# Standards For A Mentoring Scheme

These standards have been developed to allow Scheme Organisers to set up high quality, safe, effective schemes.

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| **Attribute** | **Essential** | **Desirable** | **Evidence** |
| Eligibility to participate | No discrimination in eligibility for scheme based on gender, ethnicity, disability, age or other protected characteristicsSchemes must be on to trainees at all performance levels, not just trainees in difficultyParticipation must be voluntary. Compulsory participation will result in poor engagement and will not result in good outcomes | Some schemes may be targeted at groups facing particular challenges (exams, times of transition) but ideally all trainees should be eligible to participate in a scheme as a Mentee. | Promotional materialsApplication forms to join scheme |
| Information for Mentees | Mentees must have access to information about the mentoring process and its potential benefitsMentees must be aware of the principles of confidentiality within the mentoring relationship and its limitsMentees must be aware of how to raise concerns about their Mentor if necessary | Mentees should have access to training about the relationship and advice about how to prepare for mentoring sessionsMentees should be given advice about structured reflection to use if they choose | Information given to mentees before participationInformation available to Mentees during the scheme |
| Matching process | Mentees must be matched with Mentors who are not involved in their appraisal process or Educational SupervisionThere must be a process for recognising mentoring relationships that do not work and for reassigning Mentees to a new Mentor if they wish | Mentees should have some input into the matching process, recognising that it will not always be possible to match mentees with their first choice mentor. Some Mentees may choose not to take up this opportunity | Evidence of a systematic matching processA policy for dissolving unsuccessful relationships |
| **Attribute** | **Essential** | **Desirable** | **Evidence** |
| Training | Mentors must understand the concept and potential benefits of mentoringMentors must have training in mentoring skills (including non-judgmental, non-directive approach, listening skills and a mentoring model e.g. GROW)Mentors must understand the importance of confidentiality within the mentoring relationship and its limits | Mentors should have face to face training in mentoring skillsMentors should have opportunities to keep their skills up to date and for ongoing development and enhancement of their mentoring skills | Training records for Mentors in the schemeEvidence of ongoing training opportunities and refresher training for existing MentorsEvidence of contracting between Mentors and Mentees with agreed confidentiality guidelines |
| Safety | There must be clear referral pathways should patient safety, safeguarding, fitness to practice or other similar issues arise | Scheme organisers should be available to offer confidential advice to MentorsMentors (and Mentees) should be able to access a list of potentially useful resources to which their Mentees can be signposted | Written guidelines on referral and escalation pathwaysEvidence of a list of resilience resources which is accessible to Mentors and Mentees |
| Quality Assurance | Mentoring schemes must be regularly evaluated including obtaining feedback from Mentors and MenteesMentoring schemes must seek feedback on individual Mentors from their Mentees | Mentoring scheme organisers should take timely actions to make reasonable adjustments to schemes in light of any feedback receivedThere should be a process to identify and addresss additional training needs of individual MentorsMentor schemes should consider producing an annual report (template available on HEEoE Coaching and Mentoring website | Feedback from participantsEvidence of changes made to scheme in response to feedbackScheme Annual Report |