

# **Mentor's Guide**

## **Student Mentoring and Support Handbook**

### **Section 1**

#### **Introduction to the Mentor's Guide**

Welcome to the Mentor's Guide.

This guide has been designed to answer questions that you may have regarding mentoring, including what we actually mean by the term "mentoring" and how you can get involved at both a local and national level.

There are guidelines for current mentors, looking at skills that are required and responsibilities undertaken. You will also find information on how to be a good mentor, where you can get additional help, in and how to evaluate your mentoring.

For people interested in setting up their own mentoring scheme, there is a chapter dedicated to help and guide you in your task.

We also try to answer some frequently asked questions and provide a number of contact details that we hope will be a useful source of reference for all mentors.

Contained also within this guide is information on some of the mentoring projects currently running within the University of Liverpool and examples of nationally good practice.

Whether you are an experienced mentor, a new mentor or just curious, we hope that there is something for you all.

Happy mentoring!

### **Section 2**

#### **What is mentoring?**

*"It was great to talk to someone who had been in my situation before and knew how I felt".*

The National Mentoring Network describes mentoring as "a form of relationship in which a more experienced person offers support to another". Mentoring can be linked to befriending, helping those who may be feeling isolated, disenfranchised, demotivated or marginalised by the educational system. However being involved in mentoring is also a means of enhancing good working situations to make them even better.

So, what do we mean when we talk about mentoring?

- In real terms mentoring refers to providing usually one-to-one support and encouragement to another. Mentoring can take place in a wide variety of settings but seems to be a particularly effective way of supporting people

through the educational system, whether it be encouraging a high school pupil to consider the option of higher education or a second year university student supporting a fresher.

- Mentoring also aims to build up the confidence of the “mentee” and encourage independence.
- It is very much a two way process and the benefits for you as a mentor include developing transferable skills, such as communication and empathy, as well as the ability to agree objectives with an individual and monitor progress of the mentee in line with these agreed objectives. There is of course also the satisfaction of supporting the mentee to develop and achieve their personal goals.
- As a mentor your role is not to counsel a mentee, nor is it to coach them. The role is very much to act as a facilitator to allow the participant to identify their aims and support them to achieve their goals.
- Mentoring can never be a stand alone activity. The idea is to encourage the mentee to achieve the goals they have set relating to activities external to the mentoring itself.

### **Mentoring is....**

Inspiring others

Encouraging independence

Listening

Experiential learning

Giving support

Building confidence

Giving encouragement

Equal participation

Learning by mistakes

Confidential

Providing advice

Positive

Guidance

Reflective

Accepting the mentee

Voluntary

Being open

Non-judgemental

Being honest

Using your experience

Using your knowledge

Facilitating

Being flexible

Motivating the mentee

Being motivated

## **Mentoring isn't....**

Imposing your own model	Dictating
A way of making yourself look good	Giving all the answers
Not justifying/explaining what you are saying	Imposing strategy
Teaching	Imposing ideas
Working in isolation	Rigid
Without purpose	Judging
A substitute for other learning	To have power over someone
In competition with other activities	One sided
An imposition of your values	Compulsory
Based on assumptions	A quick fix solution
Counselling	

## **Section 3**

### **Rights and responsibilities**

*“As a mentor I feel it is important to know what your role is and where your responsibility stops”.*

In this section we look at the rights and responsibilities of mentors and mentees. Don't be worried about the length of the lists – they are mostly common sense!

#### **Responsibilities of the mentor include:**

- Discussing and agreeing boundaries
- Helping the mentee identify clear aims and objectives
- Attendance
- Listening
- Wanting to be there
- Being honest
- Giving constructive feedback
- Supporting the mentee
- Enabling the mentee achieve their aims
- Respecting the confidentiality of the mentee
- Knowing when to ask for help
- Following any policies/procedures within the scheme
- Keeping their promises
- Evaluating

**Rights of the mentor include:**

- To be trained
- To be respected
- To be safe
- To be listened to
- To feel comfortable within the relationship
- To be supported within the scheme
- To be clear on where to go for help/advice when needed

**Responsibilities of the mentee include:**

- Discussing and agreeing boundaries
- Attendance
- Respecting the mentor
- Listening
- Wanting to be there
- Being honest
- Making the most of the opportunity
- Following through on any action points agreed
- Giving constructive feedback
- Taking part in the evaluation process

**Rights of the mentee include:**

- To be valued
- To be listened to
- To be safe
- To feel comfortable within the relationship
- Not to be judged
- To have a mentor who is committed and interested in what they are doing
- To be supported
- To be respected

**Section 4****Communication Skills**

There are a whole ranged of skills involved in communication and we will look at them in this section.

When meeting with your mentee, try to think about your general Manner and the kind of impression you are giving. It is only natural that you may feel nervous before your first meeting with a new mentee. What you have to remember is they are very likely to be nervous too. Try to be as natural as possible (the old chestnut of “by yourself”, although if you are feeling like a quivering jelly at that particular moment, this may not be the best advice!) If you appear confident in yourself and what you are doing, then your mentee should gain confidence in you too. So how can you give the impression of confidence?

**Here are a few tips:**

- Try and make sure you are speaking loud enough to be heard by your mentee. If you speak very quietly, it can give the impression that you are saying, even if the opposite is true.
- Equally don't speak too loudly, you are aiming to create a feeling of empathy between the two of you.
- Think about your body language. Try not to slouch, although sitting bolt upright can also look unnatural. Find a happy medium.
- If you can, try to arrange the meeting room before the mentee arrives. Even a desk can act as a barrier and sitting behind a table can look to build up a more relaxed relationship.
- Don't be too hard on yourself! Remember that this is a learning experience for you to. As time goes on, you will become more confident and more adept at dealing with situations. If you feel you could have something differently, then learn from it. Whatever you do, don't dwell on it.
- Use support and seek advice as required. You are not expected to know all the answers.

**Look at the sections on “Where to go for Support and Advice” and “Contacts “ for more information.**

**Listening skills**

*“My mentor always interested and happy to listen to whatever queries or problems I might have, however silly they might seem to me”.*

Perfecting the art of being a good listener is key in succeeding as a mentor. We all give signals whether conscious or unconscious that tells others if we are interested in what they are saying.

**Some tips on being a good listener include:**

- Let your mentee finish before making a response.
- Think about any of those annoying little habits (do you drum your fingers, bite your nails?) that we all have that could distract a speaker or lead them to believe that you are not listening.
- Think about your body language in general. Are you closed down, with barriers such as crossed arms? Mirroring the speaker's body language can be an effective way of improving your listening skills – but don't take this to extremes and end up copying them every time they move (guaranteed to make your mentee paranoid!).
- Make and maintain eye contact. If you have ever tried to hold a conversation with someone who is wearing sunglasses you'll know how hard it is to communicate when you can't see a person's eyes. You could try glancing away occasionally so that it doesn't seem that you are staring at the mentee (again, could induce paranoia!!)

- Try to read between the lines – it is not always what a person says but how they say it.
- Think about the encouragement's you can make, such as a nod or smile as appropriate
- Asking relevant questions shows that you have been listening and that you are interested.
- Remember that mentoring does not equal a counselling service for the mentee. You are not expected to take on the problems of the mentee or try to sort out their lives for them. Chances are, if you did try to take on and solve all of a mentee's problems, you would just end up very tired and stressed yourself, making you less effective as a mentor.

### **Interpersonal Skills**

As a mentor, you should remember that one of your roles is to inspire your mentee. This doesn't mean you have to be perfect! However, you do need to consider your own behaviour and the kind of example you are setting for your mentee. It is just about being professional, for example keeping your promises to your mentee, being on time for your meetings. If you don't keep to these ground rules then why should the mentee?

#### **Some tips on being a good mentor include:**

- Keeping your own personal problems or issues separate from the mentor/mentee relationship. We are all human and there may be times when you are feeling very stressed yourself for whatever reason. Whatever may be going on in your own life, it is not fair to load this onto the mentee.
- Remember that mentoring does not equal a counselling service for the mentee. You are not expected to take on the problems of the mentee or try to sort out their lives for them. Chances are, if you did try to take on and solve all of a mentee's problems, you would just end up very tired and stressed yourself, making you less effective as a mentor.

### **Section 5**

#### Learning from experience.

*“ Student mentoring is a very good step to provide real help especially when a person first comes to study in a new atmosphere”.*

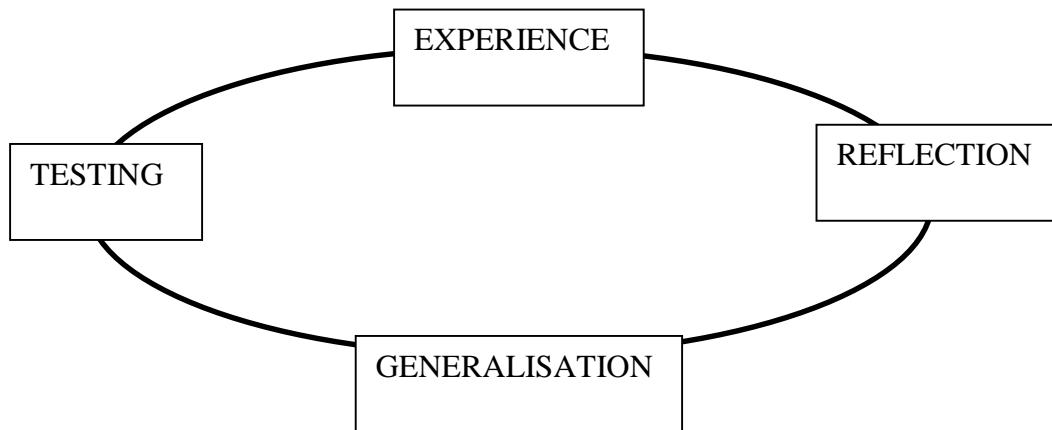
The mentoring situation is one where both mentors and mentees learn from each other. As you are involved in mentoring it may be useful for you to have some brief information on the theories.

The most popular model of how we learn from experience is that developed by Kolb. He describes a four – stage cyclical model (shown below)

Other models may vary a little in how they describe these stages, but all agree that experience alone is not enough to promote learning. The learner needs to become conscious of what he or she has learned, and this requires reflection. What is reflection? Again, it is more than just thinking about an event – it involves the learner in some analysis of what happened differently...

The result of this hard work (Seriously reflection isn't easy!) is the development of explanation, working hypotheses or generalisation – call them what you will. These are the ideas which you now have available to test out in your next encounter with the real world. But you only know how useful your generalisations are when you do this – undergo new experience, experiment, which of course gives you further material on which to reflect...

So the model goes round and round. Experience, Reflect, Generalise, Test or plan, Do, Act, Think – you can describe it in different ways but the result is to both your understanding and your ability to perform effectively not only as a mentor, but in many of the situations you may find yourself in everyday.



## **Section 6**

### Where to go for support and advice

*“ During student life we do feel stressed and it is nice to know that some body is there for us and this person is really committed to help us”.*

If your mentee is having problems of whatever nature, your first source of advice should be your scheme supervisor. If your mentee feels that they need to speak to someone else, for example a counsellor or doctor, it is best to give the mentee the details. You should encourage them to make contact with the service themselves. Remember that mentoring aims to develop the confidence of mentees and wherever possible they should act on their own behalf.

On some occasions your mentee may ask you to speak to someone on their behalf. This is alright as long as you have their permission, and you feel comfortable with this.

Remember that you are not responsible for the decisions that your mentee makes. If there is a breakdown in the relationship or you feel out of your depth then look for support; they will be able to offer you advice.

**See the back of this handbook for useful national and institutional contacts.**

## **Section 7**

### **Setting up a mentoring scheme**

*"I would like to have been able to set up a scheme in my department but have been unsure where to get help and guidance from."*

### **Recruiting Mentors**

- Any mentoring project should have a clear idea concerning the background and qualities that their mentors should have.
- The selection process should allow the mentee to express in broad terms the characteristics of the mentor they would like to have. Do not raise unrealistic expectations and ensure that the mentee is made aware that an exact match may not be possible.
- Recruitment of mentor must apply equal opportunities principles, drawing mentors from a wide range of backgrounds.
- A project should ideally have an agreed criteria, by which a prospective mentor may be screened out at any point of the selection process.
- Therefore, the selection team should develop a common understanding of unsuitable personal traits in a mentor.
- Either before or after the selection procedure prospective mentors should have an opportunity to talk to experienced mentors.

### **Induction or training of participants**

Once recruited to your scheme new mentors need induction or training in order to prepare them for their new role.

- Training should look at a variety of issues including
  - Project background and procedures
  - Confidentiality
  - Any relevant legislation
  - Health and safety issues
  - Where the mentor/ mentees boundaries lie
  - The rights of the mentor and mentee
  - Equal opportunities issues
  - Reducing prejudice

- Action plan and goal setting between mentor and mentee
- Assessment of individual's progress
- Mentors should receive copies of all written guidelines/ policies
- Remember, mentors too need support. It is necessary to let them know what is available to them, e.g. Advice on demand, supervision, further training and opportunities to meet with fellow mentors.

More things to think about when setting up a scheme....

### **How do I match up mentors and mentees?**

This should involve face to face meetings between mentor, mentee and a third party (such as a more experienced mentor or scheme supervisor).

Both parties need to be aware that they have a "get out" clause if they are not happy with the match.

If there are problems with the match then every effort should be made to reconcile the mentor and mentee but they need to be happy that the relationship is going to be a positive and productive.

If both mentor and mentee are motivated but it is simply that there is a clash of personalities, then it may be best to pair them with someone else.

Both mentor and mentee should have the right to reject the match without feelings of guilt or anxiety.

It may be worth considering a social event before the mentoring begins. This gives people a chance to meet in relaxed surroundings and sound each other out (but obviously only if this is appropriate within your project). This can either happen before the matching takes place or as a chance for mentors to meet their mentees.

### **Do I need to think about confidentiality?**

- Mentoring is going to involve aspects which are confidential.
- You should think about how and where you keep details such as your mentees contact details e.g. phone numbers, address. This information should be kept somewhere safe.
- Think about the conversations that mentors and mentees have. It is essential to have guidelines as to when information can be shared with another person.

### **What about personal safety?**

Think about what your provision will be with regards to the safety of both your mentor and mentee. Any type of one-to-one working carries risks, however small and you need to show that you have considered and minimised the risks.

### **Consider the following:**

- Where will the meeting between the mentor and mentee take place? Is there a room available for mentoring or can one be booked for regular use?
- Each mentee is an individual and needs to be treated as such. However are there any particular issues that the mentor needs to be made aware of?
- How will the mentor and mentee communicate between meetings? The university e-mail would be the recommended system as it avoids having to give out personal details such as home phone/address.
- Make your mentors aware of the risks that can arise from giving out personal details.
- You could consider developing **a code of practice** in partnership with your mentors. Get them involved and thinking about the issues. Of course a code of practice would not only have to cover safety but all aspects of the mentoring scheme such as responsibilities and rights of mentor and mentee (see section 4)
- Get advice from other schemes within your institution who may be able to give advice. Think about those agencies carrying out similar duties such as established mentoring schemes, counselling and welfare services.
- Speak to your University/Union/Guild representative on Health and Safety.
- A useful source of reference may also be The Suzy Lamplugh Trust who give advice on personal and work safety issues. Visit their website at [www.suzylamplugh.org/](http://www.suzylamplugh.org/)

### **Section 8**

#### Quality Assurance

So what does quality assurance mean and is it scary as it sounds? Honestly, quality assurance is not scary and you may have worked out that it is linked with assuring the quality of your scheme. This really comes back to your original aims when setting up your scheme. You probably saw a need for the mentoring service and, once the scheme is up and running you need to make sure that you are fulfilling that need.

#### **So how can you ensure the quality of your mentoring scheme?**

Well, the most obvious way to do this is to get feedback from both mentors and mentees. You could form a committee of mentors to meet regularly and discuss issues that have come up. Minute the meeting and come up with realistic action points to be completed by the time of the next meeting. You could have an open session/meeting for all mentors to come along to as a chance for them to express their views and highlight any problems encountered. It is also important that you have an explicit system in place for mentees and mentors to provide support when something goes wrong. The nature of this system will depend on the mentoring programme.

Both mentors and mentees can be asked to complete questionnaires at various stages of their mentoring to include possible sections on topics such as

expectations, what they feel they have gained, other skills they would like to improve, how the scheme can develop...

Keep your original aims in sight and check that you are achieving what was originally intended. What kind of support is available for mentors facing difficult situations? Is anything else needed? Again, the key to all of this is consultation.

**Ask for feedback and get people involved in the decision making.**

## **Section 9**

### Frequently Asked Questions

#### **How much of my time will mentoring take up?**

It is really up to you how much time you can commit. However if you sign up to become a mentor it would need to be a regular commitment, perhaps an hour every two weeks. However it depends on the type of scheme you are going into and the amount of support required by the mentee.

#### **What if I come across a problem I can't deal with?**

You don't have to deal with it alone and your role is not to counsel the mentee. If the mentee has admitted the problem to you, ask if they would like guidance on where to go to deal with the problem. If you refer the mentee, remember that you must have their permission, in writing if possible, to pass on their details. Self-referral is preferable as it means the mentee is taking control of the problem and making their own choice to deal with it. It also gets around the issues of confidentiality as the mentee would be taking the decision to disclose to the referral agency. Talk to your supervisor within the project to get advice. You can make the mentee aware of the options open to them and support them in their decision but be aware of becoming too personally involved with a mentees problems.

#### **Have I got the right experience and skills?**

You don't need previous experience as a mentor and will receive full training from your particular scheme. The only "must haves" are a non-judgemental attitude, an ability to listen and enthusiasm!!

#### **Why bother?**

Mentoring is a great way to boost your own skills while supporting someone else. If you can say you have been a mentor or even that you ran a scheme of your own, it is really going to boost your employability. It can prove important management skills such as an ability to motivate and develop others, an ability to plan effectively and those all important communication skills. Participating as a mentor also proves commitment and an ability to follow something through. This is to say nothing of the personal satisfaction to be gained from watching your mentee develop.

**I think my mentee may have a problem but s/he won't admit it. What can I do?**

This is a tricky one. It is only natural that you will build up a relationship with your mentee and this will probably mean you will become attuned to their moods and may be able to pick up when something is wrong. As a mentor you can offer the mentee advice on the support services available and guidance on what you think they should do. However you have to respect their right to make their own decisions and even if you may not agree with the decisions they make, it is not the role of the mentor to judge.

**What if my mentee won't leave me alone?**

If you are having problems with harassment then speak to your supervisor immediately. Your supervisor would be able to terminate the mentoring relationship and deal with the mentee. Remember not to give out personal details such as home 'phone number or address to your mentee.

**My mentee is non-communicative. When I ask, my mentee says s/he wants to carry on but I don't feel I am getting through. What can I do?**

You need to build up trust between yourself and your mentee. It is important to be realistic about this as it will not happen overnight. If the mentee says they do want to be there, then that is a positive sign. Persevere with them and if they still seem reluctant to participate then talk to them about this. Concentrate on the positives and steps they have made so far, such as getting involved with the scheme, turning up every week, doing what has been agreed, but explain that you are there to help them and that you need to know what they feel about the scheme and where they want to go with it. Outline the choices that are available to them in terms of the support you can give and give them the decision to make. If they are non-communicative, it may be a sign of low confidence so you need to be building up their self-esteem at every opportunity. Not all conversations need to be deep and meaningful! The mentee may feel uncomfortable talking about him/her self so start with more general questions. What do they enjoy about their course(if they are a student), what do they like to do in their spare time? If you take a genuine interest, the relationship will develop naturally

***So that's it! We hope you have found this guide informative.***

**Section 10**

**APPENDIX**

*"Our scheme is well established in the University but it is always useful to talk to people from similar schemes in other institutions to exchange ideas".*

**Mentoring Schemes**

There are several mentoring schemes running within the University of Liverpool and at other Higher Education Institutions. We have included the main schemes

from Liverpool here as well as an example of a scheme currently running at the University of Wales, Bangor.

### **University of Liverpool**

#### **Aim Higher: Science Saturdays**

##### **Description:**

Aims to encourage young people to consider the Science and Technology as future study and career options. Groups of young people visit science departments within the University on 4 consecutive Saturdays, accompanied by student mentors.

##### **Established:**

Student mentors are able to talk more informally to young people, de-mystifying the University and the world of Higher Education. Consultation took place with Liverpool Student Community Action, University science departments and the Mature Students Advisor. Undergraduates are recruited, with clerical staff members administering the scheme.

##### **Resources:**

Rooms; admin support; photo-copying; designated staff member

##### **Mentors:**

Share a de-brief at the end of 4 week project

##### **Support & Training Needs:**

Continued contact between mentors & young people; police checks to enable on-to-one contact; sessions on disclosure; communicating with young people; confidentiality & more in depth training on increasing mentoring skills.

*"I hope these Science Saturdays continue to run in the future as they have given me an insight into student life both socially and academically"*

##### **Contact:**

Ann Wade, UKSRO,  
Sir Alistair Pilkington Building  
Tel 0151 794 1322  
e-mail: [annwade@liverpool.ac.uk](mailto:annwade@liverpool.ac.uk)

### **Liverpool University Student Training Initiative (LUSTI)**

##### **Description:**

Delivers key skill training to any Liverpool University student and executive officers, covering areas such as time and stress management. An induction scheme also operates within the Dental school.

**Established:**

General expansion of eligibility to attend key skills training programme from course representatives to all students from 1998 identified the need for more trainers – seen as an excellent development opportunity for students. 12 students trained as trainers during summer vacation of 1998 and others in subsequent years to replace departures.

**Dental School**

The Dental School had implemented a new teaching structure, practice-based learning in 1998. Feedback from students identified the need for basic induction to the teaching process. A LUSTI trainer from the dental school was involved in the review process and carried out a basic training needs analysis, then designed an induction programme. Feedback from the pilot was discussed with the Dental School and appropriate changes made. To date 5 LUSTI trainers have been involved in Dental School induction.

**Resources:**

Rooms; admin support; photocopying; designated staff member.

**Mentors:**

Share information and have monthly review meetings.

**Links:**

Linked to Centre for Careers & Academic Practice (CCAP) & the “Training the Trainers” course via the National Union of Students.

**Communication with mentees:**

Notices; pre-arrival information sent out to freshers; e-mail ; designated website; Fresher’s fair.

**Other areas of Development:**

More group feedback; assessment of training style; encouragement and practical support; to be embedded into University culture; opportunities to meet & share experiences with other mentors; wide marketing campaign

**Contact:**

Ian McCartney, Student Activities and Premises Manager, Guild of Students

Tel: 0151 794 4133

e-mail: [imccart@liverpool.ac.uk](mailto:imccart@liverpool.ac.uk)

*“Student mentoring is a very good step to provide real help especially when a person first comes to study in a new atmosphere”*

**Dyslexia Resource and Support Programme (DRSP)****Description:**

A student led scheme aimed at providing mentoring and resource facilities to dyslexic students at the University of Liverpool.

**Established:**

To offer advice and support to dyslexic students in a sensitive, student centred way.

**Mentors:**

The mentors are all existing students and therefore have first hand knowledge of what it is like to be a dyslexic student at the University of Liverpool. They are

from a variety of social and academic backgrounds, which means that they have a range of skills and experiences.

**Mentees:**

The mentees are dyslexic students who feel they would benefit from guidance, support or information from an experienced student perspective. Every mentee has individual difficulties and specific reasons for needing a mentor. DRSP is sensitive to this and will make a big effort to ensure that the mentor and mentee are well matched.

**Training:**

All mentors are offered training. Training sessions will be planned and delivered regularly to ensure that all mentors have up to date knowledge of the services that are on offer to students with dyslexia.

**Contact:**

Carrie Johnson  
Welfare and Advisory Services,  
University of Liverpool  
0151 794 6689  
e-mail: [c.l.johnson@liverpool.ac.uk](mailto:c.l.johnson@liverpool.ac.uk)

**Interface**

**Description:**

To offer mentoring and support to Black and Asian students within HE institutions within the North West.

**Established:**

To enable black and Asian students to explore potential career options and plan a successful job strategy. Interface was set up to offering mentoring and support to Black and Asian students within HE institutions within the North West including the University of Liverpool, Liverpool John Moores University, Liverpool Hope University College and other such as the University of Manchester and UMIST.

**Mentors:**

Mentors are recruited from industry and commerce. Mentors and mentees meet usually three or four times over a six month period to discuss issues including how to approach interviews and how to sell yourself on application forms.

The Interface programme has been extremely successful with benefits to both students and participating employers.

**Contact:** Mike Calvert,  
Centre for Careers and Academic Practice,  
University of Liverpool  
Tel: 0151 794 4649  
e-mail: [mrmc@liverpool.ac.uk](mailto:mrmc@liverpool.ac.uk)

**Mature Students**

**Description:**

To enable prospective mature students to find out more about the University of Liverpool prior to taking up study. This includes campus tours, shadowing sessions and taster days.

**Established:**

The scheme has been running since 1996. All helpers/guides involved in the project are themselves mature students. This gives the prospective students the opportunity to learn about life and study as a mature student at the University as well as ask questions and talk through concerns.

**Mentors:**

The opportunity to shadow a current student is given to those in Further Education who are clear about their degree choice. Shadowing consists of a single half-day session, during which the mentee attends lectures in the company of the current undergraduate.

**Contact:**

Anne Davies,  
Mature Students Adviser,  
University of Liverpool  
Tel: 0151 794 1319  
e-mail: a.davies@liv.ac.uk

**University of Wales, Bangor****Peer Guide Scheme at the University of Wales, Bangor****Description:**

The scheme began in 1994 as a means of helping 1<sup>st</sup> year students settle into University. A pilot project ran in the Physical Education department with 9 peer guides and an intake of 40 students. It proved to be successful and quickly spread to include most of the other departments in the University.

**Benefits:**

1<sup>st</sup> year students have a point of contact who can provide them with information about life at University. This can include where to get advice on particular subjects, where to eat, the best places to go out or how to use the library/computer system. The 2<sup>nd</sup> and 3<sup>rd</sup> years involved in the scheme as mentors also benefit. Many report developing useful skills which can be included on their CV. Others simply say they have enjoyed the opportunity to share their experience and "put something back" into the University.

**Development:**

The scheme is now University wide and, while it started out as part of the Guidance and Learner Autonomy Project, individual departments are now responsible for running their own schemes.

**Mentors:**

Mentors attend compulsory training run by the central unit. Often the department will then hold a separate training session tailored to the specific needs of the students.

**Organisation:**

Each department has a Peer Guide Co-ordinator who is responsible for the operation of the scheme within the department. Departments work closely with the central unit particularly in terms of training.

**Contact:** Debbie Prescott

Tel: 0151 794 4619  
e-mail: d.prescott@liv.ac.uk

## **Contacts**

*"I went to my mentor with a problem, they couldn't help me but put me in touch with someone who could".*

**We have brought together some useful contacts for you in this section.**

### **Data Protection**

For advice on data protection (i.e. keeping records secure) try the official website:

[www.dataprotection.gov.uk](http://www.dataprotection.gov.uk)

Most useful page is "**Principles of data protection**"

### **National Mentoring Network**

First Floor, Charles House  
Albert Street, Eccles  
Manchester M30 0PD  
Tel: 0161 787 8600  
Email: [natment@globalnet.co.uk](mailto:natment@globalnet.co.uk)  
Website : [www.mnm.org.uk](http://www.mnm.org.uk)

### **Stadia**

161 Holloway Road  
London N7 6LJ  
Tel: 020 7272 2112  
e-mai: [stadia@nus.org.uk](mailto:stadia@nus.org.uk)

### **Contacts within University of Liverpool**

#### **The University of Liverpool Counselling Service**

Offering confidential counselling services of all members of the University  
14 Oxford Street  
Liverpool L69 7WX  
Tel: 0151 794 3304 (24 hour answerphone)  
Email: [counserv@liv.ac.uk](mailto:counserv@liv.ac.uk)  
Website: [www.liv.ac.uk/counserv](http://www.liv.ac.uk/counserv)

#### **Student Health Service**

Ground Floor Student Services Centre  
Entrance on Bedford Street North  
Tel: 0151 794 4720/5820  
Website: [www.liv.ac.uk/studentservices/health.htm](http://www.liv.ac.uk/studentservices/health.htm)

#### **Welfare & Advisory Service Team**

##### **Student Services Centre**

150 Mount Pleasant

Tel: Reception 0151 794 5863  
Student Welfare Advisor  
Tel: 0151 794 4714  
e-mail: [p.v.campbell@liv.ac.uk](mailto:p.v.campbell@liv.ac.uk)

**Financial Support & Advice**

**Student Services Centre**

150 Mount Pleasant

Linda Christian

Support & Finance Advisor

Tel: 0151 794 5860

Email: [l.s.christian@liv.ac.uk](mailto:l.s.christian@liv.ac.uk)

Caroline O'Connell

Finance Advisor

Tel: 0151 794 5869

e-mail: [c.a.oconnell@liv.ac.uk](mailto:c.a.oconnell@liv.ac.uk)

**Guild Advice Centre**

1<sup>st</sup> Floor Guild of Students

160 Mount Pleasant

Tel: 0151 794 4172

**Centre for Careers and Academic Practice**

Student Services Centre

Mount Pleasant

Tel: 0151 794 4647

website: [www.liv.ac.uk/ccap](http://www.liv.ac.uk/ccap)

**Liverpool Student Community Action**

2<sup>nd</sup> Floor Guild of Students

160 Mount Pleasant

Tel: 0151 794 4142

Website: [www.pcweb.liv.uk/guild](http://www.pcweb.liv.uk/guild)

Follow links to Student Community Action