Measuring the impact of subject specific mentoring on mentees' learning in the lifelong learning sector.

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Title

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Keywords

Mentoring
Impact
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Evaluation

Summary

In this small-scale research project, five mentors and five mentees from different London colleges were asked what impact mentoring might have, not just on teacher trainees, but on their own learners. How might this impact be measured? To what extent might these forms of evaluation be considered valid and reliable? The implementation of formal mentoring for teacher trainees in the Lifelong Learning Sector has increased the need for systematic evaluation of mentoring schemes in initial teacher training. The mentors' and mentees' suggestions for evaluating the impact of mentoring comprised quantitative and qualitative methods and also illustrated the significant challenges to evaluating with any precision the benefits of mentoring in hard statistical terms.

Context

> *At its best, mentoring can be a life-altering relationship that inspires mutual growth, learning and development. Its effects can be remarkable, profound and enduring; mentoring relationships have the capacity to transform individuals, groups, organisations and communities (Ragins and Kram 2007 P.3)*

The mentoring of teacher trainees in the lifelong learning sector is the focus of much current debate, partly because of its newly pivotal role following the reforms to initial teacher training in the Lifelong Learning Sector (LLS) of recent years (DfES 2004 P.7) and partly because the mentor-mentee relationship itself is under scrutiny by both education and industry, both of which set great store by the potential of mentoring. In attempting to meet the need for workforce development and professionalization, the government and Office for Standards in Education (DfES 2004, Ofsted 2003) have promoted mentoring not only as an effective method of advice and support for novice teachers, but as their cornerstone policy for the support of subject pedagogy.

However, the literature on mentoring in initial teacher training has tended to concentrate on the reciprocal and mutual effects of the mentor-mentee relationship; theories and models of mentoring; mentor and mentee roles; and the feelings provoked by mentoring. There seems to be little focus in the literature relating to mentoring in the LLS on the impact that mentoring may have on mentees' learners. This small-scale action research project examines possible methods of evaluating the impact of mentoring and questions the validity and reliability of these methods.

The research was undertaken within a south of England University's CertEd/PGCE consortium which comprises seven colleges in London running the Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) and the Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) as well as Additional Diplomas in ESOL, Literacy and Numeracy for over 200 participants.

The colleges which provide this entirely in-service and part-time course serve a linguistically and ethnically diverse geographical area and their provision is designed to serve the needs of the local communities. For example, two colleges have a higher than average number of vocational tutors; two colleges have participants who teach in offender learning institutions; another college has a high number of participants who teach in adult and community settings.

The researcher asked each college CertEd/PGCE course leader to choose one experienced mentor and their mentee who could both be interviewed for this project.

Research objective

The objective was to collate several case studies of mentors' and mentees' views on what might constitute valid and reliable evidence of the impact of mentoring on trainees' learners, especially in work-based learning and adult and community learning in the consortium. This was a starting point from which we could raise questions of a wider nature.

There are about 80 mentors and over 200 teacher trainees across the University's CertEd/PGCE consortium. In line with the national picture of mentoring in ITE in the Lifelong Learning Sector, the provision, training and quality assurance of mentoring have been identified as priorities by the University. As consortium programme leader, the researcher wanted to build up an evidence base of the possible impact of mentoring and to extract insights that could inform improvements to the consortium's mentoring scheme and mentor training (Klasen and Clutterbuck 2007 P.294).

It is important to explore whether we can gather evidence of the impact of mentoring on trainees' learners, rather than just on mentees, for several reasons. Firstly, to evaluate whether mentoring can improve the learning experience of the key stakeholders in the sector: the learners. All the mentors interviewed said that the case for mentoring would be stronger if we could show that learners (and not just mentees) benefit directly from mentoring in initial teacher education. Secondly, to provide insightful information about mentoring and to raise its profile as a developmental process since it is important that managers in the LLS realise the impact and significance of mentoring in order to develop a 'mentoring architecture' (Cunningham 2007 p.83) in partner colleges. Thirdly, to inform institutions which need to fund and build mentoring capacity, especially in WBL and ACL, not only to comply with Ofsted requirements for the provision of subject specific mentors in ITE, but also to support participants on the CertEd/PGCE. Lastly, to remind mentors and mentees how much mentoring can help them achieve (Klasen and Clutterbuck 2007 P.295).

This action research project draws on the growing literature on the use of mentoring to support initial teacher education and also on the writer's research into mentoring, including a Masters' dissertation enquiring into mentors' experiences in supporting teacher trainees in the LLS and a QIA case study (Eliahoo 2008) which examined the provision of mentoring in work-based learning and adult and community learning.

Theoretical framework

There is evidence that mentoring can have a positive impact on mentees' self-confidence, competence and effectiveness (Noe 1988 p.459). Mentors and mentees themselves have their own ideas about the impact of mentoring and a start has been made to capture these ideas in the small number of case studies. The researcher's action research approach to the project related closely to the point of view of 'appreciative inquiry' (Cooperrider and Srivastva 1987 p.131) firstly, because the mentors and mentees are committed to mentoring and secondly because they

appreciate its potential for psychosocial and career support and its developmental nature.

Another theoretical perspective which may throw light on the research is 'personal construct theory' (Cohen 2003 p.337) which school psychologist George Kelly (1955) proposed when dealing with problem children referred to him by teachers. Kelly tried to understand the teachers' complaints about these children by examining the way that teachers had construed their complaints. This led him to the view that there is no objective, absolute truth and that events are only meaningful in relation to the ways they are construed by individuals.

The mentors' and mentees' positive views of mentoring as well as their teaching and learning experiences helped them to construct meanings around their experiences of mentoring. Rather than using a ready-made template of 'how to measure the impact of mentoring on mentees' learners', they were asked to provide their own constructs and these tended to equate the positive aspects of mentoring on mentees with a concomitant effect on their learners.

A qualitative or quantitative approach?

Ideally, in a quantitative approach, it would be useful to gather data on mentees' learners' progress before and after mentoring. But there are too many variables to make this a reliable methodology. There are problems with the quantitative data as it tends to be large scale (e.g. colleges collect data on student cohorts and it is hard to disaggregate the effect of one lecturer on a student group). For the quantitative data to be reliable and valid, one would need to get down to the fine detail of individual mentees' retention, success and achievement results which are only accessible to line managers once results come in. These issues form part of the background to the research.

The only immediately accessible quantitative data is attendance and that can only be accessed by the mentee themselves at a certain point towards the end of the year and before the data disappears into the college's management information systems, never to be accessed again by the mentee. Even if a mentor could access attendance figures for their mentees' classes, what would this tell them? There are a number of reasons why students don't attend sessions: family, domestic, legal or financial problems; rooming; timetabling and so on. Some lecturers are meticulous about keeping registers but some mark their students as in 'on time' even when they are over ten minutes late. These figures could be as accurate as a lecturer typing in their own statistics themselves and at best, they might give anecdotal evidence or one-off snapshots of a lecturer's practice. However, colleges would argue that the data produced by completing electronic registers are valid and reliable as they are used as legal documents for funding purposes and also for student roll calls in the event of an emergency evacuation of a building. Nonetheless, each set of statistics needs to be looked at individually and in depth. Mentor and mentees' narratives are necessary to tell the story of the impact and benefits of mentoring.

It is possible to glean some valid and reliable evidence by asking mentors and mentees questions about the impact of mentoring on mentees, but this becomes more problematic where intangible effects may be concerned. For example, do mentees gain confidence and capability and do they develop their teaching skills more rapidly because of their exposure to more experienced staff who are able to support them effectively and quickly? If they do, how do you measure this 'confidence and capability' and is it possible to evaluate what effect 'confidence and

capability' have on their learners? If mentoring is one of the reasons for this growth in confidence, how can it be separated from the effects of initial teacher education as well as teaching practice on the mentee?

Research methodology

The researcher took an action research approach as it is a powerful tool for change and improvement and designed to bridge the gap between research and practice. Moreover, it was felt that action research was appropriate because of the researcher's role in the introduction and quality enhancement of mentoring in the consortium. The intention is to use the outcomes of the research to help implement changes to policy and practice within the consortium, in keeping with the 'action research' principle.

The mentors and mentees were asked to combine diagnosis with reflection, focusing on practical yet problematic issues that they identified through reflecting on their experiences (Cohen 2003 P.227), on how these could inform mentoring practice throughout the consortium; and on how mentors might quantify the effects of mentoring on learners in the sector.

Semi-structured interviews were conducted with five mentors and five mentees chosen from different colleges and across different subjects in order to get a cross-section of views and comments. Each college course leader had been asked to nominate an experienced mentor with a current mentee and as four of the mentors had also completed a pilot CPD module in Mentoring, prepared and led by the researcher, the course leaders suggested that these would make suitable interviewees as well. The fifth mentor was introduced by one of the course leaders as she was known as an experienced and approachable mentor. The researcher contacted the mentors and their mentees to explain the purpose of the research and to ask their permission to record each interview. The names of mentors, mentees and their institutions are anonymised for reasons of confidentiality and in order to create a safe place where participants could explore issues. The researcher subsequently transcribed the recordings as soon as possible after the interviews, identified a number of themes and analysed the data under key themes.

Mentors and mentees were asked questions focussing on their own experiences of mentoring, and on how to evaluate the intangible results of mentoring and what sorts of evidence could be used to judge the impact of mentoring on mentees' learners (see Appendix A and B). Where the interviewees said that they would use quantitative data, the researcher asked them to gather their own data, for example, from their own college student records system. The researcher then interviewed the mentors again in order to explore meanings behind the data; the challenges of gathering such data; and what, if any, conclusions we could draw from them. These second interviews were either face to face, by email or by telephone and were designed to follow up ideas, to probe responses and to investigate motives and feelings (Bell 2005 P.157). The interview questions were designed to capture the narratives and views of mentors and mentees about the benefits of mentoring to their learners; to encourage the interviewees to question and reflect on their own practice and to provide some useful generalisations about the dilemmas and feasibility of trying to measure mentoring impact.

Although the researcher took an action research approach to the project, this related more closely to the point of view of 'appreciative inquiry' (Cooperrider and Srivastva 1987 p.131) for several reasons.

Firstly, all the mentors and mentees without exception were committed to mentoring and were highly motivated to show that mentoring 'works'. Secondly, the 'action' did not result in an incontestable conclusion proving the impact of mentoring on mentees' learners. The project started from an appreciation of mentoring and progressed to raising fundamental questions about its impact, rather than taking the stance of problem-solving action research, since collating narratives does not fit easily with a measurement paradigm. The trustworthiness of the conclusions are dependent on those views and narratives, although these may contain bias, for instance, because the researcher is the consortium programme leader and the mentors and mentees may have given her the answers they thought she wanted in order to please her; or they may have wished to demonstrate that their college is delivering 'good' mentoring; or they may have wished to validate the mentoring process in order to boost the status of mentors in general. However, interviewing both mentor and mentee gave a certain balance and the research was informed by the literature on mentoring in initial teacher education.

The selection of the mentors and mentees also represents a sample bias because the researcher asked course leaders to nominate good, experienced mentors and she already knew four of the mentors. Nonetheless, her good working relationships with these mentors helped provide a friendly, safe and open atmosphere which facilitated honest reflection and self evaluation.

Outcomes and key learning points

*[1]Doug is a typical mentor with several roles apart from teaching: subject learning coach, school link co-ordinator, short course co-ordinator, textbook writer and part-time, unpaid Master plasterer for English Heritage. His priority for his mentee Bob was to help him make the transition from on-site plasterer to college lecturer avoiding what is endemic to new vocational lecturers: a practical approach which eschews all theory and an impatience for those who don't 'get it' the first time.

> *Building sites are not a friendly place to be at times….I had found myself talking to [college] students like they were one of the boys on the building site and that's a big no-no. You can't give [students] a clip round the ear if they get something wrong. (Bob q8)*[2]

Doug felt that an important part of his role was to help the mentee to move on from being a somewhat impatient apprentice teacher with classroom favourites and a dislike of theory, towards forging a new identity as a professional lecturer in his new community of practice (Lave and Wenger 1991).

> *You've got to get teachers to think like teachers (Doug q166)*

This caused disagreements between them in the beginning when Bob showed his students how to speed up their work, without teaching them any theory or correct procedures first because 'that's how it's done on site'. Some students felt that Bob didn't like them and didn't have the patience to teach them if they grasped things more slowly than others, and the result was that these students started to fall behind. Doug team taught with Bob who evinced surprise at the amount of preparation needed for one class. Using mentoring skills, such as questioning and re-framing,

[1] All names have been anonymised throughout
[2] This refers to the transcript of the interview with Bob and this note appears on line 8 of that transcript. Later quotes use similar notation.

Doug demonstrated the importance of differentiation, inclusion, ground rules, tracking and embedding numeracy and literacy into sessions.

When asked how mentors could measure the impact of mentoring on learners, Doug said that success and achievement rates for the plastering group that he teaches with Bob had risen year on year from 71% to 91%, which he thinks may partially be due to the team teaching (which formed part of the mentoring activities) and partially to Bob's input in the practical sessions (which did not). However, the retention, achievement and success data for all plastering groups have improved overall (see Table 1).

Table 1			
Plastering classes			
	2005/06	2006/07	2007/08
Retention	73%	80%	88%
Achievement	87%	96%	93%
Success	64%	76%	81%

Quantitative measurements would seem to be the most unambiguous way to judge the impact of mentoring yet these can be problematic. It is not always straightforward for mentors and/or mentees to access statistics which relate to one mentee only, as statistics tend to relate to student cohorts rather than individual teachers. Even where this data can be accessed, it needs to be compared with like for like results and the data analysis needs to allow for variables. For example, rooming or equipment can improve or get worse year by year; other lecturers in the team can have an effect on learners' morale, their progress, their motivation and their results.

Other questions need to be raised about the evaluation of mentoring impact within institutions: for example, who should collate this data: the mentor; the mentee; the line manager and what implications does this have? What should be done with the data?

Kathy Kram's seminal research on mentoring (1985) defined it in terms of older individuals serving as role models and providing career guidance, task assistance and social support to younger colleagues. Stanulis (1994 P.31) defined it as 'sharing her wisdom without telling answers'. This psychosocial support can result in intangibles which are difficult to measure, such as the mentee's increased confidence and any resulting impact on classroom behaviour, learner motivation and quality of teaching and learning. The QIA case study interviewees (Eliahoo 2008) stated that, *in their opinion*, mentoring aided:

- the successful integration of new members of staff into teams;
- the creation of extended working relationships;
- better learning outcomes for students;
- good results and an enhanced reputation for the college.

When asked how they had come to the above conclusions, the interviewees said that adult and community learning and work-based learning environments were often badly-funded, over-worked and disparate organisations (one institution has 250 session tutors who teach anyone from 14 year olds to the over 80s over 10 sites). Since it is difficult to engender team spirit in such a sporadic and diverse work force, their teacher trainees had reported that one benefit of mentoring is that it impacts on the culture of an organisation by providing a support network for session tutors. It is also a useful way of integrating new staff into departments and teams, as trainees

don't meet in staff rooms because they might work on different sites for only a few hours a week. In one Programme Manager's judgement, mentoring provided continuity and contributed to the retention of staff across the institution. However, this still constitutes impact on the college's reputation, on tutors and on the institution rather than specifically on learners.

Doug said that the increased attendance and progress of some students with specific learning difficulties might be partially down to his mentee Bob's increasing individual attention and good working relationships with the learners. For example, Bob managed to get an apprenticeship for a de-motivated and dyslexic ESOL student with behavioural problems and the student subsequently went on to win a regional plastering competition. Although Bob is pleased with the progress made by his learners, he constructs mentoring impact on learners with reference to his own personal development, highlighting the emotional tension in the transition from his role on the periphery of teaching to fitting in with college norms whilst remaining true to himself (Cain 2009 P.56), rather than providing a logical analysis of the impact on learners:

> *From that very first day when I stood in front of the students feels like a million miles - and I have a million miles to go. Confidence is the main booster. Coming out of your comfort zone and feeling confident is the main one. It makes me realise how I was. (Bob q77)*

When Suzie first started mentoring, she didn't consider the benefits for learners to be as important as the benefits for the mentee. With experience and mentor training, she sees the mentee as the channel for learners' success and she looks for evidence of successful mentoring in comparisons before and after mentoring between learners' Individual Learning Plans (ILPs), tracking learners' progress and mentees' observed teaching practice. She also identifies important but intangible benefits of mentoring for her mentee.

> *The relationship within the group with her and her learners has really developed. It was shambolic last year. She was new and they ruled the roost and they have their ways and didn't want to do this or that. She went along with what they said. This year it's completely different. She has control and the balance is much better. (Suzie q119)*

Suzie's mentee Nicola believes that the impact of mentoring on her learners has been dramatic and she collated the results in Table 2 to demonstrate the constructive collaboration between her and her mentor. She believes that the table is self-evident proof that mentoring works but this cannot be separated from the effect of another year's teaching experience and from two years' training on the Certificate in Education. Nonetheless, Nicola's personal construction of mentoring is that it played a large part in her progress which fits in with her view of the teacher as the pivotal influence in students' learning. She had expected mentoring to be a combination of personal life coaching and therapy centred on the lecturer but she now feels that the mentoring also helped her improve her learners' achievements.

> *It's had a knock on effect for my students. I'm much more confident. Before I met [Suzie] my confidence [as a teacher] was 0.5 out of ten. But now it's 9/10. What you want is someone to hear you; to hear the unspoken word. (Nicola q165)*

Table 2

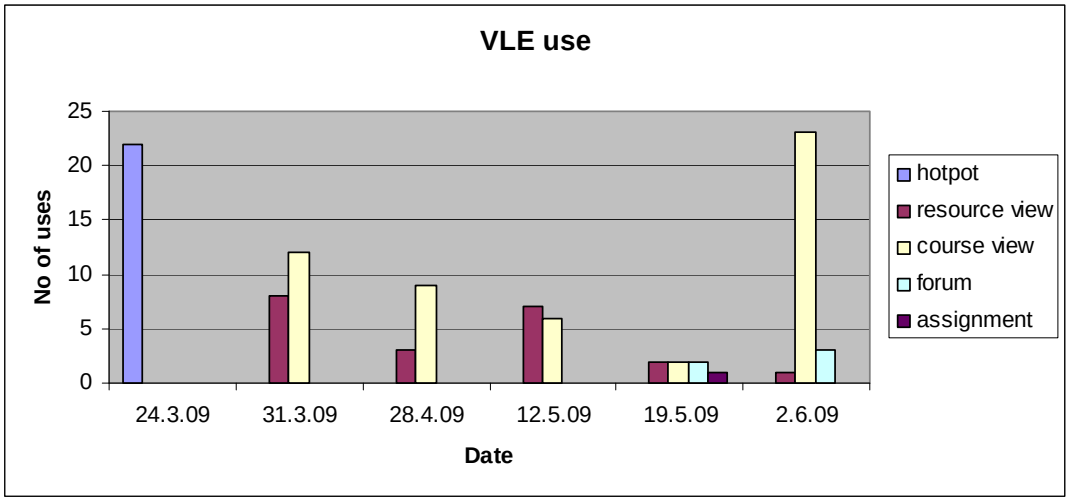
Students 2007/08 (before mentoring)	**Students 2008/09 (after mentoring)**
3 competent (43%)	7 competent (78%)
4 not yet competent (57%)	2 not yet competent (22%)

Mentoring can be full of contradictions (Cain 2009 P.53) as Joan found when she was asked to mentor Jagdish, a Student Learning Adviser who does not have a subject specialism per se as she runs large numbers of tutorials with paper-based resources. As an experienced ESOL lecturer, tutor and E-Champion for teacher training, Joan focussed on the practice of tutorials which became Jagdish's 'subject specialism'.

Joan and Jagdish agreed to use technology to overcome a number of barriers: large numbers of students at Levels 1, 2 and 3; lack of time allocated for individual tutorials; heavy workload including UCAS reports, learning reviews and progress reports for each student, individual help with assignments; and liaison with all subject lecturers and parents. Joan helped her to become more efficient through setting up individual tutorials online with links to websites, more inspiring resources, interactive quizzes and a discussion forum so that students could complete their ILP targets and tutorial work online in their own time. This released some time for personal tutorials. Jagdish learnt to make more advanced use of the VLE, management information systems, new technology and electronic resources.

Given the time constraints on Jagdish, Joan suggested she focus on Level 1 students who are generally most in need of tutorial support. Jagdish was able to track the progress of these Level 1 learners more closely and this made it easier to ensure that they all completed their first semester modules on time. Joan could track the increased student use of the VLE by extrapolating statistics for one of Jagdish's classes every week and breaking them down into types of resources accessed, dates, the number of uses and the number of students (see Table 3). But, as she points out, these do not state what type of resources were looked at or whether they were used at all or whether students looked at only one resource or a whole range of resources.

Table 3



Joan sees the greatest achievements of mentoring as improved time management, a more manageable workload once tutorials became accessible online and the growth in Jagdish's self-confidence:

> *We both joined the college's new tutorial review group. We had discussed issues before and [decided that] she needed to bring these up at the meeting. She had the confidence to speak up….I could see it in her face when I walked in….I said: "you rendered me useless – it was great!" She has ideas and has taken on the observation feedback and used it in her lesson planning and to improve her teaching. (Joan q94)*

> *I can evaluate my confidence through me using a lot of VLE resources, feeling confident using them, and compare that to how often I used them before the mentoring (Jagdish q151)*

Most of the mentors interviewed said that in their opinion the major impact of mentoring seems to lie in better learner behaviour, improved classroom management, increased student participation and motivation, and focus on students' learning rather than the lecturer's teaching. Although quantitative data can be relatively straightforward to collate and may seem unambiguous, as we have seen, it's the qualitative reflections of mentors and mentees which can produce a more nuanced interpretation of the relationships at the heart of mentoring: those of mentor and mentee; mentee and learners.

Michelle, whose specialism is hospitality and catering, says that the impact of mentoring could be measured using the mentee's appraisal, lesson observations, improved resources, increased mentee participation in meetings and mentee suggestions for course enhancement – however none of these relate specifically to the impact of mentoring on learners. Her mentee says that the impact is more immediate as he believes that she saved him from walking out of the college and out of teaching forever. Ivor is a trained chef who had first taught highly motivated students who had paid a great deal to train in Switzerland. After working as a chef in the UK, he joined a London college as a lecturer.

> *My class was a shock to me – very volatile - some had backgrounds which had given them issues. When you first teach in the UK compared to Switzerland, you become short tempered and shout. Students then draw back from you and you start getting comments from other lecturers. In the first days, six students walked down the corridor shouting my name and other things. I went to Michelle [as] I was so livid and so stressed I was crying. (Ivor q13)*

Ivor maintains it was Michelle's calm patience, experience and mentoring expertise which gave him the skills and confidence to deal with the students, set boundaries, make lessons interactive and interesting, start listening and motivating his students. In principle, Michelle believes that student feedback is an important measurement of lecturer effectiveness, but she admits that her college's three student evaluations (one after induction, one after enrolment and one towards the end of the course) are aggregated per division rather than per class.

> *Some of the evidence is in lesson planning, how it's broken down…it's the practical skills that the students achieve. When they*

> *come into college their skills are very basic but at the end of the course they're more refined. He's the chef so their practical skills and some theory are down to him. (Michelle q48)*

Mentoring impact might also be seen in significant differences in the results of formative assessment according to Anna, a mentor who specialises in travel and tourism. She followed up an initial observation of teaching practice by jointly planning the next observed teaching session with her mentee with the aims of improving the mentee's differentiation and questioning; breaking down the amount of material she was going to cover into more palatable stages; and arranging more carefully the composition of classroom groups. The mentee felt that this would have a snowball effect on her teaching - although she said that she couldn't put that amount of time into planning every lesson. Anna then asked her to count up the number of students with referred work after their jointly planned teaching session and to compare that figure with the average number of pieces of referred work she usually had to re-mark. Out of 40 students in a normal lesson, Marie-Claire normally referred between 10 to 15 pieces of work (approximately 25% to 30%). Out of 40 students in the jointly planned session, only 4 students (10%) were referred.

> *Preparation time for a normal lesson would be approximately two hours whereas I would say the observed lesson took us about four hours to plan, but as we teach this unit every year, the material will always be used. The time saved in marking the work would be around two hours. (Anna q64)*

Anna therefore felt that as her mentee would be repeating this class year after year, she might be saving marking time and also setting herself a higher standard when planning future sessions.

At the heart of mentoring is the psychosocial and career support that mentors provide yet it remains difficult to measure the effects of core mentor competences such as self awareness, beliefs and attitudes, questioning, listening and self management not just on mentees, but on mentees' learners who are at one remove from the mentoring itself (EMCC 2007). Unlike coaching, mentoring may have indirect, subtle and long-term effects rather than directly measurable short-term ones. Indeed, why should we expect the 'impact' of mentoring to be discernible immediately?
Even industry has failed to devise a generic evaluation method for mentoring impact due to the divergence in different organisations' goals, the fact that evaluation focuses on measuring human beings and the essentially confidential nature of the mentoring relationship (Klasen and Clutterbuck 2007 P.297). The mentors and mentees who were interviewed, however, feel that there are ways of evaluating impact on learners (see Appendix C) despite the challenges that this may bring.

Conclusion

This research set out firstly, to examine the potential impact of mentoring, not just on teacher trainees, but on their own learners by examining mentors' and mentees' constructions relating to the impact of mentoring. Secondly, it examined how impact might be measured; and finally, to what extent different forms of evaluation might be considered valid and reliable.

It was not the intention to prove that measuring the impact on mentees' learners remains problematic. However the more the researcher thought about and analysed the interview data, the more it seemed that mentors and mentees could measure the impact of mentoring on mentees both in the short term and in the long term. It was

their personal constructions of mentoring processes and products, though, which led them to jump to the conclusion that mentoring in itself has a resultant effect on the learners.

The respondents suggested that quantitative and qualitative methods could be used but in pulling out statistics for this research, mentors highlighted a number of significant challenges to demonstrating the benefits of mentoring in hard statistical terms.

One of the most important characteristics of action research is its on-going nature and therefore the researcher will seek to identify further developments within mentor evaluation and wider areas for inquiry, such as how to support mentors doing a Level 7 CPD Mentoring module, through the development of online resources.

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APPENDIX A

Draft semi-structured interview questions for mentors

1. What is your subject specialism and what is your mentee's subject specialism?
2. When did you first start mentoring him/her?
3. What are your priorities for your mentee's development?
4. What objectives have you agreed with the mentee?
5. How do these objectives relate to the trainee's learners?
6. What issues did you tackle with your mentee?
7. How do these objectives relate to the trainee's learners?
8. What progress has he/she made with objectives and issues so far?
9. Give examples of the trainee's achievements which have been supported through mentoring.
10. To what extent is the support you give subject specific (rather than relating to general teaching issues)?
11. How do you see your role as a mentor? (Thro course/teach subject)?
12. What help did you get from the Mentoring CPD course or other mentor training?
13. How useful was this mentor training?
14. How has your perception of mentoring changed since your training?
15. Has the course made any difference to you in terms of balancing the expectations of mentoring with the reality?
16. What kind of evidence could we use to measure the impact of mentoring on trainees' learners?
17. Have you seen any changes in the trainee's learners during teaching observations?
18. What were these changes in learners?
19. How can we separate out the impact of mentoring from the impact of personal tutoring or participation in the CertEd/PGCE generally?
20. How can we evaluate the more intangible results of mentoring (e.g. increased confidence)?
21. Name and title

APPENDIX B

Draft semi-structured interview questions for mentees

1) What is your subject specialism and what is your mentor's subject specialism?
2) When did your mentoring sessions first start?
3) What sector do you work in (F.E. WBL, ACL, offender learning, voluntary sector etc)?
4) What were your expectations of your mentor and mentoring?
5) Is the reality different?
6) What objectives were agreed with mentor relating to your learners?
7) What issues do you discuss with your mentor?
8) What progress do you think you have made so far as a result of mentoring?
9) Think of a mentoring session that went well: why was it a good session?
10) Think of a mentoring session that didn't go so well: why was it a disappointing session?
11) What have you put into practice that you learnt from your mentoring sessions?
12) What changes did this provoke in your learners?
13) What sort of evidence could we use to judge the impact of mentoring on your learners?
14) Can you describe the changes in one learner as a result of mentoring i.e. Case study of a learner's improvement?
15) How can colleges evaluate the mentoring scheme without interfering with the mentee's right of confidentiality for the mentoring relationship?
16) How can we evaluate the more intangible results of mentoring (e.g. increased confidence)?
17) Name and title

APPENDIX C

Mentors' suggestions for methods of evaluating impact on learners:

- Results
- Retention
- Attendance
- The improvements between teaching observations
- Student behaviour
- Student evaluations and verbal feedback
- Learners' ILPs
- Tracking of students
- Improved management of mentee's workload to save time
- How often mentee uses new resources or new techniques (i.e. more than once)
- Mentee's appraisal
- Taking on the role of the teacher (i.e. no shouting at students as in professional kitchens or on building sites)
- Reduction in Teacher Talking Time
- Results of online student tests as part of unit assessment
- Breadth of teaching (e.g. start with level 1 students then take on level 2 and 3 over time)