Intergenerational Mentoring Network (IMN)
Internship Opportunity

<table>
<thead>
<tr>
<th>Internship Title</th>
<th>The IMN Mentor Experience: Mentor Perspectives</th>
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<tbody>
<tr>
<td>Line Manager</td>
<td>Katie Hunter, IMN Director</td>
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<tr>
<td>Payment</td>
<td>The internship will be paid at UKRI doctoral stipend levels for the duration of the internship</td>
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<td>Hours</td>
<td>Full-time</td>
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<td>Based</td>
<td>Home-based/working remotely due to Covid-19 regulations</td>
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<td>Duration</td>
<td>August – October 2021 (full-time)</td>
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<td>To apply</td>
<td>Please complete the word application form and send this, with a CV and statement of support from your supervisor, to <a href="mailto:team@sgsss.ac.uk">team@sgsss.ac.uk</a> by Monday 14 June</td>
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About Intergenerational Mentoring Network

Intergenerational Mentoring Network (IMN) is a social enterprise which works to achieve equality of educational outcomes for all young people. Building and nurturing relationships is the essence of our work. Collaborating with researchers, teachers and local communities, we design innovative one-to-one mentoring and support programmes for children and young people that minimise social-class differences in attainment.

IMN was established to address and understand the complex cultural and social factors that hinder children and young peoples’ learning through the education system. Our research has allowed us to work closely with educational practitioners and local communities to develop innovative forms of intervention. The work of the project supports children and young people from working class and poor backgrounds and is able to evidence a positive impact on educational attainment and progression.

Placement Information

Context

IMN aims to connect people and exchange ideas, skills and knowledge for the benefit of children and young people. We recruit mainly retired professionals to act as mentors and support S5/6-year pupils who are likely to be first generation or from lower-income households in applying to university. Decision-making about academic subjects, university courses and careers can be a difficult process, particularly when the young people have fewer professional networks to source ideas and advice than their more socioeconomically advantaged peers. Our research to date has looked at the widening access agenda and to understand the necessary contribution of mentoring using this particular group of volunteers in supporting young people progress within the professions. We have come to recognise that gaining further insights into how mentors experience our project (some of whom have supported the project since we first began in 2010) could potentially strengthen our mentor
networks and make a contribution to knowledge in current social issues related to healthy aging and intergenerational practice.

**Placement Details**

Over the past decade, IMN mentors have made an important difference to the lives of children and young people that they have supported. They have provided ongoing encouragement to their mentees whilst sharing their: expertise, knowledge and networks. We believe a mentorship should be beneficial to both the mentors and mentees. We are keen to find out more about the experiences of our volunteer mentors and the impact of being a mentor on their lives. This will involve consolidating existing data and conducting qualitative interviews with our volunteer mentors. Delivering and presenting appropriate analysis of data.

The US based Center for Evidence-Based Mentoring suggests that evidencing the successful impact of a mentoring project comes from understanding low-attrition rates among mentors and assessing their overall engagement and enjoyment of mentoring. This is used as a proxy for good relationships with mentees and therefore as a basis for assessing project impact.

Many interventions and indeed the recommendations from Commission for Fair Access/ framework seek to look at individual outcomes of young people. This project is crucial in helping challenge this narrative. We aim to to create space for new relationships to develop which can build/strengthen local communities. Our overall aim is to increase the capacity of communities to support young people and the role of mentors is crucial to this process of change.

To support this the researcher will have a key role in developing the following but we are open to their suggestions as to how this may be changed/enhanced:

- Carry out qualitative fieldwork, primarily through interviewing volunteers;
- Analyse and consolidate existing data to provide a picture of mentor engagement;
- Review our current processes and make recommendations as to how these research findings could better support our volunteers / overall project;
- Liaise with other organisations to review possible avenues for collaboration.

A key output from the project will be a report developing the above themes.

**Person Specification**

Applicants should possess:

- Knowledge and experience of qualitative research methods and analysis;
- Problem solving skills;
- Excellent communication skills, spoken and written;
- Experience of literature search and reference management;
- Excellent interpersonal and networking skills;
• Ability to deal with a wide range of people;
• Ability to explain complex or concepts in basic terms and language;
• Self-motivation and the ability to work under own direction and initiative;
• Independent and team-working skills;
• IT Proficiency.

Key Benefits

We anticipate that the successful PhD intern will gain the following benefits through their work with IMN:

• An opportunity to establish new networks in the private and public sector;
• Support to develop their own research profile;
• A more in-depth understanding of: educational inequality in Scotland; processes that restrict access to higher education for working class and poor young people; the inequalities/barriers faced by children and young people from working class backgrounds when engaging with institutions and institutional processes;
• An insight into the role of the mentor and how intergenerational mentoring has been used as an educational/social intervention to minimise the ‘attainment gap’;
• An opportunity to offer a fresh perspective to the project.

Eligibility

Before making an application, please ensure that you meet all of the eligibility criteria below:

• Registered for a PhD at a university in Scotland, regardless of funding source;
• In the second or third year of PhD student (with more than 6 months left for your PhD when the internship starts);
• Eligible to work in the UK.

For further information on eligibility, please consult the SGSSS Internship FAQs. If this does not answer your questions, please contact team@sgsss.ac.uk.

Deadlines

The deadline to apply is 12pm (midday) on Monday 14 June. Please email completed applications to team@sgsss.ac.uk. Shortlisted applicants may be invited to a virtual interview with IMN.