countries
- Extension to new areas of learning
- Links to APEL projects

IPR issues

- We want to encourage use of the Code (pleased to see that it is already used in training in other projects)
- But we have to protect it at this stage of development
- So prior permission for use must be obtained from Marie Curie Association (goronova@marie-curie-bg.org)
 - Even for partners in VM project!