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**VM-PRO**

**“Self-assessment system for validation  
of non-formal experience via  
youth mentoring programmes  
for the reintegration process  
at education and labour market of  
students & youth with disabilities”**

**Project number: 2017-2-IT03-KA205-011257**

**Intellectual output 3:  
“Self-assessment system for external validation as  
a part of a blended-assessment model”**

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## 1. Preliminary advice

- a) This is a self-assessment system for external validation that will help you, as a youth mentoring promoter/organiser, to ensure that your programme reaches the highest possible quality in design and delivery.
- b) The Self-Assessment system will produce unique and valuable outcomes for you as a user. In particular, it will provide:
  - A thorough, structured, review of all major aspects of the programme.
  - A systematic summary of the strengths and weaknesses of the programme based on your own appraisal.
  - An action-plan for the improvement of the programme, again based on your own appraisal.
- c) The package is designed to produce these outputs automatically and confidentially. So the information that you provide will remain your own property and will not be disclosed to others.
- d) To produce these very substantial outcomes requires an appropriate input from you. What you get out will depend upon what you have put in. So be prepared to commit several hours in order to collect and prepare the material, while you should foresee at least 1 hour for the online package via mobile application.



## 2. Completing the self-assessment

1. All entries must be made at a single sitting. So careful preparation is important.
2. We called it blended because it includes online self-assessment and the opportunity to discuss the outcomes face to face with experienced mentoring organiser/coordinator from the responsible partners under the scope of VM-PRO project.
3. Make sure that you begin by carefully reading so that you are then able to ensure that you have everything you need when you come to the self-assessment.
4. You may find it helpful to prepare beforehand material that you can then paste into your self-assessment. This can save a lot of time in completing the form and lead to a higher quality answer.
5. You will be asked, in relation to each aspect of mentoring, whether there are issues on which you plan to take action to change your practices. You will find it helpful to review such possibilities beforehand.
6. Section 1 of the Self-assessment Process asks you to consider overall aspects of your mentoring programme. Some issues might also be relevant to Section 2 and it may be best if you cross-refer to these items, instead of repeating the same material.
7. Section 2 deals with specific aspects of the mentoring process, following the structure in 'Good Practice in Mentoring'.
8. Section 3 encourages you to draw your results together into a full 'Statement of Self-Assessment' and summarises your conclusions into action-plans for the future.
9. Some of the individual questions ask you about several related aspects of your programme. This is deliberate, as to ask about each issue separately would extend the process unreasonably. You will find the outcomes most useful if you answer these questions as fully as possible.
10. Similarly there are other questions that can be answered with a simple 'Yes' or 'No'. If you don't have anything to add, this is OK. But often such questions will provoke deeper thoughts and you will find it helpful to add any such comments to your answers.



11. How you use the outcomes of the Self-Assessment is up to you. You may wish to retain it for purely internal use as a basis for maintaining and improving the quality of your programme. But you may find it helpful in obtaining external recognition for the value of what you do. In either case please tell us (via linked contact form) about your experiences. We can only improve the package on the basis of feedback from users.



### 3. Modalities of the self-assessment process

#### STEP 1: Details about you and your programme

Title of your youth mentoring programme *	
Organisation name *	
Country *	
Address *	
Contact name *	
Valid e-mail address * (this must be entered as it will be used to send you the consolidated report afterwards)	
Target group:	<ul style="list-style-type: none"><li>• Youth with disabilities</li><li>• Young people</li><li>• Low skilled and qualified people</li><li>• Other (please specify)</li></ul>
Goal of the youth mentoring programme	

\* Obligatory field

#### CONFIDENTIALITY CLAUSE:

The information you supply in completing the Self-assessment system will be used for the purposes of analysis and review within VM-PRO project only. Your responses will not be retained after the end of the project other than for the purposes of audit within the Erasmus+ programme. We will not disclose specific content to any organisation outside the project partnership without your specific permission and we will ensure that any use we make of its content will be managed so as to protect your identity. The confidentiality under the scope of this project is in line with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

☐ I have read and accepted the above.

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## SECTION 1

*Note: advice on how to answer the questions is given in italics.*

### STEP 2: Overall issues

- ◇ What are the aims and objectives of our youth mentoring programme?  
*Please note that the answers to the questions asked here belong to you. The wording of the questions is designed to emphasise this through the use of the words 'we' and 'our' instead of 'you' and 'yours'.*

- Please include a summary of formal statements of your aims and objectives (if these are available) but please add any informal objectives if these are useful in clarifying the programme.

- ◇ How will we know if we have achieved our aims and objectives?
  - Do we have explicit performance indicators? If so, what do they show about our achievements and areas for improvement?

- ◇ Have there been any significant changes in the operation of your mentoring programme in the last year? If so:
  - What were the objectives of the change?
  - Is there evidence about its success/appropriateness?

- ◇ Are we planning any changes in our programme for the next cycle of mentoring? If so:
  - What are we aiming to achieve?
  - What impact do we expect on the achievement of our aims and objectives?

- ◇ Is the completion of this self-assessment part of a continuing process of review? If so:
  - How frequently do we review our programme?



- How do we ensure that there is a continuing cycle of improvement from one review to the next?

- ◇ Does our assessment 'blend' self-assessment with any element of external input? If so describe our blended approach in the review process.

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## SECTION 2

### STEP 3: Recruitment

- i. What targets have we set for the recruitment of mentors and mentees with disabilities? How did we decide these targets?

- ii. What is our recruitment strategy and how did we decide it?

- iii. What are the targets of our recruitment strategy?

- iv. What would we do if we fall short of our initial recruitment targets? Is our recruitment strategy flexible enough to allow adjustments if we don't achieve our initial recruitment targets?

- v. Are we confident that our application form gathers all the information we need for risk-management, training and matching of mentors and youth mentees with disabilities? Please add any relevant information in support of the answer:

- vi. Does our recruitment material provide a realistic and accurate picture of the commitments required from mentors and mentees with disabilities? Please give a brief explanation:



- vii. Have we identified any of the following areas for action in relation to our work in this aspect (recruitment) of mentoring?

	List of specific cases in our work
Cases where action is required to remedy known problems	1. _____ 2. _____ 3. _____ 4. _____
Areas for special monitoring in case problems arise	1. _____ 2. _____ 3. _____ 4. _____
Cases where action is planned to build on success or to make the programme more robust	1. _____ 2. _____ 3. _____ 4. _____

- viii. How do we rate our performance in this aspect (recruitment) of mentoring?

CHOOSE ONE	OUR RATING	Score
Excellent throughout this aspect of mentoring		5
Good overall, but we have identified a few issues where we know how to improve our results in this aspect of mentoring		4
OK on the whole, but we have identified a significant number of issues where we know we should improve our results in this aspect of mentoring		3
OK only in some respects, and there are several areas that limit the full effectiveness of this aspect of mentoring		2
We know we have a lot to do to improve our results if we are to be fully effective in this in this aspect of mentoring		1

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## STEP 4: Managing risks and challenges

- i. Have we carried out a proper risk analysis? This should identify the specific ways in which our programme seeks to control and minimise risks, in particular addressing any risks that may derive from any distinctive features of our programme, such as the nature of the client group and the locations in which mentoring takes place.
  - a. Can we provide examples to show how we have planned for any specific risks that may arise in our programme?

- ii. How have we recorded the process and outcomes of this risk analysis and what systems do we have for its review and updating in response to changing circumstances?

- iii. How do our recruitment, selection and training processes seek to limit the risks to mentees with disabilities and mentors?

- iv. In what ways do our monitoring procedures encourage participants to raise any emerging questions or concerns before they become serious?

- v. If problems arise:
  - a. Do we have fast and effective ways of taking action?

- b. Have our staff been adequately prepared?



c. Do they know how to get support or specialist advice, if this should be necessary?

vi. Has the mentor selection procedure been adequately monitored and followed up? Please give a brief explanation:

vii. Have we identified any of the following areas for action in relation to our work in this aspect (managing risks and challenges) of mentoring?

	List of specific cases in our work
Cases where action is required to remedy known problems	1. _____ 2. _____ 3. _____ 4. _____
Areas for special monitoring in case problems arise	1. _____ 2. _____ 3. _____ 4. _____
Cases where action is planned to build on success or to make the programme more robust	1. _____ 2. _____ 3. _____ 4. _____

viii. How do we rate our performance in this aspect (managing risks and challenges) of mentoring?

CHOOSE ONE	OUR RATING	Score
Excellent throughout this aspect of mentoring		5
Good overall, but we have identified a few issues where we know how to improve our results in this aspect of mentoring		4
OK on the whole, but we have identified a significant number of issues where we know we should improve our results in this aspect of mentoring		3
OK only in some respects and there are several areas that limit the full effectiveness of this aspect of mentoring		2



We know we have a lot to do to improve our results if we are to be fully effective in this in this aspect of mentoring
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## STEP 5: Matching mentees with disabilities and mentors

- i. What criteria do we use to decide whether a match is appropriate?
  - a. How (and how clearly) are these criteria explained to mentors and mentees with disabilities?
  - b. How do these criteria link to the screening required for our safety strategy?

- ii. How do we gather information from the mentee and the mentor?
  - c. Can we show that it is effective in getting the information we need?
  - d. How do we establish that the information we gather is reliable?

- iii. How can we demonstrate that the process is:
  - e. User-friendly?
  - f. Transparent?
  - g. Confidential?
  - h. Reasonably speedy?

- iv. Does the process give both parties a fair chance to express their preferences? Please give a brief explanation:

- v. Is there an opportunity for either party to reject the proposed match if they feel it is inappropriate, either because of individual factors such as a personality clash or because the parties don't believe that their partnership will be fruitful?

- vi. How do we deal with matches that turn out to be unsuccessful?



- vii. Do we have sensitive and professional ways to debrief potential participants for whom we have not been able to find partners? Please give a brief explanation:

- viii. Have we identified any of the following areas for action in relation to our work in this aspect (matching mentees with disabilities and mentors) of mentoring?

	List of specific cases in your work
Cases where action is required to remedy known problems	1. _____ 2. _____ 3. _____ 4. _____
Areas for special monitoring in case problems arise	1. _____ 2. _____ 3. _____ 4. _____
Cases where action is planned to build on success or to make the programme more robust	1. _____ 2. _____ 3. _____ 4. _____

- ix. How do we rate our performance in this aspect (matching mentees with disabilities and mentors) of mentoring?

CHOOSE ONE	OUR RATING	Score
Excellent throughout this aspect of mentoring		5
Good overall, but we have identified a few issues where we know how to improve our results in this aspect of mentoring		4
OK on the whole, but we have identified a significant number of issues where we know we should improve our results in this aspect of mentoring		3
OK only in some respects and there are several areas that limit the full effectiveness of this aspect of mentoring		2
We know we have a lot to do to improve our results if we		1



are to be fully effective in this in this aspect of mentoring

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## STEP 6: The induction and training of mentors and mentees with disabilities

- i. Can we show that all our promotional materials give an accurate impression of the nature of mentoring and of our programme in particular? Please give a brief explanation:

- ii. Does the initial guidance that we provide to mentors and mentees with disabilities give an accurate understanding of the responsibilities and commitments that are required of them? Please give a brief explanation:

- iii. In terms of the structure and format of training, how can we show that:
- a. The overall duration is appropriate for our target users and for the purposes to be achieved through mentoring?

- b. There is a clear rationale for the balance between face-to-face contact and distance learning material? Answer only if distance learning material is used and please give a brief explanation:

- c. All teaching materials are provided in forms that are best usable by our target groups (including availability in alternative formats if disabled users require this)? Please comment briefly on your answer:



- d. Our mentors and mentees with disabilities learn to adapt their individual arrangements to meet their particular needs.

- iv. How can we show that the training package provides appropriate training and practice in the core skills of mentoring, such as listening, responding, target-setting and reviewing progress?

- v. Does our training package provide an overall reference guide, designed to meet their needs and abilities that mentors and mentees with disabilities can continue to use during the mentoring period? Explain how this is achieved.

- vi. If not, what other systems do we have for providing continuing guidance?

- vii. By what criteria do we know if a prospective mentor or mentee has successfully completed their training requirements?

- viii. How do we explicitly obtain and record the participants' agreement to the operational principles of the programme? (See also Section 5.)

- ix. Have we identified any of the following areas for action in relation to our work in this aspect (the induction and training of mentors and mentees with disabilities) of mentoring? (If 'yes' please list in the box below)



	List of specific cases in our work
Cases where action is required to remedy known problems	1. _____ 2. _____ 3. _____ 4. _____
Areas for special monitoring in case problems arise	1. _____ 2. _____ 3. _____ 4. _____
Cases where action is planned to build on success or to make the programme more robust	1. _____ 2. _____ 3. _____ 4. _____

- x. How do we rate our performance in this aspect (the induction and training of mentors and mentees with disabilities) of mentoring?

CHOOSE ONE	OUR RATING	Score
Excellent throughout this aspect of mentoring		5
Good overall, but we have identified a few issues where we know how to improve our results in this aspect of mentoring		4
OK on the whole, but we have identified a significant number of issues where we know we should improve our results in this aspect of mentoring		3
OK only in some respects and there are several areas that limit the full effectiveness of this aspect of mentoring		2
We know we have a lot to do to improve our results if we are to be fully effective in this in this aspect of mentoring		1

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## STEP 7: Target-setting and agreements between the mentee and the mentor

**You will remember that two different types of Agreements were identified in the Good Practice section; the first concerns overall operational rules and procedures and the second is about aims and objectives and the specific goals of the mentee and mentor.**

**In connection with the first type (overall operational rules and procedures), you will find it helpful to consider the following questions:**

- i. How do we ensure and record the fact that the participants have explicitly agreed on the following issues?
  - a. The need to participate in the selection and screening process
  - b. The importance of following the programme's rules about confidentiality
  - c. Acceptance of the programme's data protection procedures
  - d. Their willingness to participate fully in the programme's monitoring procedures
  - e. Their full recognition of, and agreement to, their joint responsibility for the operation of the mentoring relationship

- ii. How does our approach to the Agreement between the mentor and mentee enable (and support) them in defining and recording their agreement about issues such as the duration, frequency and location of mentoring meetings?

- iii. Does our approach to the Agreement require participants to agree procedures in case things go wrong? Please provide examples

**In connection with the second type (aims and objectives and the specific goals of the mentee and mentor), you will find it helpful to consider the following questions:**

- iv. How does our approach to the Agreement make it clear that the ultimate responsibility for setting the objectives of the particular



mentoring relationship lies with the mentee, but that also the mentor will have approved and supported these objectives?

- v. How does the training we have provided give adequate support for the tasks that mentors and mentees with disabilities have to perform in reaching this agreement?

- vi. Does the Mentoring Agreement encourage participants to express their objectives in ways that are clear and achievable within the life of the project? Please illustrate with examples

- vii. How does the Agreement encourage them continually to review and record progress being made towards the agreed objectives and to assess whether these objectives have been achieved?

- viii. In what ways does the Agreement recognise the possibility of unanticipated beneficial outcomes, and that a mentoring relationship may be successful even if the original objectives are not achieved?

- ix. Have we identified any of the following areas for action in relation to our work in this aspect (target-setting and agreements between the mentee and the mentor) of mentoring?

	List of specific cases in our work
Cases where action is required to remedy known problems	1. _____ 2. _____ 3. _____ 4. _____
Areas for special monitoring in case	1. _____ 2. _____



problems arise	3. _____ 4. _____
Cases where action is planned to build on success or to make the programme more robust	1. _____ 2. _____ 3. _____ 4. _____

## Mentoring One to one (Mentor - Mentee)

Number	Duration	Frequency	Tools

NUMBER OF ONE TO ONE	
NUMBER OF MEETINGS	
FREQUENCY OF SESSIONS:	EVERY...
DURATION OF SESSIONS:	
CONTENTS OF MENTORING:	
MONITORING ON GOING:	
TYPE OF ASSISTANCE:	BLENDED
TYPE OF RELATIONSHIP:	FACE TO FACE / ONLINE

- x. How do we rate our performance in this aspect (target-setting and agreements between the mentee and the mentor) of mentoring?

CHOOSE ONE	OUR RATING	Score
Excellent throughout this aspect of mentoring		5
Good overall, but we have identified a few issues where we know how to improve our results in this aspect of mentoring		4
OK on the whole, but we have identified a significant number of issues where we know we should improve our results in this aspect of mentoring		3
OK only in some respects and there are several areas that limit the full effectiveness of this aspect of mentoring		2
We know we have a lot to do to improve our results if we are to be fully effective in this in this aspect of mentoring		1



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## STEP 8: Monitoring and evaluation

- i. How can we be confident that our monitoring adequately covers all aspects of the mentoring process?

- ii. How can we show that the monitoring process captures all significant changes and helps the programme to adapt to unanticipated developments?

- iii. Does our monitoring programme also gather subjective feedback about project progress and achievements? Please give a brief explanation:

- iv. Are the monitoring and evaluation systems transparent both to external audiences and to mentees with disabilities and mentors? Please give a brief explanation:

- v. How can we be sure that the evaluation processes adequately covers the complete mentoring programme?

- vi. Is there any external evaluation of our programme? If so how does it relate to internal evaluation and, if not, is there any mechanism to ensure the independence and reliability of our overall evaluation?





- vii. Have we identified any of the following areas for action in relation to our work in this aspect (monitoring and evaluation) of mentoring?

	List of specific cases in our work
Cases where action is required to remedy known problems	1. _____ 2. _____ 3. _____ 4. _____
Areas for special monitoring in case problems arise	1. _____ 2. _____ 3. _____ 4. _____
Cases where action is planned to build on success or to make the programme more robust	1. _____ 2. _____ 3. _____ 4. _____
Mentoring diary	1. _____ 2. _____ 3. _____ 4. _____

- viii. How do you rate your performance in this aspect (monitoring and evaluation) of mentoring?

CHOOSE ONE	OUR RATING	Score
Excellent throughout this aspect of mentoring		5
Good overall, but we have identified a few issues where we know how to improve our results in this aspect of mentoring		4
OK on the whole, but we have identified a significant number of issues where we know we should improve our results in this aspect of mentoring		3
OK only in some respects and there are several areas that limit the full effectiveness of this aspect of mentoring		2
We know we have a lot to do to improve our results if we are to be fully effective in this in this aspect of mentoring		1

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## STEP 9: The validation of learning outcomes

- i. Do we provide our mentees with disabilities with a certificate recording their participation in the programme? Please identify the main features of your certificate.
  - a. Please identify any evidence to show that the certificate is useful to mentees with disabilities after the end of the mentoring period.

- ii. Do we seek to recognise the learning outcomes achieved by our mentees with disabilities?
  - a. YES (Go to question iii)
  - b. NO (Go to question viii)
- iii. If we use the Europass CV:
  - a. Please explain any relevant training provided for mentees with disabilities and mentors.

- b. What proportion of our mentees with disabilities take advantage of this opportunity?

- c. Can we evaluate the value of the Europass CV to your mentees with disabilities? If so, please explain the conclusions.

- iv. If we use any other model of CV:
  - a. Please explain any relevant training provided for mentees with disabilities and mentors



- b. What proportion of our mentees with disabilities take advantage of this opportunity?

- c. Can we evaluate the value of the Europass CV to our mentees with disabilities? If so, please explain the conclusions.

- v. If we offer our mentees with disabilities the opportunity to produce a learning statement:

- a. Please explain any relevant training provided for mentees with disabilities and mentors.

- b. What proportion of our mentees with disabilities take advantage of this opportunity?

- c. Can we evaluate the value of the learning statement to our mentees with disabilities? If so, please explain the conclusions.

- vi. If we offer our mentees with disabilities the opportunity to produce a Portfolio:

- a. Please explain any relevant training provided for mentees with disabilities and mentors.

- b. What proportion of our mentees with disabilities take advantage of this opportunity?



- c. Can we evaluate the value of the Portfolio to our mentees with disabilities? If so, please explain the conclusions.

- vii. Do you use the EQF to identify the levels of learning outcomes achieved by your mentors? If so, please describe any issues that may have arisen in this process.

- viii. If we don't provide for the recognition of the learning outcomes of our mentees with disabilities:  
a. Why have we made this decision?

- b. Do we consider that our mentees with disabilities lose out as a result of our decision?

- c. Do we offer alternative evidence for future use about the performance of our individual mentees with disabilities?

- d. On what basis is such evidence produced and what quality assurance procedures are applied to it?



- ix. Have we identified any of the following areas for action in relation to our work in this aspect (the validation of learning outcomes) of mentoring?

	List of specific cases in our work
Cases where action is required to remedy known problems	1. _____ 2. _____ 3. _____ 4. _____
Areas for special monitoring in case problems arise	1. _____ 2. _____ 3. _____ 4. _____
Cases where action is planned to build on success or to make the programme more robust	1. _____ 2. _____ 3. _____ 4. _____
PS1 – First need analysis (put in the EU CV)	
PS2 – Recall past experience - school – training (put in EU CV)	
PS3 – Problems and values of learning (put in EU CV)	
V1 - Goal setting (sense making)	
V2 – Collaboration	
V3 – Participation	
S1 – Organizational Capability	
S2 – Time management punctuality	
S3 – Results orientation	
S4 – Building relationship skills	
04 - Development plan (put in EU CV)	



- ix. How do we rate our performance in this aspect (the validation of learning outcomes) of mentoring?

	Content 1	Content 2	Content 3	Content 4	List other
Mentee					
Mentor					
Organization					

**Evaluation (Mentor – Mentee - Organization) – please insert the details below**

	Ex ante	Ex post	On going	Tools
<b>Mentor</b>				
<b>Mentee</b>				
<b>Organization</b>				

CHOOSE ONE	OUR RATING	Score
Excellent throughout this aspect of mentoring		5
Good overall, but we have identified a few issues where we know how to improve our results in this aspect of mentoring		4
OK on the whole, but we have identified a significant number of issues where we know we should improve our results in this aspect of mentoring		3
OK only in some respects and there are several areas that limit the full effectiveness of this aspect of mentoring		2
We know we have a lot to do to improve our results if we are to be fully effective in this in this aspect of mentoring		1

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## STEP 10: Teamwork

Teamwork is very important in self-assessment, so please identify all those who are, or have been, involved in this self-assessment exercise.

Name	Position in our organisation	Role in process (if external)	Lead role in any area?	Other areas of contribution
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
...	...	...	...	...

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## STEP 11: DRAWING OUR RESULTS TOGETHER, PRODUCING THE FULL STATEMENT OF SELF- ASSESSMENT AND MAKING ACTION PLANS

### Your action plan

Area identified for action	What action will we take?	What are we seeking to achieve?	How will we judge the outcome?	When will we make the judgement?
<b>Cases where action is required to remedy known problems</b>				
Recruitment				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Managing risks and challenges				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Matching mentees with disabilities and mentors				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
The induction and training of mentors and mentees with disabilities				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Target-setting and agreements between the mentee and the mentor				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Monitoring and evaluation				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
The validation of learning outcomes				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____





Area identified for action	What action will we take?	What are we seeking to achieve?	How will we judge the outcome?	When will we make the judgement?
Entry 4	_____	_____	_____	_____
<b>Areas for special monitoring in case problems arise</b>				
Recruitment				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Managing risks and challenges				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Matching mentees with disabilities and mentors				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
The induction and training of mentors and mentees with disabilities				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Target-setting and agreements between the mentee and the mentor				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
Monitoring and evaluation				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
The validation of learning outcomes				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
<b>Cases where action is planned to build on success or to make the programme more robust</b>				
Recruitment				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____



Area identified for action	What action will we take?	What are we seeking to achieve?	How will we judge the outcome?	When will we make the judgement?
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
<b>Managing risks and challenges</b>				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
<b>Matching mentees with disabilities and mentors</b>				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
<b>The induction and training of mentors and mentees with disabilities</b>				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
<b>Target-setting and agreements between the mentee and the mentor</b>				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
<b>Monitoring and evaluation</b>				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____
<b>The validation of learning outcomes</b>				
Entry 1	_____	_____	_____	_____
Entry 2	_____	_____	_____	_____
Entry 3	_____	_____	_____	_____
Entry 4	_____	_____	_____	_____

**SAVE AND GO TO  
PREVIOUS PAGE**

**PROCEED TO NEXT  
PAGE**



## SECTION 3

### STEP 12: CONSOLIDATED RESULTS

This page provides an integrated presentation of the data that was supplied earlier. This report is also sent via e-mail.

#### Your overall issues

- What are the aims and objectives of your programme?: *demo*
- How will we know if we have achieved our aims and objectives?: *demo*
- Have there been any significant changes in the operation of your mentoring programme in the last year?: *demo*
- Are we planning any changes in our programme for the next cycle of mentoring?: *demo*
- Is the completion of this self-assessment part of a continuing process of review?: *demo*
- Does our assessment 'blend' self-assessment with any element of external input?: *demo*

#### Recruitment

- What targets have we set for the recruitment of mentors and mentees with disabilities? How did we decide these targets?: *demo*
- What is our recruitment strategy and how did we decide it?: *demo*
- What are the targets of our recruitment strategy?: *demo*
- What would we do if we fall short of our initial recruitment targets? Is our recruitment strategy flexible enough to allow adjustments if we don't achieve our initial recruitment targets?: *demo*
- Are we confident that our application form gathers all the information we need for risk-management, training and matching of mentors and mentees with disabilities?: *demo*
- Does our recruitment material provide a realistic and accurate picture of the commitments required from mentors and mentees with disabilities?: *demo*

#### Managing risks and challenges

- Have we carried out a proper risk analysis?: *demo*
- How have we recorded the process and outcomes of this risk analysis and what systems do we have for its review and updating in response to changing circumstances?: *demo*
- How do our recruitment, selection and training processes seek to limit the risks to mentees with disabilities and mentors?: *demo*
- In what ways do our monitoring procedures encourage participants to raise any emerging questions or concerns before they become serious?: *demo*
- Do we have fast and effective ways of taking action?: *demo*



- Have our staff been adequately prepared?: *demo*
- Do they know how to get support or specialist advice, if this should be necessary?: *demo*
- Has the mentor selection procedure been adequately monitored and followed up, also ensuring that the extent of the reliability of the mentor is well-understood?: *demo*

### **Matching mentees with disabilities and mentors**

- What criteria do we use to decide whether a match is appropriate?: *demo*
- How do we gather information from the mentee and the mentor?: *demo*
- How can we demonstrate that the process is user-friendly, transparent, confidential, and reasonably speedy?: *demo*
- Does the process give both parties a fair chance to express their preferences?: *demo*
- Is there an opportunity for either party to reject the proposed match if they feel it is inappropriate, either because of individual factors such as a personality clash or because the parties don't believe that their partnership will be fruitful?: *demo*
- How do we deal with matches that turn out to be unsuccessful?: *demo*
- Do we have sensitive and professional ways to debrief potential participants for whom we have not been able to find partners?: *demo*

### **The induction and training of mentors and mentees with disabilities**

- Can we show that all our promotional materials give an accurate impression of the nature of mentoring and of our programme in particular?: *demo*
- Does the initial guidance that we provide to mentors and mentees with disabilities give an accurate understanding of the responsibilities and commitments that are required of them?: *demo*
- Are we confident that the overall duration of mentoring in our programme is appropriate for our target users and for the purposes to be achieved?: *demo*
- Is there clear rationale for the balance between face-to-face contact and distance learning material? Answer only if distance learning material is used and please give a brief explanation: *demo*
- Are all teaching materials provided in forms that are best usable by our target groups (including availability in alternative formats if disabled users require this)? Please comment briefly on your answer: *demo*
- How are our mentors and mentees with disabilities helped to adapt their individual arrangements to meet their particular needs?: *demo*
- How can we show that the training package provides appropriate training and practice in the core skills of mentoring, such as listening, responding, target-setting and reviewing progress?: *demo*



- Does our training package provide an overall reference guide, designed to meet their needs and abilities that mentors and mentees with disabilities can continue to use during the mentoring period?: *demo*
- If not, what other systems do we have for providing continuing guidance?: *demo*
- By what criteria do we know if a prospective mentor or mentee has successfully completed their training requirements?: *demo*
- How do we explicitly obtain and record the participants' agreement to the operational principles of the programme?: *demo*

### **Target-setting and agreements between the mentee and the mentor**

- How do we ensure and record the fact that the participants have explicitly agreed on the following issues?: *demo*
- How does our approach to the Agreement between the mentor and mentee enable (and support) them in defining and recording their agreement about issues such as the duration, frequency and location of mentoring meetings?: *demo*
- Does our approach to the Agreement require participants to agree procedures in case things go wrong?: *demo*
- How does our approach to the Agreement make it clear that the ultimate responsibility for setting the objectives of the particular mentoring relationship lies with the mentee, but that also the mentor will have approved and supported these objectives?: *demo*
- How does the training we have provided give adequate support for the tasks that mentors and mentees with disabilities have to perform in reaching this agreement?: *demo*
- Does the Mentoring Agreement encourage participants to express their objectives in ways that are clear and achievable within the life of the project?: *demo*
- How does the Agreement encourage them continually to review and record progress being made towards the agreed objectives and to assess whether these objectives have been achieved?: *demo*
- In what ways does the Agreement recognise the possibility of unanticipated beneficial outcomes, and that a mentoring relationship may be successful even if the original objectives are not achieved?: *demo*

### **Monitoring and evaluation**

- How can we be confident that our monitoring adequately covers all aspects of the mentoring process?: *demo*
- How can we show that the monitoring process captures all significant changes and helps the programme to adapt to unanticipated developments?: *demo*
- Does our monitoring programme also gather subjective feedback about project progress and achievements?: *demo*



- Are the monitoring and evaluation systems transparent both to external audiences and to mentees with disabilities and mentors?: *demo*
- How can we be sure that the evaluation processes adequately covers the complete mentoring programme?: *demo*
- Is there any external evaluation of our programme? If so how does it relate to internal evaluation and, if not, is there any mechanism to ensure the independence and reliability of our overall evaluation?: *demo*

### **The validation of learning outcomes**

Do we provide our mentees with disabilities with a certificate recording their participation in the programme? Please identify the main features of your certificate.

- Please identify any evidence to show that the certificate is useful to mentees with disabilities after the end of the mentoring period.: *demo*

If we use the Europass CV:

- Please explain any relevant training provided for mentees with disabilities and mentors.: *demo*
- What proportion of our mentees with disabilities take advantage of this opportunity?: *demo*
- Can we evaluate the value of the Europass CV to your mentees with disabilities? If so, please explain the conclusions.: *demo*

If we use any other model of CV:

- Please explain any relevant training provided for mentees with disabilities and mentors: *demo*
- What proportion of our mentees with disabilities take advantage of this opportunity?: *demo*
- Can we evaluate the value of the Europass CV to our mentees with disabilities? If so, please explain the conclusions.: *demo*

If we offer our mentees with disabilities the opportunity to produce a learning statement:

- Please explain any relevant training provided for mentees with disabilities and mentors.: *demo*
- What proportion of our mentees with disabilities take advantage of this opportunity?: *demo*
- Can we evaluate the value of the learning statement to our mentees with disabilities? If so, please explain the conclusions.: *demo*



If we offer our mentees with disabilities the opportunity to produce a Portfolio:

- Please explain any relevant training provided for mentees with disabilities and mentors.: *demo*
- What proportion of our mentees with disabilities take advantage of this opportunity?: *demo*
- Can we evaluate the value of the Portfolio to our mentees with disabilities? If so, please explain the conclusions.: *demo*
- Do you use the EQF to identify the levels of learning outcomes achieved by your mentors? If so, please describe any issues that may have arisen in this process.: *demo*

If we don't provide for the recognition of the learning outcomes of our mentees with disabilities:

- Why have we made this decision?: *demo*
- Do we consider that our mentees with disabilities lose out as a result of our decision?: *demo*
- Do we offer alternative evidence for future use about the performance of our individual mentees with disabilities?: *demo*
- On what basis is such evidence produced and what quality assurance procedures are applied to it?: *demo*

## Teamwork

Name	Position in our organisation	Role in process (if external)	Lead role in any area?	Other areas of contribution
<i>demo</i>	<i>demo</i>	<i>demo</i>	<i>demo</i>	<i>demo</i>
<i>demo</i>	<i>demo</i>	<i>demo</i>	<i>demo</i>	<i>demo</i>

## Summary of your self-evaluation: action(s) for the future

*[This table presents the total of the 7 scores collected before for recruitment, managing risks and challenges, matching mentees with disabilities and mentors, the induction and training of mentors and mentees with disabilities, target-setting and agreements between the mentee and the mentor, monitoring and evaluation, and the validation of learning outcomes.]*

SUMMARY OF YOUR SELF-EVALUATION: ACTION FOR THE FUTURE	Score leading to this 'verdict'
Excellent in many respects but continue to ensure that you don't	29 or over





miss any opportunities for improvement	
<p>Good in most areas although you have identified a few issues where you are aware that you should act to improve your performance.</p> <p>1. You should particularly consider following aspects: - <i>(list those with a score of 3)</i></p> <p>2. You should take urgent action in relation to: - <i>(list those with a score of 1 or 2)</i></p> <p><i>1 and or 2 are only displayed if applicable.</i></p>	22-28
<p>Good in some areas, but you have identified a substantial number of issues where you know you must improve your results if you are to achieve the results that you expect.</p> <p>1. You should particularly consider following aspects: - <i>(list those with a score of 3)</i></p> <p>2. You should take urgent action in relation to: - <i>(list those with a score of 1 or 2)</i></p> <p><i>1 and or 2 are only displayed if applicable.</i></p>	15-21
<p>OK in some respects, but there are a substantial number of issues where you must develop a co-ordinated plan, prioritising urgent action to improve the effectiveness of your mentoring programme.</p> <p>1. You should particularly consider following aspects: - <i>(list those with a score of 3)</i></p> <p>2. You should take urgent action in relation to: - <i>(list those with a score of 1 or 2)</i></p> <p><i>1 and or 2 are only displayed if applicable.</i></p>	8-14
<p>You must develop and implement a full programme of urgent action across most aspects of your mentoring programme if it is to be properly effective.</p>	7

Example:

OK in some respects, but there are a substantial number of issues where you must develop a co-ordinated plan, prioritising urgent action to improve the effectiveness of your mentoring programme.

You should particularly consider following aspects:

- Matching mentees with disabilities and mentors
- Monitoring and evaluation

You should take urgent action in relation to:

- The induction and training of mentors and mentees with disabilities





- Target-setting and agreements between the mentee and the mentor

## Your action plan

Area identified for action	What action will you take?	What are you seeking to achieve?	How will you judge the outcome?	When will you make the judgement?
<b>Cases where action is required to remedy known problems</b>				
<b>Recruitment</b>				
demo	demo	demo	no data entered	no data entered
demo	demo	no data entered	demo	no data entered
demo	demo	no data entered	no data entered	demo
demo	demo	no data entered	demo	no data entered
<b>Managing risks and challenges</b>				
demo	demo	demo	no data entered	no data entered
demo	demo	no data entered	demo	no data entered
demo	demo	no data entered	no data entered	demo
demo	demo	no data entered	no data entered	no data entered
<b>Matching mentees with disabilities and mentors</b>				
demo	demo	demo	demo	demo
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>The induction and training of mentors and mentees with disabilities</b>				
demo	demo	no data entered	no data entered	no data entered
demo	no data entered	demo	no data entered	no data entered
demo	no data entered	no data entered	demo	no data entered
demo	no data entered	no data entered	no data entered	demo
<b>Target-setting and agreements between the mentee and the mentor</b>				
demo	demo	no data entered	no data entered	no data entered
demo	no data entered	demo	no data entered	no data entered
demo	no data entered	no data entered	demo	no data entered
demo	no data entered	no data entered	no data entered	demo
<b>Monitoring and evaluation</b>				
demo	demo	no data entered	no data entered	no data entered
demo	no data entered	demo	no data entered	no data entered
demo	no data entered	no data entered	demo	no data entered
demo	no data entered	no data entered	no data entered	demo



<b>The validation of learning outcomes</b>				
<i>demo</i>	<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>demo</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>demo</i>
<b>Areas for special monitoring in case problems arise</b>				
<b>Recruitment</b>				
<i>demo</i>	<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>demo</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>demo</i>
<b>Managing risks and challenges</b>				
<i>demo</i>	<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>demo</i>	<i>demo</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>demo</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>demo</i>
<b>Matching mentees with disabilities and mentors</b>				
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<b>The induction and training of mentors and mentees with disabilities</b>				
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<b>Target-setting and agreements between the mentee and the mentor</b>				
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<b>Monitoring and evaluation</b>				
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<b>The validation of learning outcomes</b>				



demo	no data entered	no data entered	no data entered	no data entered
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demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>Cases where action is planned to build on success or to make the programme more robust</b>				
<b>Recruitment</b>				
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>Managing risks and challenges</b>				
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>Matching mentees with disabilities and mentors</b>				
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>The induction and training of mentors and mentees with disabilities</b>				
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>Target-setting and agreements between the mentee and the mentor</b>				
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>Monitoring and evaluation</b>				
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
demo	no data entered	no data entered	no data entered	no data entered
<b>The validation of learning outcomes</b>				



<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>
<i>demo</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>	<i>no data entered</i>



## 4. A toolkit for external verification

1. Good self-assessment should provide a deep and thorough scrutiny of all aspects of your work. But it can be strengthened by contributions from outside your own organisation. Some reasons for this are:
  - An outsider may help you spot issues that you would otherwise take for granted (and this can include positive as well as negative points).
  - It can be easier to persuade external organisations of the validity of your conclusions if outsiders have been involved.
  - Outside participation will help verify your conclusions because it adds an element of independence – this can be very important in gaining recognition, and even formal accreditation, for your work.
2. But it is important to pick the right people
  - ◇ Be sure to provide them with adequate induction (remember that mentoring is new to many people – it is important that they don't mistake it for conventional teaching of training).
  - ◇ And make sure that they have information that will help them understand the particular characteristics of your mentoring programme.
  - ◇ It may be particularly helpful if you can recruit people who themselves have some experience of mentoring.
  - ◇ Make sure that they understand their role: they are contributing to help your process: they should not seek to change it to fit their agenda. So they must understand that their role is to support your self-assessment – not to conduct an individual (probably less informed and smaller scale) external assessment of their own.
3. Some roles for outsiders
  - ◇ External opinions can be very useful in evaluating the way in which you carry out self-assessment.
    - Explaining how you do things to an outsider can help you to recognise things that otherwise you might not see as important.
    - They can pose useful questions – for example about whether you have included all stakeholders in your self-assessment or about the resources you have committed to the exercise.



- They can help you to get the best benefits from your self-assessment, for example by putting you in touch with potential external stakeholders.
  - ◇ They can act as an external member of the group (or groups) that conduct(s) your self-assessment. In this role they can be very useful in:
    - Helping ensure 'fair-play'.
    - Helping to maintain standards in your self-assessment that parallel those elsewhere (surprisingly often self-assessment leads to harsher judgements than would be made by outsiders).
4. The toolkit provides a number of checklists, which we have called 'Tools' that are designed to help you to make the right choices in introducing external verification to your self-assessment process.

<b>TOOL 1</b>	<b>Explain what you are seeking to achieve through external verification</b>
<b>Your purpose</b>	
<b>Questions</b>	<b>Your answers</b>
Are you hoping that this will help obtain external certification?	
Are you hoping to improve informal external recognition?	
Are you aiming to benchmark your programme against others in the field?	
Are you looking for experience in QA that is not available among your team?	
Are you simply looking for an independent, outside voice in your process?	

<b>TOOL 2</b>	<b>Remember: the decision about whether a person is appropriate is yours alone</b>
<b>Recruitment and selection of external participants</b>	
<b>Questions</b>	<b>Your answers</b>
How have you decided where to look for external participants?	
Are you looking for someone who represents a particular institution?	
Or for her/his individual qualities? (If so, what?)	
Are you looking for someone to give you external credibility?	



<b>TOOL 3</b>	
<b>Organisations from which you might recruit external input</b>	
<b>Questions</b>	<b>Your answers</b>
Does the organisation have particular expertise in: <ul style="list-style-type: none"> <li>◇ Your client group?</li> <li>◇ Mentoring and/or non-formal learning?</li> </ul>	
Is the organisation sufficiently authoritative to provide external credibility to your procedures?	
Does the organisation share your approach to self-assessment?	
Have you had previous (positive) experience of working with the organisation?	

<b>TOOL 4</b>	
<b>Induction and training</b>	
<b>Questions</b>	<b>Your answers</b>
How have you evaluated the relevant knowledge of the external person? Of, for example: <ul style="list-style-type: none"> <li>◇ Non-formal learning?</li> <li>◇ Mentoring?</li> <li>◇ Relevant Quality assurance systems?</li> </ul>	
What have you provided as information material about your programme?	
Have you encouraged the person to ask questions if s/he needs more information?	



<b>TOOL 5</b> <b>The methodology of external verification - how will the person participate?</b>	
<b>Questions</b>	<b>Your answers</b>
Online or by scrutiny of documents?	
Participation as a 'peer' member of the team?	
As chair of assessment panels?	
As an independent external evaluator, attending meetings and reporting, but not actively participating?	
As an external evaluator, but with a formative input?	
At what time will external verification take place - alongside your self-assessment or afterwards?	

<b>TOOL 6</b> <b>Reporting and feedback</b>	<b>Remember that you may be well-advised to use more than one of the methods noted here</b>
<b>Questions</b>	<b>Your answers</b>
A written report?	
Oral feedback?	
Answers to a check-list you have prepared?	
When will you receive feedback? ◇ During the process? ◇ After completion of the process?	
Will you make the report public?	