

## University of the Highlands and Islands Mentoring Scheme

### Code of Practice

April 2021 Revision



Figure 1 Decorative Image

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## 1 Introduction

The University of the Highlands and Islands' Mentoring Scheme offers mentoring across the academic partnership (13 independent colleges and research institutions) to harness experience and expertise regardless of the geographic location. The scheme is open to all colleagues working in further and higher education learning and teaching and research and complements a range of professional development initiatives coordinated through the Learning and Teaching Academy (LTA).

The scheme is designed to support personal development and skills enhancement contextualised to the needs, interests and aspirations of individuals registered as mentees. It is open to new, early career and more experienced colleagues who are seeking mentoring support, and to colleagues who wish to become mentors. The scheme is organised around four distinct mentoring strands, comprising:

- Learning and Teaching Enhancement
- Professional Recognition
- Research
- Scholarship Development

The mentoring scheme aims to support and improve equality of opportunity with respect to personal and career development in research, scholarship development, learning and teaching, and professional recognition of practice.

### 1.1 About this code of practice

This mentoring code of practice is informed by internal and external strategies, codes of practice, frameworks and initiatives to underpin the mentoring scheme. From these we have drawn five values to support mentoring at the university:

- Reflecting and enhancing our own and others' practice
- Commitment to self-development
- Championing diversity and inclusivity
- Building and respecting the mentoring partnership
- Taking a professional and ethical approach

The code of practice also explains:

- The purpose and benefits of mentoring
- How the four mentoring strands operate
- The nature of the mentoring process, including what is generally expected of mentees and mentors
- The support and professional development opportunities available to support mentoring activity

The University Mentoring Scheme, this Code of Practice and the values herein provide:

- The opportunity for colleagues to engage with mentoring for professional development to enhance practice in four defined areas Learning and Teaching Enhancement; Professional Recognition; Scholarship Development and Research;
- A set of five mentoring values that guide mentoring and underpin the scheme and activity therein and that are aligned to the University Learning and Teaching Enhancement Strategy Values, the Vitae Researcher Development Framework and the College Development Network Professional Standards for Lecturers in Scotland's Colleges;
- Professional development opportunities that acknowledge mentoring as a learning experience and that are aligned to the University Learning and Teaching Enhancement Strategy Values and the UK Professional Standards Framework (UKPSF) and that encourage participation in the scheme as a collaborative, collegiate and inclusive approach to practice enhancement;
- A structured and supported process by which mentors and mentees enter an agreed partnership through the completion of a 'Mentoring Agreement Form' which sets clear goal and objectives to meet the mentoring need in an agreed timescale and acknowledges that mentoring is often done above and beyond existing contractual demands;
- An opportunity for mentors and mentees to respond to an evaluation at the end of a mentoring partnership or once yearly to inform the development of the mentoring scheme;
- A commitment to promoting equality, diversity and inclusivity, encouraging any colleagues engaged with professional recognition, research and learning and teaching activities to feel encouraged and able to seek mentoring or provide mentoring to enhance their practice and the practice of others.

## 1.2 Acknowledgments

The following external and internal codes of practice, internal and external frameworks and strategies have underpinned or informed this code of practice:

- [College Development Network, Professional Values for lecturers in Scotland's Colleges](#)
- [The European Mentoring and Coaching Council mentoring/coaching competence categories](#)
- [The Staff and Educational Development Association \(SEDA\) values](#)
- [The UK Professional Standards Framework](#)
- The University of Sheffield( TUoS) Mentoring: Code of Practice for Mentoring Programmes
- [The University of the Highlands Learning and Teaching Enhancement Strategy](#)
- [The Vitae Researcher Development Framework](#)

## 2 Mentoring benefits

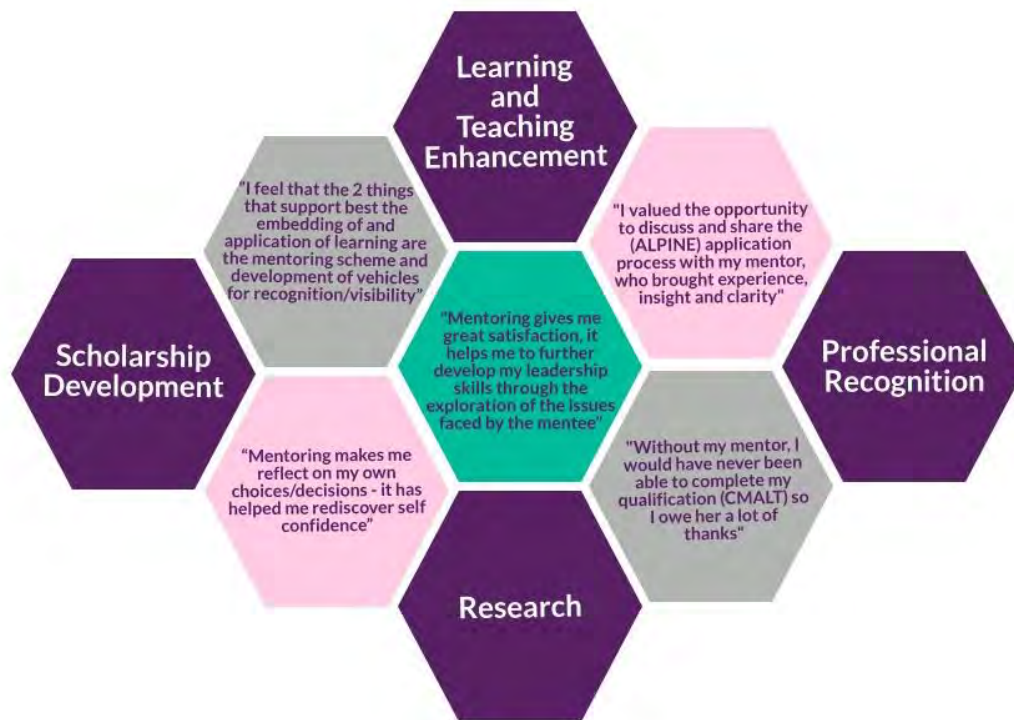


Figure 2 Decorative Image

Mentoring is recognised as an effective way of supporting the personal development and skills enhancement of individuals. In an informal and confidential partnership, an experienced colleague is able to offer advice and guidance to a less experienced colleague, and to respond to the aims and goals of the individual identified at the outset of the mentoring partnership.

Mentoring schemes offer a variety of benefits, including:

### 2.1 Individual benefits for the mentee

- Providing a powerful boost to motivation
- Capitalising on the ideas and suggestions of new starters with fresh ideas
- Support for career and personal development
- Help with setting and achieving goals
- Encouragement and increased confidence
- Enhanced networking skills
- Help solutions to challenges

### 2.2 Individual benefits for the mentor

- Development of interpersonal and communication skills
- Development of coaching, support skills and experience
- Opportunity to reflect on their practice and affirm their expertise

- Increased self-awareness and benefit from being positively challenged
- Opportunity to build leadership skills – without line management responsibility
- Supports engagement and networking
- Sense of achievement in helping someone else grow through mentoring

### 2.3 Institutional benefits

- Improving communication between colleagues
- Accelerated learning and development of staff
- Development of staff in specific areas
- Support staff transitioning into new areas of work/research/responsibilities
- Nurture and develop new talent

The University Mentoring Scheme is designed to support mentoring at a distance using the technologies with which we are familiar from our learning and teaching activities. By facilitating mentoring between colleagues from different parts of the university partnership we enable colleagues to access the most relevant expertise and experience of our mentors from across the network.

### 2.4 Testimonials from current mentors and mentees

- “I feel that the two things that support best the embedding of and application of learning are the mentoring scheme and the development of vehicles for recognition/visibility.”
- “Mentoring gives me great satisfaction, it helps me to further develop my leadership skills through the exploration of the issues faced by the mentee.”
- “I value the opportunity to discuss and share the (ALPINE) application process with my mentor, who brought experience, insight and clarity.”
- “Without my mentor, I would have never been able to complete my qualification (CMALT) so I owe her a lot of thanks.”
- “Mentoring makes me reflect on my own choices/decisions – it has helped me rediscover self-confidence.”



### 3 The University Mentoring Scheme values

The values that underpin the University Mentoring Scheme are intended to enhance the practice of both mentor and mentee. The values should therefore be considered and acknowledged before a mentoring partnership begins. At the start of a mentoring partnership, both mentee and mentor must agree to commit to role-model the values throughout the mentoring partnership. This is recorded in the completion of the mentoring agreement form (please see section 8.3) at the first professional dialogue meeting between the mentor and mentee.



Figure 3 Mentoring scheme values

The values are:

- **Reflecting, and enhancing our own and others practice:** Reflecting on own practice and demonstrating an awareness and willingness to challenge and be challenged respectfully and professionally and to develop oneself through mentoring conversations and to encourage the same for others to enhance practice.
- **Commitment to self-development:** A commitment to engage with relevant professional development opportunities; to enhance knowledge in areas of practice and mentoring techniques and to support the enhancement of the practice of others and oneself.
- **Championing diversity and inclusivity:** To be inclusive and respect the diversity of the mentoring community, to encourage participation and engagement with mentoring across the university in a supportive, collaborative and inclusive approach.
- **Building and respecting the mentoring partnership:** Respecting and building trust through the mentoring partnership that is focused on achieving the mentoring goals and that meets the needs of the mentee.
- **Taking a professional and ethical approach:** Remaining professional always, including maintaining confidentiality and taking an ethical approach to mentoring. At times this may include knowing when to encourage a mentee to seek support outside of mentoring to meet their needs.

These values provide colleagues with a framework for best practice. The scheme is further supported by a team of mentoring strand leads and a scheme coordinator who support the wellbeing of both the mentors and mentees. If, at any stage of the mentoring partnership either the mentor or mentee feel the values are not being role-modelled, they are encouraged to seek advice and guidance from the mentoring scheme team (see section 9 for contact details).



## 4 Roles and expectations

### 4.1 The role of the mentee

#### 4.1.1 What a mentee can expect

Mentoring offers on-the-job support, advice, guidance and access to networks and organisational knowledge that can help staff to advance their career, enhance their practice and improve their chances of promotion and/or gain professional recognition. The scheme operates on a mentee-led basis, which means that the mentor cannot do the work on behalf of the mentee; the responsibility for making things happen and putting plans into action primarily lies with the mentee.

#### 4.1.2 Joining multiple mentoring strands

Colleagues can join as many mentoring strands as they wish, although they should consider the time that they need to invest to achieve their mentoring goals.

#### 4.1.3 Considering mentoring

Potential mentees should consider registering for mentoring, if they are:

- Aiming to enhance their research profile
- Aiming to advance their career
- Interested in gaining academic leadership skills
- Interested in expanding their knowledge in a defined area of practice
- Interested in gaining external professional recognition
- Able to take active responsibility for their own development
- Open to receiving constructive criticism and feedback
- Willing to accept challenges
- Aiming to set and achieve new goals
- Able to give approximately 1-2 hours per month to the mentoring process

Colleagues should consider what areas of mentoring support they would like to seek and apply to become a mentee (please see section 6).

## 4.2 The role of the mentor

### 4.2.1 Who can be a mentor?

The mentoring scheme actively encourages diversity and equality of opportunity and is looking to recruit potential mentors from across the university partnership. A mentor will be expected to have substantial professional experience. However, this does not mean that colleagues must be at the top of their profession or to hold a senior position to be a mentor.

Being a mentor does not require a substantial time commitment. All meetings are arranged directly between mentee and mentor to fit around individual schedules. The mentor will assist the mentee to achieve their goals by being:

- Patient and encouraging
- An effective listener
- Committed to helping colleagues develop to their full potential
- Willing to share knowledge
- Able to offer feedback in a way that challenges the mentee and promotes growth

### 4.2.2 What a mentor can expect

Those who take on the role of mentor can guide, advise and help facilitate the development of the mentee. In addition, they can support the mentee in trying out new ideas and encourage reflective practice.

The mentoring partnership should provide a non-threatening environment in which the mentee feels able and willing to express their concerns and anxieties as well as discuss their ideas and aspirations. The mentee must feel assured that their confidentiality will be respected and that their discussions will not be reported back to their line manager or any other party without their agreement. For the partnership to be effective it needs to be built around mutual trust and respect.

Mentors will be supported in their role and will be required to attend a short briefing session before they begin a mentoring partnership (please see section 9.2). This provides the opportunity to consider the skills necessary for becoming a mentor and to understand the boundaries of the partnership. In addition to this initial briefing session, there will be ongoing support offered from the mentoring coordinator and mentoring strand leads.

### 4.2.3 Joining multiple mentoring strands

Mentors can join multiple mentoring strands but will not be asked to mentor any more than two mentees at one time (or one if that is the preference).

### 4.2.4 Considering being a mentor

The recruitment of good mentors is integral to the success of the scheme. Prospective mentors should consider if they are:

- A good listener who is able to encourage and advise others
- Prepared to invest time and effort
- Willing to share your personal knowledge and experiences
- Able to keep matters confidential
- Able to give approximately 1-2 hours per month of their time

Colleagues are encouraged to consider what areas of mentoring they would like to become involved with and apply to become a mentor (please see section 6).

#### 4.2.5 Tips for being a successful mentor



Take on the role of mentor only if you want to do it, you believe in its value and are willing and able to commit sufficient time to it.



Discuss and sign a mentoring agreement at the outset of the partnership to avoid potential misunderstanding. The mentoring agreement form will be sent on registering on the mentoring scheme and can also be requested from [mentoring@uhi.ac.uk](mailto:mentoring@uhi.ac.uk)



Invest time early in the partnership to establish rapport and get to know the mentee. Learn what approach works best with your mentee.



Recognise your strengths and weaknesses in relation to the mentee's development needs and be prepared to guide them to other sources of help if appropriate. You are not expected to be an expert on every subject.

Wherever possible encourage the mentee to work out their solutions to problems that they face.



Support the mentee in producing realistic development plans and goals. Be honest, don't support unrealistic expectations. If the mentee's plans and/or career aspirations are impractical or unreasonable then challenge them constructively.



Keep the partnership with your mentee on a professional level. Be aware of and sensitive to potential misinterpretation in language and behaviour.

Be aware that you are a role model. How the mentee perceives how you manage yourself and others will impact on your partnership with them.



Build the confidence and commitment of the mentee and help them develop by providing honest feedback constructively and positively.



Share your network contacts that may help meet the mentee's objectives, but only if you feel that your mentee will respect and value these.



Remember that you are not accountable for your mentee's actions – you can only guide and advise.



Don't be hard on yourself! – mentoring is improved with experience, trial and error and learning from what went well or didn't go well. When in doubt refer back to the mentoring agreement that was signed at the beginning of the mentoring journey and re-evaluate objectives and what your role as mentor should be for this match.

#### 4.3 What can a line manager expect from the scheme?

As the mentoring partnership is confidential there should be no reporting back from mentor to line manager. In practice, it could be that mentor, mentee and line manager will establish a partnership but the channel for information between the three parties will be the mentee. The mentee should be encouraged to be open about the mentoring partnership but the decision about what information to share, if any, with the line manager, must lie with the mentee.

## 5 The University Mentoring Scheme Values aligned with internal and external frameworks

The table below provides more information on how the mentoring values align to the [University Learning and Teaching Enhancement Strategy Values](#), [The College Development Network Professional Standards for Lecturers in Scotland's Colleges Professional Values](#), the [Advance HE Professional Standards Framework](#) and to the [Vitae Researcher Development Framework](#).

Table 1 How the mentoring values align with internal and external frameworks

University Mentoring Scheme values	Learning and Teaching Enhancement Strategy values	Professional Standards for Lecturers in Scotland's Colleges	The UK Professional Standards Framework (PSF)*	Vitae Researcher Development Framework
<b>Reflecting and enhancing our own and others practice</b>  Reflecting on own practice and demonstrating an awareness and willingness to challenge and be challenged respectfully and professionally and to develop oneself through mentoring conversations and to encourage the same for others to enhance practice.	<b>Reflective practice and continuous improvement</b>  At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.	<b>1.3. Continuous professional improvement</b>  Reflects critically on, and evaluates professional values, practice and contribution to student success.	<b>K5.</b> Methods for evaluating the effectiveness of teaching	<b>Domain B Personal effectiveness</b>  The personal qualities and approach to be an effective researcher.  <b>B1. Personal qualities</b>  Enthusiasm; Perseverance; Integrity; Self-confidence; Self-reflection; Responsibility.

University Mentoring Scheme values	Learning and Teaching Enhancement Strategy values	Professional Standards for Lecturers in Scotland's Colleges	The UK Professional Standards Framework (PSF)*	Vitae Researcher Development Framework
<b>Commitment to self-development</b> A commitment to engage with relevant professional development opportunities; to enhance knowledge in areas of practice and mentoring techniques and to support the enhancement of the practice of others and oneself.	<b>Supporting professional development in learning and teaching</b> We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.	<b>1.3. Continuous professional improvement</b> Participates actively in continuous career long development of professional knowledge, understanding and practice.	<b>KA.</b> The subject material <b>V3.</b> Use evidence-informed approaches and outcomes from research, scholarship and continuing professional development	<b>Domain B Personal effectiveness</b> The personal qualities and approach to be an effective researcher. <b>B3. Professional career and development</b> Career management; Continuing professional development; Responsiveness to opportunities; Networking; Reputation and esteem.
<b>Championing diversity and inclusivity</b> To be inclusive and respect the diversity of the mentoring community, to encourage participation and engagement with mentoring across the university in a supportive, collaborative and inclusive approach.	<b>Supporting the learner as an individual</b> Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design	<b>1.1 Students at the centre</b> Understands student needs, the context in which they are living and studying, and the impact of these on learning. <b>1.2. Leadership of learning</b> Promotes, enables and empowers students to engage	<b>K2.</b> Appropriate methods for teaching, learning and assessing in the subject area and at the level of academic programme <b>K4.</b> The use and value of appropriate learning technologies	<b>Domain D Engagement influence and impact</b> The knowledge and skills to work with others and ensure the wider impact of research. <b>D1. Working with others</b> Collegiality; Mentoring; Collaboration; Equality and diversity.



University Mentoring Scheme values	Learning and Teaching Enhancement Strategy values	Professional Standards for Lecturers in Scotland's Colleges	The UK Professional Standards Framework (PSF)*	Vitae Researcher Development Framework
	<p>and delivery, and contextualised personal and professional development.</p> <p><b>Active and creative use of technology</b></p> <p>Active and creative use of technology will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.</p>	<p>and achieve in learning in order to maximise their potential.</p> <p><b>1.3. Continuous professional improvement</b></p> <p>Promotes and supports a culture of quality improvement.</p>	<p><b>V1.</b> Respect individual learners and diverse learning communities</p> <p><b>V2.</b> Promote participation in higher education and quality of opportunity for learners</p>	

<p><b>Building and respecting the mentoring partnership</b></p> <p>Respecting and building trust through the mentoring partnership that is focused on achieving the mentoring goals and that meets the needs of the mentee.</p>	<p><b>Learner choice and personalisation</b></p> <p>Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this should extend to what students focus on and produce for their assessed work.</p> <p><b>Providing a connected learning experience</b></p> <p>We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond.</p>	<p><b>1.1 Students at the centre</b></p> <p>Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience.</p> <p><b>1.2. Leadership of learning</b></p> <p>Promotes collaborative and collective leadership of learning.</p>	<p><b>A3.</b> Assess and give feedback to learners</p> <p><b>A4.</b> Develop effective learning environments and approaches to student support and guidance</p> <p><b>V1.</b> Respect individual learners and diverse learning communities</p> <p><b>K3.</b> How students learn, both generally and within their subject/disciplinary area(s)</p>	<p><b>Domain D Engagement influence and impact</b></p> <p>The knowledge and skills to work with others and ensure the wider impact of research.</p> <p><b>D1. Working with others</b></p> <p>Collegiality; Team working; Mentoring; Influence and leadership; Collaboration.</p>
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University Mentoring Scheme values	Learning and Teaching Enhancement Strategy values	Professional Standards for Lecturers in Scotland's Colleges	The UK Professional Standards Framework (PSF)*	Vitae Researcher Development Framework
<p><b>Taking a professional and ethical approach</b></p> <p>Remaining professional always, including maintaining confidentiality and taking an ethical approach to mentoring. At times this may include knowing when to encourage a mentee to seek support outside of mentoring to meet their needs.</p>		<p><b>1.1 Students at the centre</b></p> <p>Develops learning relationships based on mutual respect and integrity.</p> <p>Commits to equality and diversity, and promotes inclusiveness, trust and fairness. Commits to the safety and wellbeing of all students.</p>	<p><b>V1.</b> Respect individual learners and diverse learning communities</p> <p><b>V4.</b> Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>	<p><b>Domain C Research governance and organisation</b></p> <p>The knowledge of the standards, requirements and professionalism to do research.</p> <p><b>C1. Professional conduct</b></p> <p>Ethics; Respect and confidentiality;</p>

\*\* Mentoring others can provide evidence to support colleagues wishing to pursue Senior Fellow HEA from Advance HE for the [PSF descriptor criteria D3VII](#) (p6). Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

## 6 Strands of the University Mentoring Scheme

The table below is intended as a starting point to help colleagues to consider what strand of the scheme is right for them as either a mentee or mentor. It is recommended that colleagues also attend an 'Introduction to the University Mentoring Scheme' session or contact [mentoring@uhi.ac.uk](mailto:mentoring@uhi.ac.uk) to arrange a one-to-one meeting with the mentoring scheme coordinator if they are still unsure of what mentoring strand is right for them.

Table 2 Strands of the University Mentoring Scheme

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
<b>Learning and Teaching Enhancement</b>	Supporting colleagues to enhance their practice in learning and teaching and supporting learning and teaching	<b>Early career educators</b> <ul style="list-style-type: none"> <li>• New FE and HE lecturers.</li> <li>• Those new to module leadership.</li> <li>• Postgraduate students and other colleagues beginning to assume learning and teaching responsibilities.</li> <li>• Newly appointed colleagues with learning and teaching responsibilities.</li> </ul>	Confidence building.  Pointers to relevant professional development and coaching.  Familiarisation with the tertiary education sector and landscape.
		<b>Experienced staff wishing to gain mentoring in specific areas of expertise</b> <ul style="list-style-type: none"> <li>• FE and HE lecturers.</li> <li>• Module and programme leaders.</li> <li>• Experienced colleagues with responsibilities for developing and delivering – or supporting the development and delivery of - learning and teaching.</li> <li>• Colleagues with responsibility for curriculum design and development.</li> </ul>	Familiarisation with the university.  Skills development/enhancement.  General career advice and planning.  Leadership advice and guidance.

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<b>Colleagues who support learning and teaching</b> <ul style="list-style-type: none"> <li>• Librarians</li> <li>• Colleagues working in learning and teaching resources development roles</li> <li>• Colleagues working in professional or academic development roles</li> </ul>	Networking advice and guidance.
<b>Professional Recognition</b>	Supporting colleagues to achieve professional recognition in Learning and Teaching	<b>ALPINE applicants working towards Associate Fellow HEA, Fellow HEA and Senior Fellow HEA</b>  Colleagues working in learning and teaching, learning and teaching support, and educational leadership roles working at SCQF level 7 and above who are applying for professional recognition through the university ALPINE framework to gain Fellowship of the HEA from Advance HE.	Guidance on where to start when seeking professional recognition  Help to identify evidence to put forward in an application  Guidance on how to map to the UK Professional Standards Framework (UKPSF) (for HEA Fellowships)
		<b>Principal Fellow HEA applicants</b>  Colleagues who hold strategic academic leadership roles (e.g. Assistant and Depute Principals, Deans) or other roles with an internal and external impact on learning and teaching practice and policy at SCQF level 7 or above and who are applying for Principal Fellow HEA directly to Advance HE.	Identifying opportunities to engage in CPD activities relevant to the professional recognition being sought  Support and guidance in application writing style and feedback on a draft application/s
		<b>National Teaching Fellow and CATE applicants</b>  Colleagues applying for an Advance HE National Teaching Fellow (NTF) award or university teams applying for a Collaborative Award for Teaching Excellence (CATE) award through the university application process.	Familiarisation with the application process and/or review process

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<b>Staff seeking external professional recognition</b>  Colleagues interested in pursuing mentoring to support professional recognition through formal external routes including CMALT and SEDA Fellowship.	
<b>Research</b>	Supporting colleagues to undertake disciplinary research, publish and achieve funding	<b>Early career researchers</b> <ul style="list-style-type: none"> <li>Recent PhD graduates and newly appointed researchers</li> <li>Final year postgraduate researchers aspiring to an academic career</li> <li>Part-time postgraduate researchers also employed as staff</li> </ul>	Confidence building Pointers to relevant professional development.  Familiarisation with the university.
		<b>Staff aspiring to/returning to research</b> <ul style="list-style-type: none"> <li>Colleagues newly joining UHI with research backgrounds looking to further their research career in UHI</li> <li>Existing colleagues returning to research after a career break (e.g. maternity/paternity leave, management and/or teaching responsibilities etc)</li> <li>Colleagues looking to establish a research active area</li> </ul>	General career advice.  Guidance in preparing for and taking on research student supervision.  Introduction to research networks in subject area.
		<b>Established researchers</b> <ul style="list-style-type: none"> <li>Colleagues with an established research career looking to develop in terms of: improving performance as a principal investigator; leading research teams; strategic research leadership</li> </ul>	Paper writing, review and publishing guidance.  Proposal writing and review guidance.
		<b>Colleagues who support research activity and/or research students</b>	



Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<ul style="list-style-type: none"> <li>Colleagues who are not research active but who support research activity.</li> <li>Research supervisors</li> </ul>	Specific skills requirements i.e. update laboratory skills.
		<p><b>Academic staff</b></p> <p>Colleagues with limited research background but aspiring to undertake formal research for publication, to support and enhance their subject expertise.</p>	<p>Support and guidance in joining journal editorial boards.</p> <p>Support in identifying and enhancing areas of research</p>
<b>Scholarship Development</b>	Supporting colleagues to engage in scholarship activities to disseminate their own practice and expertise	<p><b>Colleagues new to scholarship</b></p> <ul style="list-style-type: none"> <li>Colleagues who are new to scholarship and want to begin to share their practice through scholarly activity</li> <li>PhD Students</li> <li>Academic Staff</li> </ul>	Support and guidance in presenting at conferences
		<p><b>Experienced staff</b></p> <ul style="list-style-type: none"> <li>Experienced colleagues wishing to develop further scholarship to share their practice through scholarly activities</li> <li>Academic staff</li> <li>Researchers</li> </ul>	Support and guidance to engage in digital scholarship e.g. blogging, harnessing social networks to disseminate practice
		<p><b>Colleagues in professional services</b></p> <ul style="list-style-type: none"> <li>Colleagues who would like to develop their scholarly activity for personal development, career progression or to raise the profile of their work</li> </ul>	Writing short articles, opinion pieces and reviews for relevant academic or professional body publications*
		<p><b>Colleagues wishing to engage in scholarship as a pathway to research</b></p> <ul style="list-style-type: none"> <li>Colleagues wishing to engage in more formal types of scholarship as a means to participate in research</li> </ul>	<p>Support and guidance on reflective writing including blogging and writing for newsletters</p> <p>Support and guidance on reviewing for academic journals</p> <p>Confidence building</p>

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<ul style="list-style-type: none"> <li>Support for colleagues to engage with specific types of scholarly activity (reviewing for journals, writing critical and reflective writing) that would provide a good grounding for transition to more formal research activity</li> </ul>	<p>Advice on relevant professional development and coaching opportunities</p> <p>Introduction to relevant professional and disciplinary networks e.g. special interest groups, external networks review groups for journals</p> <p>*Support for writing for peer reviewed research publications, including journal papers is provided through the research mentoring strand</p>

## 7 Applying to become a mentor and/or mentee

Each mentoring strand has a unique online registration form in the SUMAC Mentoring system. The links to each strand are below:

- Learning and Teaching Enhancement: <https://sumac.ac.uk/account/university-of-the-highlands-and-islands/scheme/271>
- Professional Recognition: <https://sumac.ac.uk/account/university-of-the-highlands-and-islands/scheme/270>
- Research: <https://sumac.ac.uk/account/university-of-the-highlands-and-islands/research-scheme>
- Scholarship Development: <https://sumac.ac.uk/account/university-of-the-highlands-and-islands/scholarship-development>

After the registration form is submitted the mentor/mentee will receive an automated email to confirm that the registration form has been received and provide guidance on next steps.

## 8 The mentoring timeline

The mentoring partnership is expected to be driven by the mentee and should be sufficiently flexible to respond to the specific aims and objectives of the individual, as defined in their registration to the mentoring process.

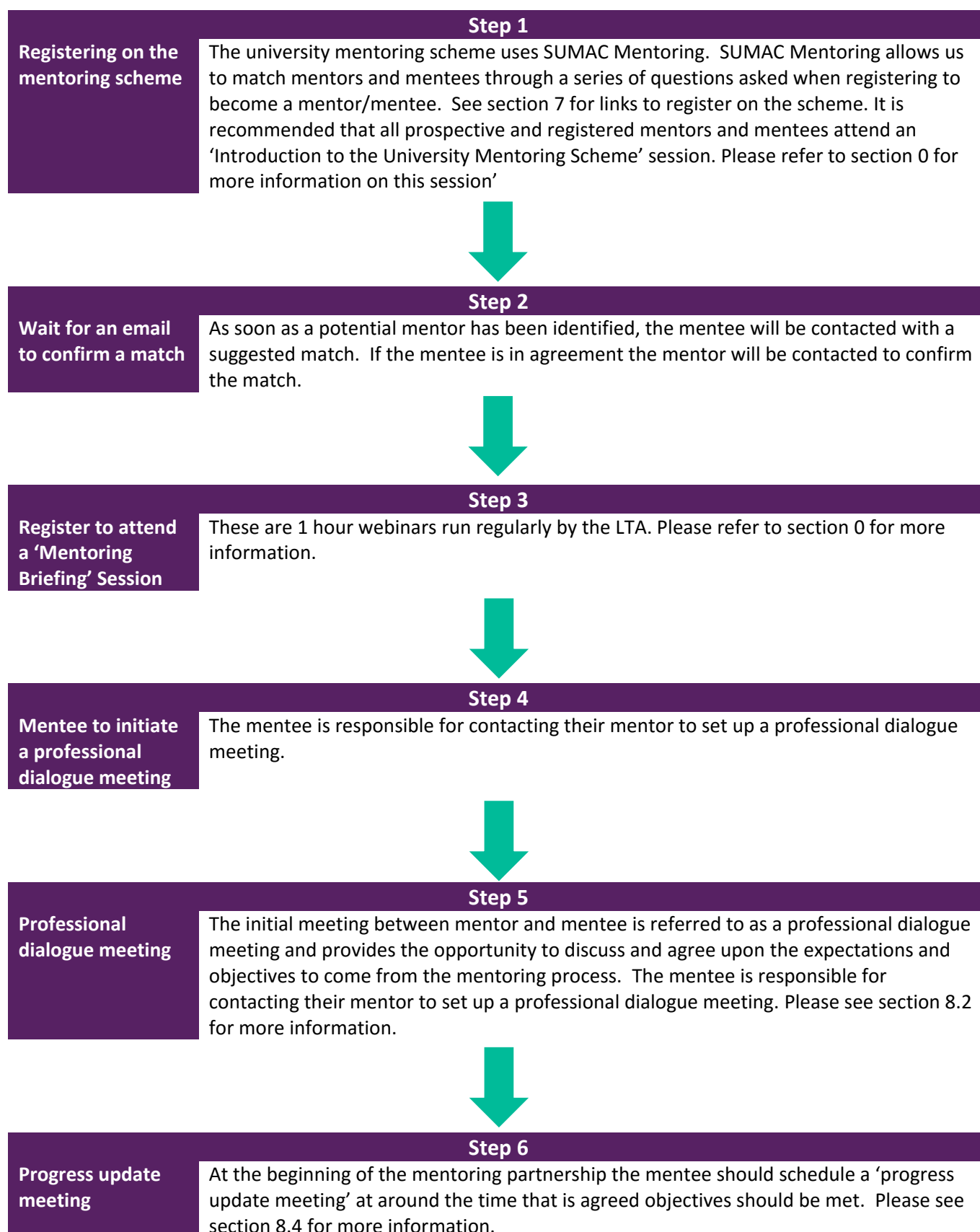
It is expected that a mentoring partnership will last between six months to one year for the Learning and Teaching Enhancement Strand, Scholarship Development Strand and the Research Strand or the duration of an application submission process for the professional recognition strand.

At the end of the agreed period of mentoring, the mentor and mentee will review and evaluate the process and assess whether the objectives have been met. If the mentor and mentee decide further mentoring would be beneficial, they are free to enter a new cycle with new objectives.

It is recommended that the time commitment to the mentoring should be between 1-2 hours per month, but this is flexible and at the discretion of the mentor/mentee. Meetings can be arranged to suit both the mentor and mentee by agreement e.g. using Video Conferencing technology.

## 8.1 Timeline

Table 3 Timeline





### Step 7

#### Evaluation

Once the mentee has informed the mentoring coordinator that the mentoring match is coming to an end the match will be terminated in SUMAC Mentoring and a link to an evaluation form will be sent to the mentee. Mentors will have the opportunity to complete an evaluation at this point or if they plan to continue mentoring will be asked to complete an evaluation once and Academic Year. Evaluating the mentoring scheme is vital to ensure that it is evolved to most effectively support and encourage mentoring at the university.

## 8.2 Professional dialogue meeting

The mentee and mentor should discuss the mentoring agreement form at the professional dialogue meeting and in addition to the specific information required by the form, topics to consider in this initial discussion are:

- What each person is prepared to talk about, e.g. work/personal issues
- Confidentiality
- Contact arrangements, e.g. where and when to get in touch, any 'no-contact' times
- Frequency, timing and location of face to face meetings (if any), with some dates being scheduled in the diary – a broad recommendation would be one meeting of approximately 1-2 hours per month
- How the line manager will be involved and how the partnership with him/her will be managed
- The length of the mentoring partnership

## 8.3 The mentoring agreement form

It is expected that colleagues in all new mentoring partnerships will complete a [mentoring agreement form](#). This is to ensure:

- Mentee aims and objectives are outlined from the outset of the partnership to help keep the mentoring on track and focused. Aims and objectives can be revised at the mentoring progresses, at which point a new mentoring agreement form should be completed
- Boundaries are set around how often both mentor and mentee are willing to meet and how meetings will take place. This provides a structure but also is in recognition that mentoring at UHI is done above and beyond normal work commitments and as such establishing boundaries ensures neither mentor or mentee feel they must commit any more time than outlined in the mentoring agreement form
- That the mentoring scheme values are acknowledged, discussed and understood at the outset of mentoring
- That the mentoring scheme leads are informed that a mentoring partnership has begun

**Once the mentoring agreement form has been signed by both mentor and mentee the mentee is responsible for emailing the completed form back to the Mentoring Scheme coordinator at [mentoring@uhi.ac.uk](mailto:mentoring@uhi.ac.uk).**

#### 8.4 Progress update meeting

The progress update meeting provides an opportunity to discuss if objectives have been met or not. If objectives have not been met a discussion on how to progress can explore:

- Extending the mentoring match by an agreed time to meet existing objectives
- Changing the objectives if it has become clear they cannot be met
- Drawing the mentoring to an end and signposting other opportunities such as professional development opportunities

It is advised that the mentee completes a new mentoring agreement form if the mentoring match is to continue. If the objectives have been met or if they cannot be met at this time, then the mentee should contact [mentoring@uhi.ac.uk](mailto:mentoring@uhi.ac.uk) to confirm that the mentoring match is coming to an end.



## 9 Support and professional development

### 9.1 Who will support mentors and mentees?



#### **Mentoring Scheme Co-ordinator**

The University Mentoring Scheme Coordinator should be contacted with any general questions in regard to the University Mentoring Scheme

[Mentoring@uhi.ac.uk](mailto:Mentoring@uhi.ac.uk)



#### **Mentoring Scheme Strand Leads**

The University Mentoring Scheme Leads should be contacted with any questions or concerns that relate the mentoring strand that they lead



#### **Mentoring Scheme Strand Mentors**

We encourage mentors and mentees to attend a mentor briefing sessions once an academic year and mentors to attend the mentoring residential in the first year that they begin mentoring. These opportunities will provide peer support, motivation, ideas and advice from other mentors.

## 9.2 Professional development opportunities

In joining the University Mentoring Scheme mentors and mentees can access a range of mentoring professional development opportunities to develop and learn mentoring techniques and to ask general questions or to discuss experiences of mentoring with other mentors, the strand leads, and external presenters. Mentoring can potentially be isolating so we encourage mentors in particular to seek opportunities to attend mentoring professional development opportunities.

### 'Introduction to the University Mentoring Scheme' Information Session

These one-hour webinars explain the different strands on the University Mentoring Scheme including how to register as a mentor/mentee on one of the four strands, the benefits of mentoring for professional development and the expectations of the role of mentor and mentee.

### 'Mentoring Briefing' Session

As a mentor on the University Mentoring Scheme, it is expected that you attend a one-hour mentor briefing session that will provide the opportunity to meet the strand lead that you have registered to ask any questions that you have before you begin mentoring, to be provided with information on the timescales of mentoring and the expectations of you as a mentor. Mentees are also encouraged to attend these sessions.

### The University Mentoring Scheme Residential



Mentors are encouraged to participate in the annual University Mentoring Scheme Residential which provides mentoring techniques training, connects mentors from across the university mentoring scheme, and raises awareness of the three different strands of the University Mentoring Scheme.

"The mix of topics kept things moving on and the different mixes of team work really brought the group together."

### Short CPD Sessions

There will be the opportunity to attend one-hour CPD sessions that cover a range of topics such as 'mentoring at a distance', 'how to give constructive feedback', 'keeping conversations going' and 'Leading your mentoring for mentees'

### Tailored workshops

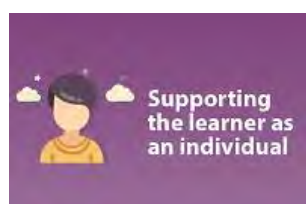
The University Mentoring Scheme team can provide tailored workshops for academic partner colleges Please contact [mentoring@uhi.ac.uk](mailto:mentoring@uhi.ac.uk) to discuss your requirements.

Please look at the Learning and Teaching Academy [events page](#) for dates and more information on all sessions.

### 9.3 Mentoring events aligned to the Learning and Teaching Enhancement Strategy Values and UK Professional Standards Framework

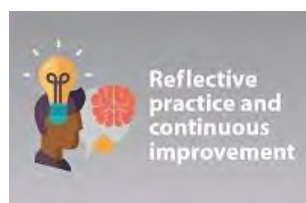
All of our professional development opportunities are mapped to the [University Learning and Teaching Enhancement Strategy Values](#) and where relevant the UK Professional Standards Framework (UKPSF). The table below shows how the annual University Mentoring Scheme Residential is mapped to both of these. All other events will be mapped at the point of advertising them on the [LTA events page](#).

#### 9.3.1 Learning and Teaching Enhancement Strategy Values mapping



##### **Supporting the learner as an individual**

Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.



##### **Reflective practice and continuous improvement**

At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.



##### **Supporting professional development in learning and teaching**

We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.

#### 9.3.2 UKPSF mapping

UK Professional Development Framework (UKPSF) Dimension	
Areas of Activity	
A1. Design and plan learning activities and/or programmes of study	
A2. Teach and / or support learning	x
A3. Assess and give feedback to learners	
A4. Develop effective learning environments and approaches to student support and guidance	x
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	x
Core Knowledge	
K1. The subject material	
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme	x

K3. How students learn, both generally and within their subject/disciplinary area(s)	
K4. The use and value of appropriate learning technologies	x
K5. Methods for evaluating the effectiveness of teaching	x
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	
<b>Professional Values</b>	
V1. Respect individual learners and diverse learning communities	x
V2. Promote participation in higher education and equality of opportunity for learners	x
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	x
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	x

## 10 Privacy notice

A [privacy notice](#) applies to data collected concerning the University Mentoring Scheme of the University of the Highlands and Islands. Potential members are asked to read the privacy notice before joining the scheme.

## 11 FAQs

### What happens to the data that I put in the online form?

By submitting your data you agree that it will be used by SUMAC Mentoring and the scheme coordinator to manage your membership in the Mentoring Scheme. Your data will be used and stored in accordance with the Mentoring Scheme Privacy Statement.

### Why do you ask for my gender?

Because you (or potential mentoring partners) may have stated preferences about how you are matched, it is helpful for us to have this information about you. If you do not wish to provide this information, it is not mandatory.

### How do I decide where I want my mentoring partner to be from?

In making this decision consider:

What do you want from participation in the scheme: Are you more likely to get this from someone at your own academic partner or someone from another academic partner? For example, if what you are looking for relates to progression within your own academic partner and developing your own institutional knowledge, then someone from your own academic partner may be a useful choice. If, on the other hand, you are looking for more generic career development advice or ALPINE application advice then someone from another academic partner may be able to offer different perspectives.

### How important is it that my mentoring partner works in (or has experience of) a discipline and/or has research interests which are close to my own?

If, for example, you want a mentor who works in the same discipline as you and whose research interests closely match your own, then this will narrow the options for finding a match. However, if this is important to the achievement of your objectives then this information will help us to ensure that any proposed match is likely to reflect your needs. If, on the other hand, you are looking for more generic support on how to raise your research profile and develop your career, then casting the net more widely to include a broader range of subjects will provide more possibilities for finding a match.

### **Why we ask for detailed information about you and your research interests, publications, etc?**

When we make a provisional match, it is useful for your potential mentoring partner to know more than just your name and place of work. It helps mentees, especially, to have a greater degree of confidence that the proposed mentor has the experience to support them in their goals. It is useful for mentors because they can gain some understanding about the background

## 12 APPENDIX I - Mentoring Agreement Form



# University of the Highlands and Islands Mentoring Scheme

## MENTORING AGREEMENT FORM

It is essential that at the beginning of the mentoring partnership both partners are clear about and agree upon what they expect from each other. Please complete this mentoring agreement together at the professional dialogue meeting to establish the ground rules and provide a starting framework for the partnership.

Once completed the mentee is required to return the agreement form to the Mentoring Scheme coordinator by email to [mentoring@uhi.ac.uk](mailto:mentoring@uhi.ac.uk).

Contact details					
Mentor Name/Address					
Mentor preferred method of contact (e.g. Phone/Email)		Preference			
		Tel no			
		Email address			
Mentee Name/Address					
Mentee preferred method of contact (e.g. Phone/Email)		Preference			
		Tel no			
		Email address			
We have read the mentoring values and agree to role model them in our mentoring partnership (please x)					
Yes, we agree to role model the values below in our mentoring.	Mentee		No, one or both of us would like further clarification and would like the mentoring team to contact us.	Mentee	
	Mentor			Mentor	
Reflecting and enhancing our own and others practice					
Reflecting on own practice and demonstrating an awareness and willingness to challenge and be challenged respectfully and professionally and to develop oneself through mentoring conversations and to encourage the same for others to enhance practice.					
Commitment to self-development					

A commitment to engage with relevant professional development opportunities; to enhance knowledge in areas of practice and mentoring techniques and to support the enhancement of the practice of others and oneself.			
<b>Championing diversity and inclusivity</b>			
To be inclusive and respect the diversity of the mentoring community, to encourage participation and engagement with mentoring across the university in a supportive, collaborative and inclusive approach.			
<b>Building and respecting the mentoring partnership</b>			
Respecting and building trust through the mentoring partnership that is focused on achieving the mentoring goals and that meets the needs of the mentee.			
<b>Taking a professional and ethical approach</b>			
Remaining professional always, including maintaining confidentiality and taking an ethical approach to mentoring. At times this may include knowing when to encourage a mentee to seek support outside of mentoring to meet their needs.			
<b>We agree on the following goals and objectives as the focus of this mentoring partnership</b>			
•			
<b>Contact agreement</b>			
We will meet for		Hours	
Every		Month/s	
for a period of/until (up to 12 months)		until ALPINE Recognition Panel/recognition application submission	
<b>Our meetings will take place (meetings to be set up by the mentee)</b>			
In person at			
and/or through VC			
and/or through Cisco Spark/Skype			
<b>Our ground rules for this mentoring partnership are: (for example any no-contact times, what each person is prepared to talk about, e.g. work/personal issues)</b>			
•			

### For ALPINE Mentoring

The following comments box may be used for the initial dialogue for ALPINE mentees/mentors. ALPINE Mentors can find further detailed guidance on the ALPINE mentoring process in the ALPINE Mentor Guide.

<b>Application submission deadline</b>	
<b>Initial feedback on application draft/mapping and actions going forward</b>	
•	
<b>For Senior Fellow, discussion around the leadership evidence that will be explored in the application</b>	

Any areas of CPD/research that can be identified and explored before the application submission date	
•	
ALPINE Recognition Panel Review Process discussed	
Two Referee Statements discussed or one for Associate Fellow mentoring	
Requirements of Applicant Statement and Future Aspirations discussed and content planned	

### Mentoring agreement

We will maintain the confidentiality of our partnership, with disclosure of matters discussed only being revealed more widely with the agreement of both mentor and mentee.

We will both evaluate progress and the mentoring partnership to ensure that our individual needs are being met. In the event that either wishes to withdraw from the mentoring partnership we will contact the Mentoring Scheme co-ordinator.

Mentee's Signature & Date	Mentor's Signature & Date