

How are our Mentees selected?

The selection criteria used to admit mentees onto the e-mentoring programme are shown in the matrix below.

THE MULLANY FUND E-MENTORING														
Mentee Selection Matrix														
Code	Selection Criteria	Example Candidate												
		a	b	c	d	e	f	g	h	i	j	k	l	m
BASIC SELECTION CRITERIA														
A1	aged between 14 and 19 years old	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
A2	interested in a STEM career	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
A3	volunteered to take part in the project	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
A4	return a parental consent to take part	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
A5	commit to engaging with their mentor one a week	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
SOCIAL MOBILITY CRITERIA														
B1	lives in a postcode area in bottom 20% of WIMD	N	Y	N	N	N	N	Y	N	N	N	N	N	N
B2	attends a school where over 20% are on free school meals	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	N
B3	in care or is a carer	N	N	N	Y	N	N	N	Y	N	N	N	N	N
B4	receives free school meals	N	N	N	N	Y	N	N	N	Y	N	N	N	N
B5	parents did not attend university	N	N	N	N	N	Y	N	N	N	Y	N	N	N
CROSS CUTTING ISSUES APPLY														
X1	attends a Welsh language school	N	N	N	N	N	N	N	N	N	N	Y	N	N
X2	has a disability	N	N	N	N	N	N	N	N	N	N	N	Y	N
X3	socially deprived but does not qualify under standard coding	N	N	N	N	N	N	N	N	N	N	N	N	Y
CANDIDATE STATUS														
GREEN	High Priority Target Mentee		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
AMBER	Medium Priority Target Mentee			✓								✓		
RED	Does Not Qualify for Programme	✗												

Key Notes:

- i. The selection criteria employed by The Mullany Fund are designed to ensure that the most deserving candidates in society benefit from our services - those who are experiencing social disadvantage. The criteria are reviewed on a regular basis to ensure consistency with current best practice and promote the efficient generation of evaluation metrics that are compatible with contemporary standards and facilitate comparison with other social mobility projects.
- ii. Eligible students do not need to be the recipients of free school meals [e.g. Example Candidate 'b']. Recent studies have highlighted the weakness of using FSM as a sole selection indicator for schemes targeting disadvantaged individuals (Kounali et al. 2103)
- iii. There is evidence that in schools which have relatively high percentages of FSM students [Selection Code B2], the non-FSM students do not do as well as they might in a school with less disadvantaged students (Estyn 2011; Egan 2012). It has been suggested that schools that face high concentrations of FSM students find it much more difficult to overcome the effects of poverty due to the relentless challenges that they face (Lupton 2004; Egan2014). The Mullany Fund acknowledges these factors and therefore allow those students meeting Selection Criteria B2 only, to be admitted into the programme.
- iv. It is possible that an eligible mentee might demonstrate to their mentor that they have advantages which might potentially place them ahead of their peers, in the pursuit of their career aspirations. An example of this could be a mentee divulging that they have an extended family member being positioned in a high status STEM related profession, despite immediate family members having not pursued Higher Education. Scenarios such as this are unusual but can occur as it is impossible to capture all such information in an automated registration process that is available to every child between the ages of 14 and 19 in the UK . **If you happen to be a mentor who has a student that you feel uncomfortable mentoring, please contact us immediately and we will endeavor to reallocate your student if necessary.**
- v. When significant cross cutting issues apply [Selection Codes X1:X3], a panel consisting of representatives from The Mullany Fund, the beneficiary school and the independent Council for Voluntary Service assess candidate eligibility on a case-by-case basis.
- vi. In line with our Welsh Language Policy, our project puts promoting use of the Welsh language amongst its' participants at centre stage, and we are proud to be a charity that promotes and, where possible, deliver opportunities through the medium of Welsh. Enabling people to speak in their first language removes barriers to their participation and promotes wellbeing/builds confidence. Providing opportunities for this to occur with ease and without prejudice, is essential in any third sector programme, but above all perhaps when trying to remove barriers that enables the hardest to reach to participate.
- vii. The e-mentoring service provided by The Mullany Fund compliments the work of other organisations who are working to widen access of students from state schools in Wales, to Higher Education, particularly to Russell Groups Universities and Oxbridge. Research shows that pupils attending state as opposed independent schools in Wales have a significant disadvantage when applying to more selective universities.
- viii. The Mullany Fund is a market leader in e-mentoring services. All mentee selection and mentee-mentor matching is automated within our proprietary digital platform and accompanying app Mentora Mullany. E-mentoring services are offered in both English and Welsh.

References:

- Egan, D., 2012. Communities, Families and Schools Together : A Route to Reducing the Impact of Poverty on Educational Achievements in Schools Across Wales. *Save The Children*, (May).
- Egan, D., 2014. Reducing the impact of poverty on educational achievement Policy Observatory Project report Wales Centre for Equity in Education Report authors., (June).
- Estyn, 2011. Tackling poverty and disadvantage in schools : working with the community and other services. , (July).
- Kounali, D. et al., 2013. The Probity of Free School Meals as a Proxy Measure for Disadvantage. *Journal of Education Policy*, forthcoming, pp.1–31.
- Lupton, R., 2004. Schools in disadvantaged areas: recognising context and raising quality. , (January 2004). Available at: <http://sticerd.lse.ac.uk/case>.