



TECHNICAL GUIDANCE ON USING VIEWPOINT FOR INTANDEM EVALUATION

This guidance combines the technical guidance on how to use Viewpoint software with the intandem guidance on the information required to complete the questionnaires.

Introduction

Those interested in understanding the impact of intandem mentoring include the children and young people themselves, the volunteer mentors, the charity providing the service, key stakeholders (such as the referring partners), and those involved in funding the intandem programme.

The requirement to evaluate the intandem programme demands a consistency of approach across all the charities being funded to deliver intandem mentoring. This means that there is a common set of data being collected, and that the data is to be collected in the same manner across all the charities.

This does not stop charities collecting other evaluation data that they require for their own organisational purposes, but we know that charities will be aware of the need to avoid over-loading the mentoring relationship with too much information gathering.

Data collection system

Inspiring Scotland commissioned Viewpoint to develop a system that provides the following:

1. a child-friendly interface for the collection of data;
2. easy access for data collection (e.g. web-based);
3. secure recording of data;
4. the ability to report impact for each child
5. The ability to analyse and report on impact achieved by each charity individually and for the programme as a whole.

Logging in

The website address to access the Viewpoint system is vptol.co.uk – data can be entered using any browser but to create new log-ins or to do any administration or analysis of data requires you to use Windows Internet Explorer. If you have Microsoft Edge (ie you are using Windows 10), you can choose to open with Internet Explorer by selecting Settings (... - top right of your screen). The Viewpoint system is being upgraded towards the end of 2017 and should allow any browser to be used.

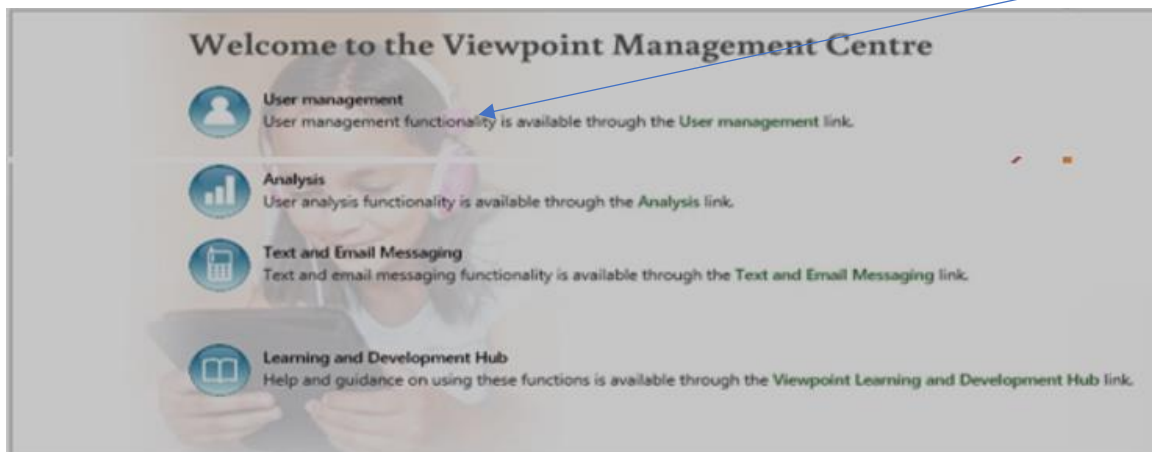


To log in, the organisation is intandem2; your log-in id is your initial and your surname eg lhenni and your password on first login will be intandem; you will be forced to change it.

You will be asked to disable pop-up blocker to which you need to agree for Viewpoint to work. You will then be taken to the terms and conditions page which you also need to accept. This will take you to the Viewpoint Management Centre.

Create log-ins

As administrators, you are able to create log-ins for each young person *when they have been assigned a mentor*. In the Management Centre, select 'user management'.



This takes you to a page with Navigation, Users and Preview headings – under Users, select ‘Create User’.

Welcome To Viewpoint Online Organisation: intandem2

Navigation
 Analyse Results
 Management Centre
 Feedback
 Logout

Users
 Create User
 Edit User Details
 Display Users
 Questionnaire History
 Assign Manager
 Add List Persons

Preview
 Preview

Viewpoint Helpdesk Service
 The Viewpoint Helpdesk provides a 24 hour service and can be contacted by emailing helpdesk@vptora.com, clearly stating the issue and the relevant organisation and login. A response within 24 hours is guaranteed although it will usually be well within the maximum time period. We have also developed a new online resource to provide help and support in the use of Viewpoint, this is the Viewpoint Learning and Development Hub (the HUB www.vpthub.com). Much of the content on the HUB relates to issues that customers have frequently contacted the Helpdesk about and which can now be answered by a quick visit to the [HUB](#) and viewing the Frequently Asked Questions (FAQs) and How Do I videos. You can access the HUB from the Management Centre home page. Currently this requires the use of your Learning Hub login but we are working to remove this requirement. If you do not have access to the HUB, contact details are available at [www.vpthub.com](mailto:helpdesk@vptora.com). Your organisation may also have a designated Viewpoint Coordinator familiar with the use of Viewpoint who may also be able to answer your query. Helpdesk enquiries are closely monitored to help us ensure that HUB resources are up to date and, most importantly, meet you and your colleagues' information needs.

A description of all the functions provided by Viewpoint Online is available on our website www.vpthub.com
 If you require any help using Viewpoint Online, please contact the Viewpoint Organisation Office by Email: helpdesk@vptora.com.

Which takes you to the ‘Create User’ page below where you select ‘Create Specific User’.

Next >> Cancel Help

Create Specific User Create Named User Create Generated User

Specific User

Login auto-generate Your User ID
 First Name Surname Mobile Phone
 Password auto-generate Confirm Password
 Password Reminder
 User Group new Manager To Email Blake, Neil
 Brian, Gallagher
 Bruce, Harkin
 user can change password

Language	Assign Questionnaire	Individual Report	Individual Report Formatted	Web Report
English	<input type="checkbox"/> Social Relationships (Office Entry) <input type="checkbox"/> Young Person Evaluation v3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You do not need to complete all of this page. You need to enter a login code (using your agency abbreviation plus 3 digits (see below), initial of first name and initial of surname and then tick all the boxes in the last section to ensure the questionnaires are selected in each format.

Aberlour	abl	Action for Children	afc	Barnardo's	bar	Befriend a Child	bac
Children 1st	chi	COVEY	cov	Kirkcaldy YMCA	Kym	Move On	mov
Quarriers	qua	Volunteer Glasgow	vhl	YMCA Edinburgh	eym	Ypeople	ype
Y sort it	ysi						

Once you have entered this data, click ‘Next’ at the top of the page which will take you to the page to enter profile data for the young person.

Profile Data

Profile data is entered immediately after the child has been set up as a user.

Create: \..file
 Please enter the following details, ensuring all fields are completed.

Young Person First Name
 Young Person First Name (Phonetic)
 Agency Case Number
 Date of Birth
 Disability
 Ethnicity
 Reason for Intervention
 Primary reason for referral
 Local Authority
 Charity
 Urban/Rural
 Name of Mentor
 Mentoring type
 Match date

Create button

Viewpoint asks for phonetic spelling so that when someone uses the spoken version, it will know how to pronounce names like Siobhan or Sinead.

When entering the date of birth, you should click first on the double chevrons to go back to the appropriate year, then the single chevron to the appropriate month and then select the date.

For ethnicity, most of the options have a further breakdown in the cell to the right which you should click on to select.

- White - select from Scottish, English, Welsh, N Irish, British, Irish Gypsy Traveller and Polish, other white
- Asian, Asian Scottish or Asian British - select from Pakistani, Pakistani Scottish or Pakistani British; Indian, Indian Scottish or Indian British; Bangladeshi, Bangladeshi Scottish or Bangladeshi British; Chinese, Chinese Scottish or Chinese British; other.
- African, Caribbean or Black - African, African Scottish or African British; Caribbean, Caribbean Scottish or Caribbean British; Black, Black Scottish or Black British; other
- Other ethnic group - Arab; Other

Reasons for Intervention is looked after at home; should this service be expanded in future, there could be other categories such as kinship care included.

Primary reason for referral provides options - parental substance misuse; domestic violence; anti-social behaviour (of the young person); criminal behaviour (of the young person); family physical health issues; family mental health issues; non-attendance at



school; other. If there are other reasons for referral that start to be more prevalent, we can add in due course.

Local Authority - select the local authority where the service is based. We have included all 32 local authorities for future use.

Urban/Rural - this is broadly based on the Scottish Government's categorisation so settlements of 3,000 or more are regarded as urban. There will be grey areas here for example where a young person lives in a village near a large town where the mentoring will take place - in that case, you should select urban but if most of the mentoring is likely to take place outside the town with the odd visit into town, you should select rural. If you are unclear, check with your performance advisor.

Mentoring type will be community based for everyone except Befriend a Child.

Match date will only allow that day or previous dates so you cannot anticipate ahead of a scheduled match meeting.

For the last three fields (Date of change/ending, Change/ending status and Reason for change/ending), you have to enter *n/a* or select *Not available* from the drop down boxes. These fields are only used when a mentoring relationship ends.

Once you have completed the profile data, use the 'create' button (see green arrow on page above). A new window will appear with the details of the child's profile which you have just entered. You can use CTRL/P to print this off.

You will now be back at the User Management page. If you want to confirm the entry has been made, select display users (under 'Users' heading) and you will see list of all users you have recorded in order of their user login, and you can select the new user you have just added.

Correcting Profile Data

If you find you have made a mistake when entering the profile data, choose Amend Profile from the User Management page. From the list of users displayed, select the one you want to correct, and at the top right of the screen, choose Correct selected profile(s). Select OK in the window that pops up, select Next>> at the top left of the screen, and then select OK in the second window that pops up. You can then make changes to the profile. When you have finished, select Correct at the bottom of the page.

Do NOT select Update selected profile(s) as this is only used when you want to record that a child has a new mentor.



Recording an Ending

When a mentoring relationship ends, you record this on the system through Amend Profile from the User Management page.

To record the ending, proceed as above when Correcting Profile Data: choose Amend Profile from the User Management page. From the list of users displayed, select the one you want whose ending you want to record, and at the top right of the screen, choose Correct selected profile(s). Select OK in the window that pops up, select Next>> at the top left of the screen, and then select OK in the second window that pops up. You can then add the information for Date of change/ending, Change/ending status and Reason for change/ending. When you have finished, select Correct at the bottom of the page.

Recording a Re-Match

First of all, you have to record the ending as described above.

For the re-match with a new mentor, you need Viewpoint to create a new profile record for the child. Instead of using Correct selected profile(s), you will choose Update selected profile(s).

So, to begin, choose Amend Profile from the User Management page. From the list of users displayed, select the one you want to record as a re-match, and at the top right of the screen, choose Update selected profile(s). Select OK in the window that pops up, select Next>> at the top left of the screen, and then select OK in the second window that pops up.

The profile will be presented to you as it was when you "corrected" it to show that the previous mentoring relationship had ended. You now need to input the name of the new mentor in Name of Mentor, and add in the date when the new mentoring relationship started in Match date (remember that this will only allow that day or previous dates so you cannot anticipate ahead).

For the last three fields (Date of change/ending, Change/ending status and Reason for change/ending), you have to enter *n/a* or select *Not available* from the drop down boxes.

When you have finished, select Update at the bottom of the page.



Core Outcomes

The wellbeing indicators against which progress will be measured for children with an intandem mentor are primarily:

1. Healthy: increased confidence and improved self-esteem, improved social relationships and reduced isolation
2. Achieving: educational attainment
3. Included: more engaged with the local community and school

Five core outcomes have been identified for the intandem programme.

- children have increased confidence;
- children have improved self-esteem. Social and Community
- children have improved social relationships;
- children experience reduced isolation;
- children are more engaged with the local community.

We are also considering how to gather data on the child or young person's attendance at school, experiences of being excluded, and their attainment levels. Case Studies should also be developed on at least a quarterly basis. We envisage a new case study each quarter; in addition, we will be looking for previous studies to be updated as the impact develops.

Capturing Baseline Data

Baseline data should be taken as early in the relationship with the referred child as appropriate, and will generally be collected by the volunteer co-ordinator. The timing should be chosen sympathetically and should take into account the need to avoid damaging the potential relationship between the child and the mentoring service.

Baseline data should be collected within four weeks of the first mentoring meeting of the mentor and mentee.

Measuring the Progress

The expectation in all mentee matches is that the relationship will be long-term. Given this, progress against the core outcomes should be measured at 3 monthly intervals from the date of the collection of the baseline data.

This data can be collected by the volunteer mentor or the co-ordinator alongside the young person - the guidance for that section is written for volunteer mentors but can be used by those mentor co-ordinators who are gathering impact data.

ENTERING EVALUATION DATA FOR YOUNG PEOPLE

Viewpoint is the online system for collecting evaluation information on each young person being mentored. Profile data will have been created for the young person and there is a questionnaire in 3 parts with a total of 15 questions to be completed. There is also a paper-based self-assessment of the young person's relationships in social circles. (The administrator will enter this onto the system after the meeting.) In total, this should take around 20 minutes the first time and less thereafter. The first data should be collected within a month of mentoring beginning and the process repeated every 3 months.

1. To log into the website www.vptol.co.uk the mentor and young person must log the young person in using intandem2 for the organisation and the login id and password given to you by the mentor co-ordinator.



Welcome to ViewPOINT

Please log in

Organisation

Login Id

Password

[Have you forgotten your password?](#)

2. You will then be taken to the questionnaires page where you should click on the start button beside Young Person Evaluation (or resume if you are returning to complete a questionnaire already started). Clicking on the speaker button will cause the name of the questionnaire be spoken. Once you click start, you will have the option of a graphics version or a plain version of the questionnaire. Once you select which version, you will have to confirm the young person consents to data storage.



ViewPOINT [log out](#)

Questionnaires

Please press 'Start' or 'Resume' to go to your questionnaire.

	Social Relationships	<input type="button" value="Start"/>
	Young Person Evaluation v3	<input type="button" value="Start"/>
	Edit User Objectives	

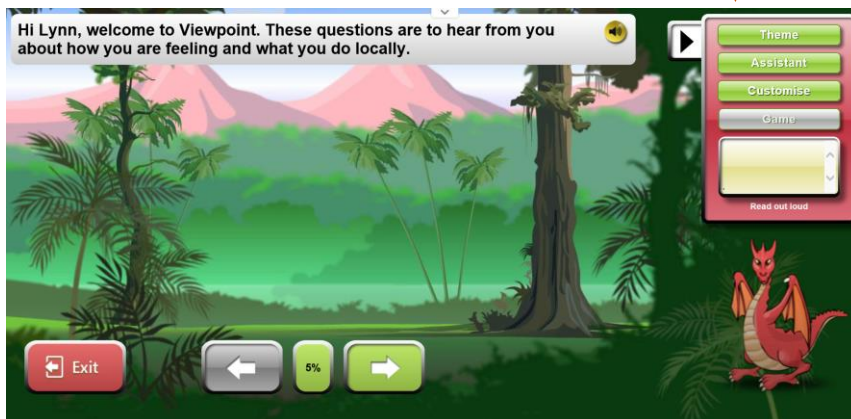
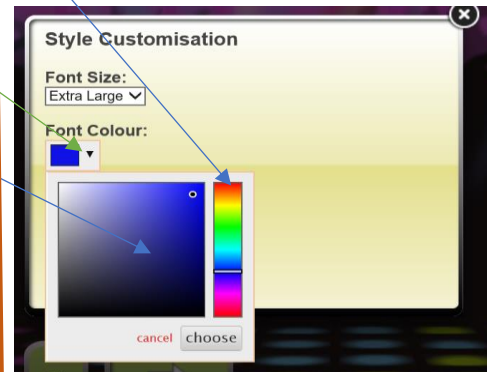
Completing the questionnaire

Viewpoint is designed to be easy and fun to use with a graphics option which can be customised by the young person with dragon, skateboarding, sport and music themes.

The first screen you will see welcomes the young person by name and explains that the questions are to hear how s/he is feeling and what s/he does locally. At this point you and the young person can personalise the questionnaire.

If you press this **button**, you can view the options for changing theme, assistant and the overall look of the screen, and you will get a **menu** with options for changing theme, assistant or the overall look including font size and colour (to select a different colour, use the **down arrow**, then the **narrow strip** to select the hue and then click on the **larger box** to select the exact colour).

It also includes all questions and potential answers as sound (press the speaker button) - the voices can also be customised. Once complete, there is a choice of 2 games the young person can play.



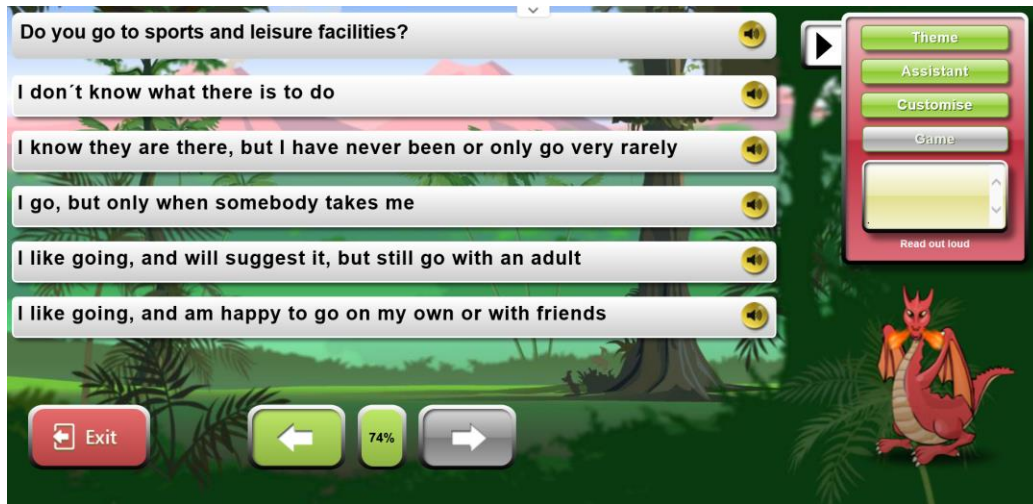
The arrows at the bottom of each page allow you to go back or proceed to the next question once you have selected an answer. The % figure tracks your progress through and you can exit at any time by pressing the exit button. Data entered will be saved and the questionnaire can be resumed at the same point. In every question in this section, the smiley faces and colours will be in the same position. For some questions, as in this one, 'Always' is the most positive answer.



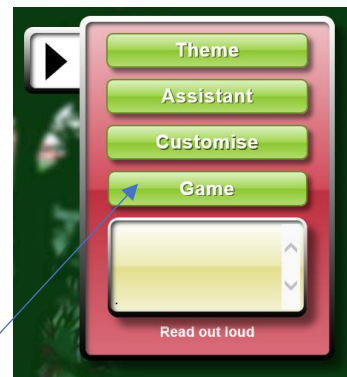
Whereas in these 2 questions, 'Never' is the most positive.



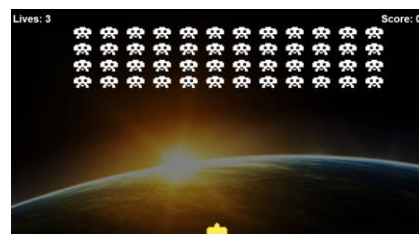
Once the young person has completed the questions about how s/he feels, it will go on to a shorter section on what the young person does locally. There will be 5 questions each with the same answer options.



At this stage, the option of playing a game will be available – the young person should select the arrow at the right of the page.



This will open the customising menu with the game option now activated.





Guidance on how to support the young person answering the questions

These questions are to be answered by the young person, and this will generally be done through conversation with their mentor/mentor co-ordinator. In some circumstances, depending on their age and ability, some children and young people may complete the questions on their own.

The time when you are with the young person to collect their self-assessment is an excellent opportunity to provide them with space to reflect, to emphasise the progress they have made (or discuss the circumstances which have meant that they aren't making progress). You can do this either as they are deciding on their responses, or you can use the visual reporting on screen to look at how their responses have changed since the last time. See *Reviewing the young person's self-assessment* section below.

Exceptionally, there may be times where a child or young person does not want to answer a particular question as it relates to something difficult in the young person's life or s/he does not want to engage with the evaluation process at all on that day. This is not likely to happen often and in such circumstances a specific question can be left for another day (ideally returning to it within 2-4 weeks for consistency) or the whole session can be postponed (again ideally being carried out no more than 4 weeks later).

In either case, it should be made clear that the question(s) don't need to be answered today but will be postponed rather than abandoned. Where a question is always going to be an issue for an individual young person, it can be left but that young person's data will not be able to be included within the wider data collection. All information that can be collected for the individual should be in the normal timescale so progress for him/her can still be measured. Consideration should also be given to developing a case study based on the young person so their experience still contributes to the wider evaluation.

The Indicators:

1. Increased Confidence:

Five confidence questions are asked:

1. I know the things I am good at and enjoy doing them
2. I enjoy trying to do new things
3. I am good at asking for help
4. I can cope well in new and unexpected situations
5. I am comfortable meeting new people

Guidance on questions:

Question 1 is focused on self knowledge rather than access so if a young person knows s/he is good at swimming and enjoys doing it, that would score high even if it is not something s/he is able to do very often. Identifying a lack of access perhaps due to cost or transport problem is something which can feed into discussions about future activities.

Question 2 and 3 are straightforward.

Question 4 should refer to new and unexpected situations not new or unexpected situations.

Question 5 should be straightforward.

2. Improved Self-esteem:

Five self-esteem questions are asked. *Please note that two use negative statements.*

6. On the whole, I am satisfied with myself.
7. At times, I think I am no good at all.
8. I am able to do things as well as most other people.
9. Sometimes I feel I can't do anything well.
10. I take a positive attitude toward myself.

Questions 6 and 7 should be straightforward.

Question 8 may raise the question of 'what sort of things'. This would be an opportunity to ask how the young person feels about activities eg schoolwork or things the mentor knows they have done. Questions can also be asked about other aspects of self-esteem eg how does s/he feel about making friends or how does s/he get on with other people.

Questions 9 and 10 should also be straightforward.

3. Reduced Social Isolation

This section will measure how engaged the young person is with the Local Community and will be measured through a child's progression through a number of stages of engagement:

- No awareness
- Awareness



- Access (at the suggestion of the mentor or other adult)
- Participation (with support of mentor or other adult)
- Ownership (doing it themselves without direction) or leadership (taking the initiative and arranging activities)

The stages of engagement will be measured across five areas of a community's local facilities and amenities:

- Sports facilities
- In school (out of hours) activities
- Community centres/youth club/libraries
- Local facilities - shops
- Other local facilities - e.g. cafes and cinema

The focus in this section should be on what the child knows about his/her community facilities and amenities and the extent to which s/he engages and is based on a discussion with the child rather than the parent(s)/guardian(s).

4. Improved Social Relationships:

We will measure the number and depth of social relationships. The relationships to be measured are:

- people who care about me
- people I can talk about anything with
- people I really like being with
- people I talk to and play games with

This will be recorded on paper using a social circles diagram with an image representing the child at the centre. There are four concentric circles, representing the four levels of relationship described above with the strongest relationships closest to the centre. Measurement of social isolation will be based on movements over time in the total number of people in the social circles described above.

The young person places the names of people who fit each of the relationship descriptions in the appropriate circles. The young person may want to place the same name in more than one circle, particularly if their social network is small. It may help if you explain that each outer ring is covered by the inner ones but if the young person wants to put the same name in more than one circle, that is fine; however, when the information is formally recorded, the name should only be placed in the circle of relationship closest to the child. Some children might choose to draw the people - if



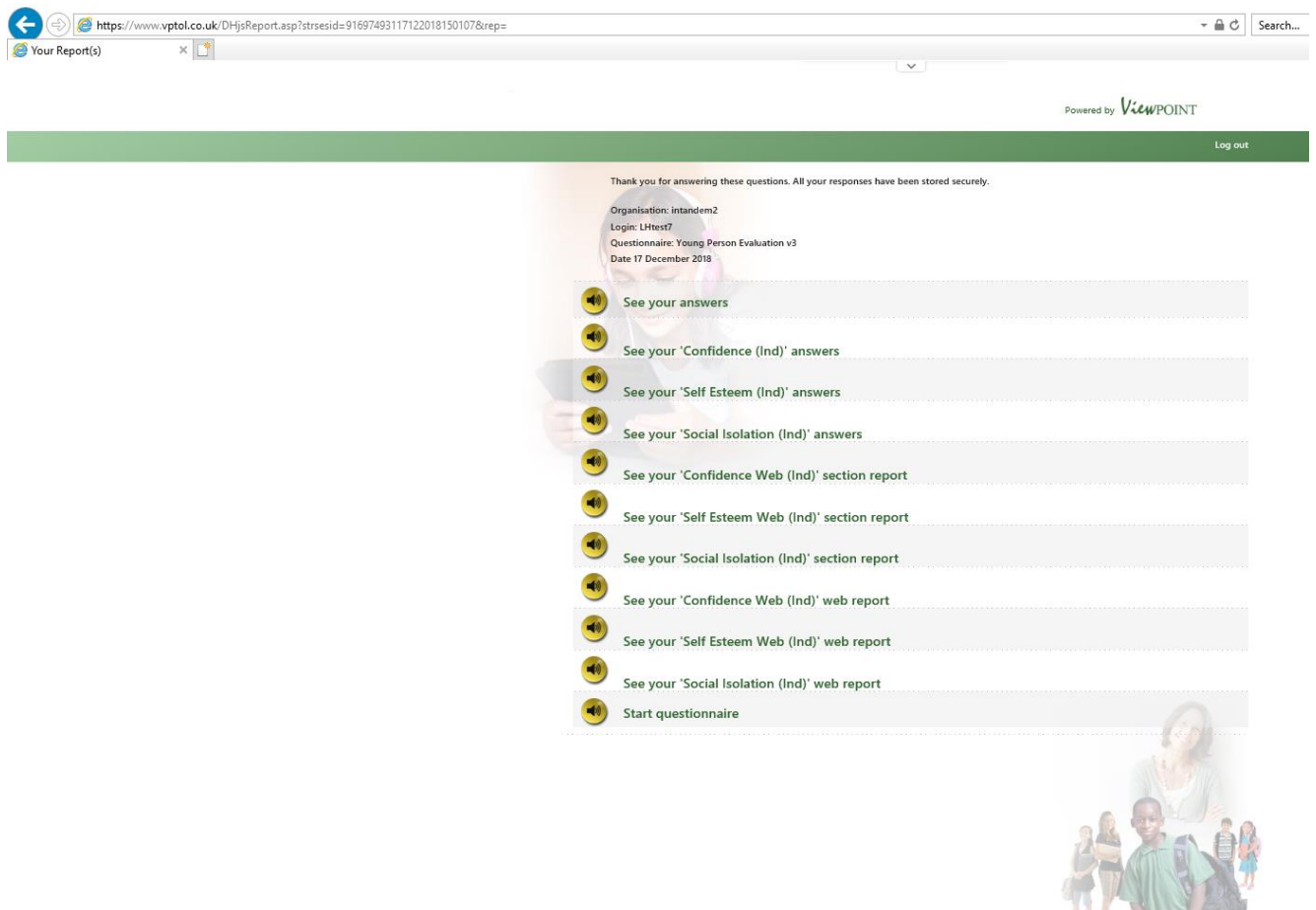
so, you should keep a note of the name of each person - ideally writing it next to the drawing if the young person agrees.

A relationship score will be created from these circles, by counting the number of people in each circle, and multiplying the number by 4 for "people who care about me"; 3 for "people I can talk about anything with"; 2 for "people I really like being with"; and 1 for "people I talk to and play games with".

REVIEWING THE YOUNG PERSON'S SELF-ASSESSMENT ANSWERS

Once the questionnaires have been completed, you can opt to review the answers or look at reports, some of which provide a comparison of the self-assessment in the current session with self-assessments previously recorded.

A long list of possible reports is presented:



Thank you for answering these questions. All your responses have been stored securely.











Organisation: intandem2
Login: LHtes7
Questionnaire: Young Person Evaluation v3
Date: 17 December 2018

- See your answers
- See your 'Confidence (Ind)' answers
- See your 'Self Esteem (Ind)' answers
- See your 'Social Isolation (Ind)' answers
- See your 'Confidence Web (Ind)' section report
- See your 'Self Esteem Web (Ind)' section report
- See your 'Social Isolation (Ind)' section report
- See your 'Confidence Web (Ind)' web report
- See your 'Self Esteem Web (Ind)' web report
- See your 'Social Isolation (Ind)' web report
- Start questionnaire

After you have requested a report, the report is created in a new pop up screen. This can be printed (CTRL-P), or saved using your Print Screen button. When you have finished with the report, just click on the cross at the top right, and the pop up screen will close.

If you select the first option, [see your answers](#), you will see the questions which have just been answered. For the first ten questions (which are about how the young person is feeling), you can see the answer recorded and the corresponding smiley face and colour. For the questions about how much they do in their community, the answers they gave are reported:

<https://www.vptol.co.uk/?strSesId=91697493117122018150107&shpr=0> - Internet Explorer
Responses to questionnaire 'Young Person Evaluation v3' by LHtest7 on 17/12/2018.

1 I know the things I am good at and enjoy doing them.		Not often
2 I enjoy trying to do new things.		Hardly ever
3 I am good at asking for help.		Hardly ever
4 I can cope well in new and unexpected situations.		Some times
5 I am comfortable meeting new people.		Hardly ever
6 On the whole, I am satisfied with myself.		Some times
7 At times I think I am no good at all.		Very often
8 I can do things as well as most other people.		Often
9 Sometimes I feel I can't do anything well.		Very often
10 I take a positive attitude towards myself.		Not often
12 Do you go to sports and leisure facilities?		I know they are there, but I have never been or only go very rarely
13 Do you take part in after school activities?		I go, but only when somebody takes me
14 Do you go to community centres or youth clubs?		I like going, and am happy to go on my own or with friends
15 Do you go to the shops?		I like going, and will suggest it, but still go with an adult
16 Do you eat out or go to the cinema?		I go, but only when somebody takes me

There are three other styles of report, for each of confidence, self-esteem and social engagement:

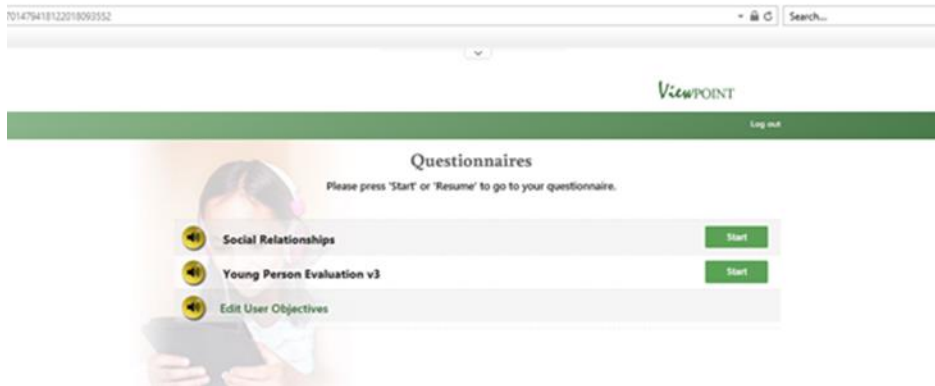
1. The first report just provides an extract of the [see your answers](#) report for the outcome selected: [See your 'Confidence \(Ind\)' answers](#).
2. The second report provides a table comparison of the answers given in this session against answers previously recorded: [See your 'Confidence Web \(Ind\) section report](#).
3. The third report provides a spider's web display of the answers given in this session against answers previously recorded: [See your 'Confidence Web \(Ind\) web report](#).

In reports 2 and 3, the movement in the individual answers is also shown through arrows. **Examples of these reports are given in the guidance to mentors.**

ENTERING SOCIAL RELATIONSHIP INFORMATION FROM THE SOCIAL CIRCLES

The Social Circle information is typically completed on paper with the young person and then entered into Viewpoint.

Select START for Social Relationships on the first user screen:



On the first occasion you enter social relationship information, you will be prompted to add people. You can add full names or nicknames and you can create new role descriptions. You only need to enter as much information as you will need to be able to identify the person when they appear again in a future social circles diagram. Please avoid surnames unless they are essential.

The initial screen looks like this:



Fill in minimum information needed to identify the individual, and then click on add person to the left of the screen, and a new blank line will be available:



Keep on adding people until you have input the names of everybody on the young person's social circles:

	Title	Forename	Surname	Nickname	Position	Added By	Added On
rem	<input type="text"/>	Jackie	B	<input type="text"/>	Mother	LHTest90	24/10/2018 09:22:46
rem	<input type="text"/>	Jimmy	C	<input type="text"/>	Mums Boyfriend	LHTest90	24/10/2018 09:22:46
rem	<input type="text"/>	Shug	D	<input type="text"/>	Friend	LHTest90	24/10/2018 09:22:46
rem	<input type="text"/>	Mags	H	<input type="text"/>	Friend	LHTest90	24/10/2018 09:22:46
rem	<input type="text"/>	Heather	<input type="text"/>	<input type="text"/>	Mentor	LHTest90	24/10/2018 09:22:46
add person	<input type="text"/>	Janet	<input type="text"/>	<input type="text"/>	Mentoring co-ord		

Click on the Next box to start entering the names on the social circles. This is done over two or more screens.

The names of all the people you have entered are displayed, and you now select which circle (if any) they should appear in by ticking the box to their left:

1 - Please enter the information recorded in the social circle diagram. A person only be entered once.

2 - Who are the people in the inner circle who care about the young person?

- No one
- Heather(Mentor)
- Jackie B(Mother)
- Janet(Mentoring co-ordinator)
- Jimmy C(Mums Boyfriend)
- Mags H(Friend)
- Shug D(Friend)

3 - Who are the people in the second circle that the young person can talk to about anything?

- No one
- Heather(Mentor)
- Jackie B(Mother)
- Janet(Mentoring co-ordinator)
- Jimmy C(Mums Boyfriend)
- Mags H(Friend)
- Shug D(Friend)

When finished this screen, click on the Next box to complete for the outer circles:

4 - 😊 Who are the people in the third circle that the young person really likes being with?

- 😊 No one
- 😊 Heather(Mentor)
- 😊 Jackie B(Mother)
- 😊 Janet(Mentoring co-ordinator)
- 😊 Jimmy C(Mums Boyfriend)
- 😊 Mags H(Friend)
- 😊 Shug D(Friend)

[Notepad](#) 📄

5 - 😊 Who are the people in the fourth circle that the young person talks to and plays games with?

- 😊 No one
- 😊 Heather(Mentor)
- 😊 Jackie B(Mother)
- 😊 Janet(Mentoring co-ordinator)
- 😊 Jimmy C(Mums Boyfriend)
- 😊 Mags H(Friend)
- 😊 Shug D(Friend)

[Notepad](#) 📄

[Exit](#) [Next](#)

Click the Next box to finish on this and the final screen:

6 - 😊 Thanks! Click Finish to exit.

[Notepad](#) 📄

[Exit](#) [Next](#)

And then you will be given the option to review what has just been entered:

Thank you for answering these questions. All your responses have been stored securely.

Organisation: intandem2
 Login: LHtest90
 Questionnaire: Social Relationships
 Date 18 December 2018

- See your answers
- See your social circles report
- Start questionnaire

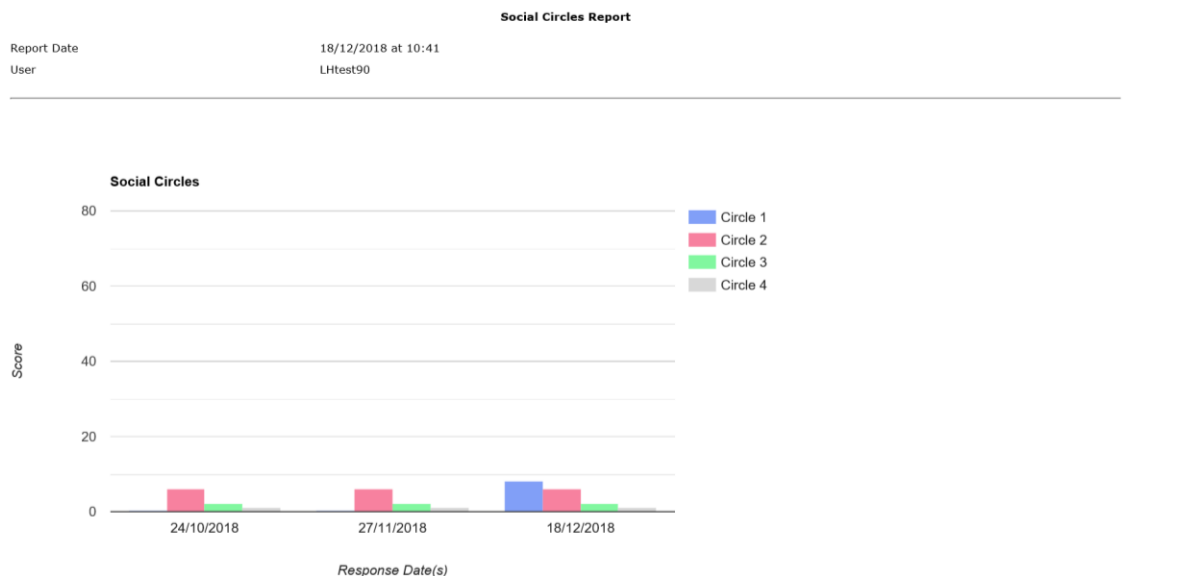
You can See your answers:

https://www.vptol.co.uk/3m5eId=57015563181220181030248uhgpr0 - Individual LHTest90 - Internet Explorer

Responses to questionnaire 'Social Relationships' by LHTest90 on 18/12/2018. English

2 Who are the people in the inner circle who care about the young person?	Heather(Mentor) Jackie B(Mother)
3 Who are the people in the second circle that the young person can talk to about anything?	Janet(Mentoring co-ordinator) Mags H(Friend)
4 Who are the people in the third circle that the young person really likes being with?	Shug D(Friend)
5 Who are the people in the fourth circle that the young person talks to and plays games with?	Jimmy C(Mums Boyfriend)

You can See your social circles report:



Date	Circle	Person	Movement	Movement Score		Number of People	Circle Score
				Positive	Negative		
24/10/2018	1					0	0
	2	Shug D (Friend)	↑	3		2	6
		Jackie B (Mother)	↑	3			
	3	Mags H (Friend)	↑	2		1	2
	4	Jimmy C (Mums Boyfriend)	↑	1		1	1
Totals				9		4	9
27/11/2018	1					0	0
	2	Shug D (Friend)	↔	0		2	6
		Mags H (Friend)	↑	1			
	3	Jimmy C (Mums Boyfriend)	↑	1		1	2
	4	Jackie B (Mother)	↓		-2	1	1
Totals				0		4	9
18/12/2018	1	Heather (Mentor)	↑	4		2	8
		Jackie B (Mother)	↑	3			
	2	Janet (Mentoring co-ordinator)	↑	3		2	6
		Mags H (Friend)	↔	0			
	3	Shug D (Friend)	↓		-1	1	2
	4	Jimmy C (Mums Boyfriend)	↓		-1	1	1
Totals				8		6	17

This is a very useful report if you want to be able to discuss movements in the young person's social relationships. You can see here that the relationship with the mother is quite volatile, Mags (friend) seems to be a constant in the mentee's life, and recently both Jackie (mentor) and Janet (coordinator) have become part of the young person's social environment.

If your mentor is responsible for supporting the young person with their self-assessment, you might want to share this report with them. Use CTRL-P to take a print of the report or save it using your PrintScreen button.



MONITORING MENTORING GOALS AND PROGRESS TOWARDS THEM

A key aim of intandem mentoring is to support young people to work towards goals that they have identified together with their mentor. The goals should be recorded and progress against each goal should be reviewed regularly until the goal is achieved or the mentee and mentor agree to move on to a different goal.

An initial goal should be agreed as early as possible. In some instances, building sufficient trust between mentor and mentee may take several meetings and a focus on goals too soon may be counterproductive. In those instances, it may be helpful to agree a short-term goal which is relatively easily achieved as a first step. Mentees may have more than one goal at a time

A separate document provides guidance on entering objectives on Viewpoint.