

UHI Mentoring Scheme

Code of Practice and Handbook

Learning and Teaching Academy
MENTORING@UHI.AC.UK.UK | 2024 REVISION

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1 Introduction to the UHI Mentoring Scheme

The UHI Mentoring Scheme offers mentoring across the academic partnership (10 independent colleges and research institutions) to harness experience and expertise across 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.

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.

The UHI Mentoring Scheme, provides:

- The opportunity for colleagues to engage with mentoring for professional development to enhance practice in four defined areas Learning and Teaching Enhancement; Professional Recognition; Research; Scholarship Development.
- A Code of Practice with 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](#) and Enabling Practices, the [Vitae Researcher Development Framework](#), the [Professional Standards Framework \(PSF\)](#) 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 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 desired mentoring outcome(s) 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, scholarship, 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.

2 Code of practice and handbook

The first part of this document outlines the UHI Mentoring Code of Practice which is informed by internal and external strategies, codes of practice, frameworks, and initiatives to underpin the UHI Mentoring Scheme. From these we have drawn five values to guide mentoring competencies 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 second part of the documents is a handbook to mentoring through the scheme and 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.

2.1 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 Advance HE Professional Standards Framework \(PSF 2023\)](#)
- 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](#)

UHI Mentoring Scheme Code of Practice

The Code of Practice outlines the five values that guide mentoring competencies at the university. These are aligned to internal and external strategies and standards. The Code of Practice Values are also aligned to mentoring competencies that mentors can expect to develop and demonstrate in their role.

3 The UHI Mentoring Scheme Code of Practice Values

The UHI Mentoring Scheme Code of Practice is made up of five values that underpin mentoring practice through the scheme and 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 10.3) at the first professional dialogue meeting (or early in the partnership) between the mentor and mentee.



Figure 1 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.

The UHI Mentoring scheme is supported by a team of mentoring strand leads and a scheme lead 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 11 for contact details).

4 The UHI 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 and enabling practices](#), [Professional Standards for Lecturers in Scotland’s Colleges](#), the [Advance HE Professional Standards Framework \(PSF\)](#) 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 and enabling practices	Professional Standards for Lecturers in Scotland’s Colleges	The Professional Standards Framework (PSF 2023)*	Vitae Researcher Development Framework
<p>Reflecting and enhancing our own and others practice</p> <p>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.</p>	<p>Engaging in reflective practice for continuous enhancement</p> <p>At individual, team, departmental, and institutional level we will engage in professional reflection and review processes concerning the effectiveness of our learning, teaching and assessment practices, to identify areas for enhancement and to actively plan a better educational experience for current and</p>	<p>1.3. Continuous professional improvement</p> <p>1.3.1 Reflects critically on, and evaluates professional values, practice and contribution to student success.</p> <p>3.1 Ongoing professional learning</p> <p>3.1.2 Reflects critically on own practice and engages in</p>	<p>A3. Assess and give feedback for learning.</p> <p>K3. Critical evaluation as a basis for effective practice.</p> <p>V5. Collaborate with others to enhance practice.</p>	<p>Domain B Personal effectiveness</p> <p>The personal qualities and approach to be an effective researcher.</p> <p>B1. Personal qualities</p> <p>Enthusiasm; Perseverance; Integrity; Self-confidence; Self-reflection; Responsibility.</p>

	future students. Our collaborative review processes will be inclusive of academic staff, professional service teams and colleagues, and students.	professional dialogue with others.		
<p>Commitment to self-development</p> <p>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.</p>	<p>Active and collaborative professional development</p> <p>Staff will be provided with and supported to engage in a range of relevant continuing professional development activities, including events, short courses and peer mentoring, that are focused on enhancing and sharing effective educational practices, and which are open to all colleagues who directly support student learning or wider aspects of the student experience.</p>	<p>1.3. Continuous professional improvement</p> <p>1.3.3. Participates actively in continuous career long development of professional knowledge, understanding and practice.</p> <p>3.1 Ongoing professional learning</p> <p>3.1.3 Continually and actively engages with up to date research and developments in learning, teaching and assessment to inform practice.</p>	<p>A5. Enhance practice through own continuing professional development.</p> <p>K5. Requirements for quality assurance and enhancement, and their implications for practice.</p> <p>V3. Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice.</p> <p>V5. Collaborate with others to enhance practice.</p>	<p>Domain B Personal effectiveness</p> <p>The personal qualities and approach to be an effective researcher.</p> <p>B3. Professional career and development</p> <p>Career management; Continuing professional development; Responsiveness to opportunities; Networking; Reputation and esteem.</p>
<p>Championing diversity and inclusivity</p>	<p>Supporting flexible and student-centred learning</p> <p>Our students will have an equitable learning experience</p>	<p>1.1 Students at the centre</p> <p>1.1.1 Understands student needs, the context in which</p>	<p>A4. Support and guide learners</p>	<p>Domain D Engagement influence and impact</p>

<p>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.</p>	<p>regardless of their place or mode of study, will have flexibility in how they study with us, and will have appropriate choice and negotiation in the individual and collaborative activities that they undertake.</p> <p>Celebrating diversity through learning and teaching</p> <p>We will recognise and celebrate diversity and diverse voices within and through the design and delivery of our curricula, in the resources and readings we direct our students to engage with, in the examples that we use in our teaching and materials, and in the assessed work we ask students to undertake.</p>	<p>they are living and studying, and the impact of these on learning.</p> <p>1.2. Leadership of learning</p> <p>1.2.3 Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential.</p> <p>1.3. Continuous professional improvement</p> <p>1.3.5 Promotes and supports a culture of quality improvement.</p> <p>3.2 Effective and inclusive practice and engagement with students and partners</p> <p>3.2.1 Purposefully builds constructive and respectful learning relationships with students and partners.</p>	<p>K4. Appropriate use of digital and/or other technologies, and resources for learning.</p> <p>V1. Respect individual learners and diverse groups of learners.</p> <p>V2. Promote engagement in learning and equity of opportunity for all to reach their potential.</p> <p>V5. Collaborate with others to enhance practice.</p>	<p>The knowledge and skills to work with others and ensure the wider impact of research.</p> <p>D1. Working with others</p> <p>Collegiality; Mentoring; Collaboration; Equality and diversity.</p>
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3.2.2 Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students.

3.2.6 Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.

<p>Building and respecting the mentoring partnership</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>Supporting the learner as an individual</p> <p>Our learning, teaching and assessment practices will ensure all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive and equitable approaches to curriculum design and delivery, personalised support and wellbeing.</p>	<p>1.1 Students at the centre</p> <p>1.1.2 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>1.2. Leadership of learning</p> <p>1.2.1 Promotes collaborative and collective leadership of learning.</p>	<p>A1. Design and plan learning activities and/or programmes.</p> <p>A2. Teach and/or support learning through appropriate approaches and environments.</p> <p>V1. Respect individual learners and diverse groups of learners.</p> <p>V2. Promote engagement in learning and equity of opportunity for all to reach their potential.</p> <p>K1. How students learn, both generally and within specific subjects.</p> <p>K2. Approaches to teaching and/or supporting learning, appropriate for subjects and level of study.</p>	<p>Domain D Engagement influence and impact</p> <p>The knowledge and skills to work with others and ensure the wider impact of research.</p> <p>D1. Working with others</p> <p>Collegiality; Team working; Mentoring; Influence and leadership; Collaboration.</p>
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<p>Taking a professional and ethical approach</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>1.1 Students at the centre</p> <p>1.1.3 Develops learning relationships based on mutual respect and integrity.</p> <p>1.1.4 Commits to equality and diversity, and promotes inclusiveness, trust and fairness.</p> <p>1.1.5 Commits to the safety and wellbeing of all students.</p>	<p>A4. Support and guide learners.</p> <p>V1. Respect individual learners and diverse groups of learners.</p> <p>V4. Respond to the wider context in which higher education operates, recognising implications for practice.</p>	<p>Domain C Research governance and organisation</p> <p>The knowledge of the standards, requirements and professionalism to do research.</p> <p>C1. Professional conduct</p> <p>Ethics; Respect and confidentiality;</p>
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Mentoring others can provide evidence to support colleagues wishing to pursue Senior Fellow HEA from Advance HE for the [PSF descriptor criteria D3VII](#) (p9). Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

4.1 Mentor Competencies

The mentor will support the mentee to achieve their goals through a commitment to the development of mentoring competencies. The mentoring competencies below are mapped to the UHI Mentoring Scheme Values and are outlined for colleagues new to mentoring, and those with experience.

UHI Mentoring Scheme Values		
Levels of experience:	New to mentoring	As mentors develop skills and confidence
<p>Reflecting and enhancing our own and others practice</p> <p>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.</p>	<ul style="list-style-type: none"> • Can communicate and mentor in alignment to their mentor identity, ethics and values and is confident to explore with the mentee their values that are based on their reality. • Is confident to build trust and challenge unrealistic goals, ideas, or perspectives. • Communicates with the mentee the importance of affective questions and active listening. • Explores questions ahead of the meeting and prepares them in advance. After the meeting spends time considering how impactful the questions were and learns from this. • Uses models to help guide mentoring conversations e.g., GROW. • Actively listens and is aware of the quality of their listening. 	<ul style="list-style-type: none"> • Can communicate their mentor identity, approach and values and is confident to explore with the mentee their values that are based on their reality and is confident to build trust in challenging and being challenged about how they are impacting the wider context and in reaching mentoring outcomes. • Is self-aware and reflective after each meeting e.g., using learning journals and on a regular and consistent basis e.g., RAG ratings. • Encourages and supports the mentee to reflect on their desired outcomes and goals before and after each meeting. • Knowing what the right questions for the person/situation are and can be flexible in their approach. • Knowing the intent of the questions asked. • Considers alternative listening models and developing the right approach for the mentee.

UHI Mentoring Scheme Values

	<ul style="list-style-type: none"> • Agrees with their mentee to share their experience/expertise and is open to being challenged. 	<ul style="list-style-type: none"> • Self-aware and knows when experience/expertise is relatable or applicable. • Is confident to hold silence and can stay present in their listening without distraction. • Can be confident to work out with defined models such as GROW and can be creative and reactive whilst still staying on track in the mentoring partnership. • Explores and feels confident to use other tools in mentoring in a responsive and creative way.
<p>Commitment to self-development</p> <p>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.</p>	<ul style="list-style-type: none"> • Engages with development opportunities offered through the university including: • Briefing sessions with the mentoring strand leads. • Attending the online mentoring skills and development workshops. • Attending the UHI Mentoring Residential. • Engages with scholarship, their own and colleagues at the university including: • Presenting about mentoring. • Writing or reading blogs. 	<ul style="list-style-type: none"> • Explores and uses recognised models used in mentoring and coaching. • Evaluates their own skills and approaches with their mentee verbally and written. • Reviews and keeps up to date with research and current thinking in mentoring generally and within further and higher education. • Undertakes their own research around mentoring. • Is part of a recognised mentoring body e.g., EMCC • Seeks external mentoring and coaching workshops and conferences.

UHI Mentoring Scheme Values

	<ul style="list-style-type: none"> Engaging with research carried out by the mentoring team or wider university colleagues. Engaging with the UHI Mentoring Scheme newsletters. Reading the UH Mentoring Scheme Code of Practice and Handbook. 	<ul style="list-style-type: none"> Seeks professional qualifications in mentoring e.g., ILM Coaching and Mentoring (levels 3, 5 or 7) or awards offered through the Staff and Educational Development Association (SEDA). Seeks out and engages in supervision meetings with an experienced mentor/coach to develop their thinking and skills, to reenergise and build confidence.
<p>Championing diversity and inclusivity</p> <p>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.</p>	<ul style="list-style-type: none"> Champions the UHI Mentoring Scheme to individual colleagues. Considers how technology can be utilised in mentoring to enable inclusivity and collaboration. Considers how feedback might be received. Uses collaborative, inclusive, and accessible approaches in meetings including in relation to taking notes, sharing resources, and storing documents e.g., the mentoring agreement form. Considers the mentoring partnerships to be equal and respects the mentees knowledge, ideas, and expertise and engages in reflective conversations which are mutually beneficial. 	<ul style="list-style-type: none"> Champions and develops ways that UHI Mentoring Scheme could be embedded in college practices and processes including annual reviews and inductions. Presents and/or runs workshops with the UHI Mentoring team or individually, to share good practice and develop mentors. Offers confidential mentoring supervision meetings to new mentors to build confidence and skills of others. Considers what feedback in mentoring looks like and engages with models and literature to identify approaches to feedback that are inclusive and supportive. Utilises technology to enhance mentoring conversations and uses it to make meetings creative and collaborative.

UHI Mentoring Scheme Values

	<ul style="list-style-type: none"> • Complete the annual mentor evaluation to support the enhancement of the UHI Mentoring Scheme. 	<ul style="list-style-type: none"> • Complete the annual mentor evaluation to support the enhancement of the UHI Mentoring Scheme but might also consider alternative methods of formative evaluation to develop and enhance their personal approach. • Considers and aligns their mentoring approach to theories and paradigms for mentoring in education that recognises power dimensions.
<p>Building and respecting the mentoring partnership</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>	<ul style="list-style-type: none"> • Is committed to building trust and rapport early in the mentoring partnership through being authentic and attentive and by building a safe and confidential space. • Assists the mentee to explore their overall desired outcomes of the mentoring. • Explores if the goals are achievable and realistic. • Supports revisiting and refining goals. • Explores with the mentee how the goals might be achieved and encourages a commitment to do so. • Identifies development needs and supports the mentee to set actions after each meeting to help the mentee reach their goals. • Explores options with the mentee to support them to reach their goals. 	<ul style="list-style-type: none"> • Empowers the mentee to critically reflect on the wider impact of reaching their goals for the individual and context in which they work/live. • Explores and acknowledges hidden power dimensions and/or barriers that might hinder development and goal achievement and empowers the mentee to tackle these. • Can reveal and support the mentee to work through the actual challenges to reaching their goals. • Is confident to embrace discomfort and challenging conversations and overcome resistance to change. • Can support the skills of the mentee so that they are proactive and can set their own actions which are best suited to them and their individual needs and values.

UHI Mentoring Scheme Values

		<ul style="list-style-type: none"> Engages with theories and literature to utilise goal setting and refining models to support the mentee to reach their goals. Might be confident and able to develop or adapt their own models and approaches or build on ones that they have explored.
<p>Taking a professional and ethical approach</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>	<ul style="list-style-type: none"> Completes the mentoring agreement form at the start of the mentoring partnership with the mentee and agrees to role model the mentoring scheme values. Agrees at the start of the mentoring partnership that it is safe and confidential space. Understands and acknowledges with the mentee that mentoring is not therapy and signposts to support outside of mentoring if appropriate. Is confident to raise conflicts of interest in pairing, by contacting the UHI mentoring scheme Strand Lead. Is empathetic and without being personally involved. Considers how they present themselves professionally outside of the mentoring partnership and how this might be perceived by their mentee. 	<ul style="list-style-type: none"> Completes the mentoring agreement form at the start of the mentoring partnership with the mentee and agrees to role model the mentoring scheme values and might have awareness of wider bodies frameworks and codes of ethics that they align their practice to. Agrees at the start of the mentoring partnership that it is safe and confidential space but is confident to explore the wider context and silent partners in the mentoring partnership e.g., manager, team members. Utilises ethical models to ensure they are always ethical. Seeks guidance and supervision at times of uncertainty and offers this in return. Uses techniques and models to support the mentee to explore their role in professional relationships and systems without being personally involved.

UHI Mentoring Scheme Values

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| | <ul style="list-style-type: none"> • Knows when to seek advice and guidance from the UHI Mentoring team. • Is committed to the mentoring partnership but acknowledges when they can't engage and takes action to ensure the mentee is supported. • Uses technology ethically and seeks permission to record meetings and is confident to decline recording of a meetings if asked by the mentee (if that is the preference). • Considers the mentoring space both in-person and through technology and is aware of their environment and always remains professional. • Is committed to managing the end of the mentoring partnership so that the mentee has a clear direction. | <ul style="list-style-type: none"> • Critically reflects on wider research and knowledge in relation to emotional intelligence and is confident to take the approach they think appropriate to the mentee. • Has a professional mentor profile that they can highlight to the mentee at the start of the mentoring partnership or to perspective mentees, including their approach, values and knowledge and experience (subject and mentoring). • Is aware and able to prevent imitation and support the mentee to not become over-dependent by ensuring the partnership has an end date and utilising their knowledge in mentoring skills so that the mentee retains their professional and authentic identity. |
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UHI Mentoring Scheme Handbook

This handbook for mentors and mentees 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.

5 Mentoring benefits



Figure 1 Decorative Image: Image by [Gerd Altmann](#) from [Pixabay](#)

Mentoring is recognised as an effective way of supporting the personal development and skills enhancement of individuals. In an informal and confidential partnership, mentors can provide support to a mentee in the area the individual would like to develop. Mentors will use mentoring and coaching techniques to respond to the aims and goals that the individual has identified at the outset of the mentoring partnership.

Mentoring schemes offer a variety of benefits, including:

5.1 Individual benefits for the mentee

- Providing a powerful boost to motivation.
- Development of problem-solving skills.
- Support for career and personal development.
- Help with setting and achieving goals.
- Empowerment and increased confidence.
- Enhanced networking skills and less workplace isolation.
- Greater organisational awareness and job satisfaction.

5.2 Individual benefits for the mentor

- Development of interpersonal and communication skills.
- Development of coaching and mentoring, support skills and experience.
- Opportunity to reflect on practice and affirm their expertise/knowledge through mentoring colleagues working in emerging areas of practice and research.
- Increased self-awareness and evaluation, and benefit from being positively challenged.
- Development of own knowledge and subject currency.
- Supports engagement, peer collaboration and networking.
- Sense of achievement in helping someone else grow through mentoring.

5.3 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.

5.4 Harnessing technology at UHI for mentoring

The UHI Mentoring Scheme is designed to support mentoring at a distance using technologies used in learning and teaching. By facilitating mentoring between colleagues from different parts of the university partnership colleagues are enabled to access the most relevant expertise and experience of mentors from across the network.

6 Roles and expectations

6.1 Humanist mentoring approach

The UHI Mentoring Scheme encourages a mentee-led approach, which respects the mentee's experiences and encourages critical reflection, self-directed learning and utilises coaching and mentoring techniques to support individuals to reach their goals. Humanist mentoring is interdependent, where mentor and mentee interact as peers in a confidential space and co-learning takes place and new knowledge emerges¹ Darwin (2000: 206).

6.2 Mentoring considerations

Potential mentees should consider registering for mentoring if they believe that their personal development and/or practice enhancement would benefit from a confidential developmental conversation with a colleague with experience in the area that they would like to develop. Mentees should be committed to working with their mentors to define and develop realistic goals and be open to exploring and reaching goals through mentoring and coaching tools and techniques.

Mentors should register to mentor through the scheme if they are passionate about the development of others, and to their own development. Mentors should be self-aware and utilise their experience to empower the mentee to decide on and take action to reach their own goals and act as a partner in the learning process.

All colleagues engaged through the scheme should acknowledge through the Mentoring Agreement form that a mentoring partnership is not a counselling service.

Colleagues should consider what areas of mentoring support they would like to offer or seek and apply to become a mentee, mentor, or both.

6.3 Maintaining a confidential register

An important aspect of the UHI Mentoring Scheme is that the details of individuals engaged in the scheme is kept confidential, between those engaged as mentors and mentees and the UHI Mentoring Scheme team. The numbers of colleagues engaged is reported annually and informs wider initiatives such as the Athena Swan Charter. This approach maintains confidentiality and is supported by wider literature on successful mentoring schemes. Through the UHI Mentoring Scheme, the mentoring partnership should provide a non-threatening environment in which the mentee feels able and willing to express challenges as well as discuss their ideas and aspirations. The mentee must feel assured that their confidentiality will be respected. For the partnership to be effective it needs to be built around mutual trust and respect.

¹ Darwin, A. (2000) 'Critical Reflections on mentoring in work settings', *Adult Education Quarterly*, 50 (3), pp.197-211. Available at: <https://doi.org/10.1177/07417130022087008>.

6.4 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 communication 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.

6.5 Matters of concern

All those participating in the UHI Mentoring Scheme are advised that in the event that they wish to informally report or raise a general matter of concern for the attention or consideration of the Learning and Teaching Academy, through which the scheme is coordinated, they can do so through e-mailing mentoring@uhi.ac.uk. Should participants wish to formally report or raise a concern in confidence they can do so through contacting the Head of Academic Practice Development and UHI Mentoring Scheme Lead directly and in confidence by emailing alex.walker@uhi.ac.uk. This concern will then be investigated without disadvantage in a timely and fair manner and in line with the university institutional policy.

7 The mentor role



Figure 3 Decorative Image: Image by [Stacey Kennedy](#) from [Pixabay](#)

7.1 The mentor role

The mentoring scheme actively encourages diversity and equality of opportunity and encourages colleagues from across the university partnership to consider registering as a mentor. A mentor will be expected to have professional experience; however, this does not mean that colleagues must be at the top of their profession or hold a senior position to be a mentor. Being a mentor does not require a substantial time commitment, although the time to prepare for meetings, to write up meeting notes and develop mentoring and coaching skills should be considered before engaging in mentoring. All meetings are arranged directly between mentee and mentor to fit around individual schedules.

7.2 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.

Mentors will be supported in their role and will be required to attend a short briefing session before they begin a mentoring partnership. 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.

7.3 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).

8 Strands of the UHI 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 UHI Mentoring Scheme' session or contact 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
Learning and Teaching Enhancement	Supporting colleagues to enhance their practice in learning and teaching and supporting learning and teaching	Early career educators or new to academic roles <ul style="list-style-type: none"> • Colleagues new to the PAT role. • New lecturers. • New Module and Programme Leaders. • Postgraduate students with some learning and teaching responsibilities. 	<ul style="list-style-type: none"> • Academic development and/or support. • Academic leadership development. • Academic standards familiarisation. • Accessible and inclusive learning and teaching resources and/or learning spaces. • Curriculum design. • Learning activity design and delivery. • Online and hybrid approaches to learning and teaching.
		Experienced staff <ul style="list-style-type: none"> • Colleagues with responsibility for Curriculum Leadership. • Experienced colleagues with responsibilities for developing and delivering – or supporting the development and delivery of - learning and teaching. • Lecturers. • Module and Programme Leaders. 	

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<p>Colleagues who support learning and teaching</p> <ul style="list-style-type: none"> • Colleagues working in learning and teaching resources development roles. • Colleagues working in professional or academic development roles. • Learning technologists. • Librarians. 	<ul style="list-style-type: none"> • Personal Academic Tutor support. • Programme and module development. • Student engagement and belonging. • Technology enhanced learning.
<p>Professional Recognition</p>	<p>Supporting colleagues to achieve professional recognition in Learning and Teaching</p>	<p>ALPINE applicants working towards Associate Fellow HEA, Fellow HEA and Senior Fellow HEA</p> <p>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.</p> <hr/> <p>Principal Fellow HEA applicants</p> <p>Highly experienced strategic academic leaders working at SCQF level 7, with sustained impact on high quality learning and policy/strategy development within or beyond an institution.</p> <hr/> <p>National Teaching Fellow Scheme (NTFS) and Collaborative Aware for Teaching Excellence (CATE) applicants</p> <p>Colleagues working at SCQF level 7 applying for an Advance HE National Teaching Fellow (NTF) award or</p>	<ul style="list-style-type: none"> • Facilitating reflection conversations to identify evidence to put forward in an application. • Familiarisation with the application process and/or review process. • Feedback on a draft application(s) and/or mock reviews. • Guidance on how to align practice to criterion. • Identifying opportunities to engage in professional development activities relevant to the professional recognition being sought. • Support and guidance in application writing style and approach.

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<p>university teams applying for a Collaborative Award for Teaching Excellence (CATE) award through the university application process.</p> <p>Certified Membership for the Association for Learning Technology (ALT)</p> <p>Colleagues applying through the CMALT Accreditation Framework that provides pathways to peer-assessed accreditation for Learning Technology professionals in the UK and internationally. There are three pathways available including Associate CMALT, CMALT and Senior CMALT.</p>	<ul style="list-style-type: none"> Supporting timelines for the writing and submission.
		<p>Other educational recognitions</p> <p>Colleagues applying for recognition not listed above but who would like mentoring support. This might (but not limited to) include:</p> <ul style="list-style-type: none"> General Teaching Council for Scotland (GTCS) Registration. Staff and Educational Development Association (SEDA) accreditations. 	
<p>Research</p>	<p>Supporting colleagues to engage in disciplinary research, publish and achieve funding</p>	<p>Early career researchers</p> <ul style="list-style-type: none"> Recent PhD graduates and newly appointed researchers. Final year postgraduate researchers aspiring to an academic career. 	<ul style="list-style-type: none"> Guidance in preparing for and taking on research student supervision.

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<ul style="list-style-type: none"> Part-time postgraduate researchers also employed as staff. 	<ul style="list-style-type: none"> Introduction to research networks in subject area.
		<p>Staff aspiring to/returning to research</p> <ul style="list-style-type: none"> Colleagues looking to establish a research active area. Colleagues newly joining UHI with research backgrounds looking to further their research career in UHI. Colleagues with limited research background but aspiring to undertake formal research for publication, to support and enhance their subject expertise. Existing colleagues returning to research after a career break (e.g. maternity/paternity leave, management and/or teaching responsibilities etc). 	<ul style="list-style-type: none"> Paper writing, review, and publishing guidance. Proposal writing and review guidance. Specific skills requirements i.e., update laboratory skills. Support and guidance in joining journal editorial boards. Support in identifying and enhancing areas of research.
		<p>Established researchers</p> <ul style="list-style-type: none"> Colleagues with an established research career looking to develop in terms of: improving performance as a principal investigator; leading research teams; strategic research leadership. 	
		<p>Colleagues who support research activity and/or research students</p> <ul style="list-style-type: none"> Colleagues who are not research active but who support research activity. Research supervisors. 	

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<p>Academic staff</p> <ul style="list-style-type: none"> • Colleagues with limited research background but aspiring to undertake formal research for publication, to support and enhance their subject expertise. 	
<p>Scholarship Development</p>	<p>Supporting colleagues to engage in scholarship activities to disseminate their own practice and expertise.</p>	<p>Colleagues new to scholarship</p> <ul style="list-style-type: none"> • Colleagues who are new to scholarship and want to begin to share their practice through scholarly activity. • PhD Students. • Academic Staff. 	<ul style="list-style-type: none"> • Development of scholarly activity (reviewing for journals, writing critical and reflective writing). • Introduction to relevant professional and disciplinary networks e.g., special interest groups, external networks review groups for journals • Scholarly activity for personal development, career progression or to raise the profile of work. • Support and guidance in presenting at conferences. • Support and guidance on reflective writing including blogging and writing for newsletters. • Support and guidance on reviewing for academic journals. • Support and guidance to engage in digital scholarship e.g., blogging, harnessing social networks to disseminate practice.
		<p>Experienced staff</p> <ul style="list-style-type: none"> • Experienced colleagues wishing to develop further scholarship to share their practice through scholarly activities. • Academic staff. • Researchers. 	
		<p>Colleagues in professional services</p> <ul style="list-style-type: none"> • Colleagues who would like to develop their scholarly activity for personal development, career progression or to raise the profile of their work. 	
		<p>Colleagues wishing to engage in scholarship as a pathway to research.</p> <ul style="list-style-type: none"> • Colleagues wishing to engage in more formal types of scholarship to participate in research. 	

Mentoring strand	Aim of mentoring	Mentee group	Potential areas of activity
		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Writing short articles, opinion pieces and reviews for relevant academic or professional body publications. <p>*Support for writing for peer reviewed research publications, including journal papers is provided through the research mentoring strand</p>

9 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](#):
- [Professional Recognition](#)
- [Research](#)
- [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.

10 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 goals of the individual, as defined in their registration to the mentoring process.

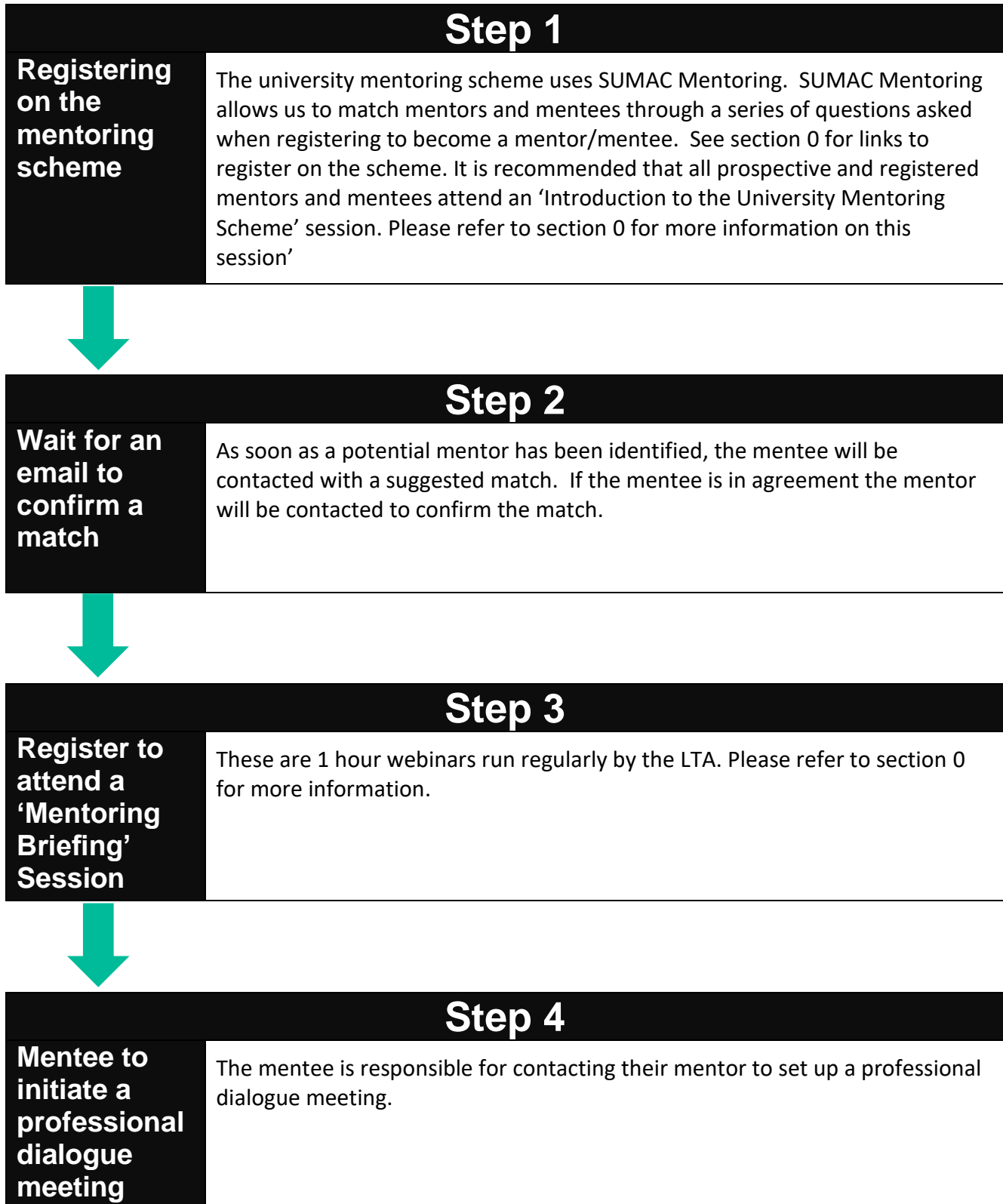
It is expected that a mentoring partnership will last between six months to one year for the Learning and Teaching Enhancement Strand, Scholarship Development Strand and the Research Strand or the duration of an application submission process for the Professional Recognition Strand.

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.

10.1 Timeline

Table 3 Timeline





Step 5

Professional dialogue meeting

The initial meeting between mentor and mentee is referred to as a professional dialogue meeting and provides the opportunity to discuss and agree upon the expectations and objectives to come from the mentoring process. The mentee is responsible for contacting their mentor to set up a professional dialogue meeting. Please see section 10.2 for more information.



Step 6

Progress update meeting

At the beginning of the mentoring partnership the mentee should schedule a 'progress update meeting' at around the time that is agreed objectives should be met. Please see section 8.4 for more information.



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.

10.2 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.
- The initial goals and aims of the mentoring.

10.3 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 updated.
- 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 nor 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 Save the mentoring agreement form in a confidential space that is convenient for you both e.g., SharePoint. Don't send personal details through email but please do let the mentoring team know you have begun your mentoring partnership by emailing mentoring@uhi.ac.uk. The mentoring agreement form should be revisited during the partnership and updated as the partnership develops, including refining and redefining goals.

10.4 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 a professional development opportunity.

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 to confirm that the mentoring match is coming to an end.

11 Support and professional development

11.1 Who will support mentors and mentees?



Mentoring Scheme Lead

The UHI Mentoring Scheme Lead Alex Walker, should be contacted with any general questions regarding the University Mentoring Scheme.

Mentoring@uhi.ac.uk



Mentoring Scheme Strand Leads

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

- Learning and Teaching Enhancement and Scholarship Development: wendy.jessiman@uhi.ac.uk
- Research: john.howe@uhi.ac.uk
- Professional Recognition: alex.walker@uhi.ac.uk



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.

11.2 Professional development opportunities



Figure 4 Decorative Image: Image by [Gerd Altmann](#) from [Pixabay](#)

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 bi-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.”

Mentoring Development Online Workshop Series

A series of mentoring development workshops for colleagues mentoring or interested in mentoring, that take place in semester one and cover:

- Exploring mentor identity and competencies
- Defining goals and active listening
- Building rapport and asking questions
- Sharing experience and giving feedback

Dates are advertised through the [LTA events page](#).

Guest speaker webinars

To follow on from the online workshops in semester one, semester two offer guest speaker webinars that explore mentoring in further depth. Speakers are internal and external and provide an opportunity for mentors and mentees to develop their skills and techniques with experts in mentoring and coaching.

Tailored workshops

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

Mentoring toolkit

[The mentoring toolkit](#) offers resources and templates to use in mentoring.

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

12 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.

13 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.

14 APPENDIX I - Mentoring Agreement Form



University of the Highlands and Islands

UHI MENTORING SCHEME

MENTORING AGREEMENT FORM

It is important that at the beginning of mentoring that both colleagues are clear about and agree upon what they expect from the partnership, and to explore some initial goals and aims of the mentee. Please complete this mentoring agreement together at the professional dialogue meeting and revisit it at points in your mentoring partnership, to refine goals and stay on track. Save the mentoring agreement form in a confidential space that is convenient for you both e.g., SharePoint. Don't send personal details through email but please do let the mentoring team know you have begun your mentoring partnership by emailing mentoring@uhi.ac.uk.

1. Contact details and meeting logistics			
Mentor Name Address (where you are likely to join meetings from)			
Email address / Tel no			
Mentee Name Address (where you are likely to join meetings from)			
Email address / Tel no			
Emergency contact (in the case of an emergency during a meeting)			
Name of emergency contact			
Telephone number			
Contact agreement			
We will meet for		Hours	
Every		Month/s	
for a period of/until (up to 12 months)		until ALPINE Recognition Panel/recognition application submission	
Our meetings will take place			
In person at			
and/or online through			
2. Commitment and agreement			

2.a. As a UHI mentor I commit to the following:

1. I will act as your mentor – to partner with you to identify and work towards your goals.
2. As your mentor, I cannot guarantee results.
3. During the time we spend together in our mentoring sessions, I will devote my time, thoughts, and energy to you, exclusively.
4. I will conduct all my dealings with you with absolute dignity, respect, honesty, confidentiality and as an equal.
5. I will bring attentive listening, understanding, belief in you and commitment to your success.
6. The mentoring session is not counselling or any type of therapy.
7. I will adhere to the UHI Mentoring privacy/data guidance and hold your mentoring data (any notes and agreement form etc) for a period of 5 years or for a period that we both agree at the start of this partnership. You can review the [privacy notice here](#).
8. I will role model the UHI mentoring values as outlined in this agreement and in the [UHI Code of Practice](#).

In addition to what is outlined above, and in line with my individual mentor identity, I agree that: (add any further information e.g., any individual membership to mentoring/coaching bodies that you want to highlight)

9.

2.b. As a UHI mentee I commit to the following:

1. I will lead the mentoring session by bringing an idea of session objectives and an update on completed tasks and action plans (or obstacles incurred that have prevented completion).
2. I will be motivated and committed to taking action towards fulfilling my goals.
3. I will fully participate in the sessions.
4. I will give my mentor permission to raise the bar just when I thought I had reached it.
5. I will give my mentor permission to challenge any self-inhibiting attitudes or ways of thinking and behaving.
6. I will accept full responsibility for myself and any actions I take as a result of mentoring. I am responsible for creating and implementing my own physical, mental, and emotional well-being, decisions, choices, actions and results.
7. I will read the [UHI Code of Practice](#) before commencing mentoring.

3. UHI Mentoring Scheme Mentoring 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.

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.		
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	
	Mentor	
4. Mentoring goals and objectives		
4.a. We agree on the following goals as the focus of this mentoring partnership but acknowledge that these might change during the process. We will revisit and update the mentoring agreement form at agreed points throughout our partnership.		
•		
4.b. My development needs in reaching these goals are:		
•		
5. Partnership ground rules		
Our ground rules for this mentoring partnership are: <i>(for example any no-contact times, what each person is prepared to talk about, e.g., work/personal issues)</i>		
1. 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.		
2. We will both evaluate progress and the mentoring partnership to ensure that our individual needs are being met. If either of us wishes to withdraw from the mentoring partnership, we will contact the Mentoring Scheme co-ordinator at mentoring@uhi.ac.uk		
3. Add any more rules you feel are relevant to this partnership.		

Additional information for ALPINE mentoring	
The following comments box may be used for the initial dialogue for ALPINE mentees/mentors.	
Application submission deadline	
Initial feedback	

For Associate Fellow, areas of PSF identified which will form the focus of the application.	
For Senior Fellow, discussion around leadership commensurate with the applicant's role and responsibilities.	
Any areas of CPD/research that can be identified and explored before the application submission deadline.	
ALPINE Recognition Panel Review Process discussed	
Referee Statements discussed	
Requirements of Applicant Statement and Future Aspirations discussed, and content planned	

Mentoring agreement	
Mentee's Signature & Date	Mentor's Signature & Date