



AHSS Student Mentoring Programme 2025

The AHSS Student Mentoring Programme connects current AHSS students with experienced alumni and industry supports, helping students gain a deeper understanding of the world of work, explore career options, and develop their personal strengths.

The programme is open to all current QUB students within the Faculty of Arts, Humanities, and Social Sciences.

Below, you will find essential information to support your application and guide you throughout your mentoring journey.

1. Terms & Conditions

- This programme is exclusively for current QUB students studying within the Faculty of Arts, Humanities and Social Sciences
- Applications will open on **1 September 2025 and close on 3 October 2025**
- Mentee applications will be scored based on information provided. The scoring criteria can be found below. Maximum score available is 40
- There will be a limited number of mentors available, not all successful applicants will be guaranteed a mentor match.
- All applicants will be contacted on 24 October 2025 and notified of outcome.
- All successful mentees must attend one of the in-person onboarding sessions. Successful mentees can attend a session on **4 November or 6 November**. Both sessions will be held from 12.30 – 13.30 at Queens Business Schools
- We aim to find a match for successful mentees by 11 November 2025, but we cannot guarantee the length of time it will take to make a match.
- All successful mentees and mentors will be expected to adhere to the AHSS Mentoring agreement detailed below

2. AHSS Mentoring Bank Mentoring Agreement

Your participation in the Queen's University of Belfast ('the University') AHSS Mentoring programme as a mentee or mentor indicates that you agree to the aims/objectives of the programme set out below.

Enhance career awareness and understanding

- Support students in exploring the world of work, potential career paths, and the realities of different industries.
- Provide insight into opportunities students may not have previously considered.

Support personal and professional development

- Help students reflect on their own strengths, skills, and areas for growth.
- Encourage the development of transferable skills that are valued by employers.

Empower students to succeed in the graduate job market

- Build confidence and readiness for entering competitive employment sectors.
- Provide guidance on how to make informed career decisions and take proactive steps toward future goals.

Facilitate meaningful connections with alumni



- Create a structured, supportive framework for engagement between current students and experienced graduates.
- Offer alumni a rewarding opportunity to share their expertise and contribute to the success of future professionals.

Both parties agree to the terms outlined below to ensure a productive and respectful collaboration and to assist you in establishing an honest, trusting, and rewarding relationship.

Meetings

It is recommended that each mentoring pair participate in up to three to five mentoring sessions, fostering a productive and supportive mentorship relationship. If either party is unable to attend the scheduled meeting, they agree to notify the other in advance.

Advice

The Mentee acknowledges that the purpose of providing mentoring is to assist mentees with their decision-making process and not to provide advice on decisions the Mentee may take. The provision of mentoring services does not constitute financial, management or consultancy advice.

Respect

Each party agrees to respect each other's time and commitment to the programme

Each party will respect the other's viewpoint

Communication

Each party agrees to remain professional in their conduct and behaviour and to approach situations with sensitivity and honesty

Conflict of interest

It is the responsibility of each party to highlight any conflicts of interest that may arise during the mentoring relationship at the earliest opportunity to the AHSS Mentoring Project lead.

Each party agrees to disclose any conflict openly to the AHSS Mentoring Project lead and agrees to withdraw from the relationship if a conflict arises which cannot be managed effectively.

Personal Limitations

Each party agrees that they will not work beyond the bounds of their capability and experience

When appropriate, Mentors agree to seek advice, make a referral to another point of contact or seek support from the AHSS Mentoring Team.

Confidentiality

Mentoring is a confidential activity. Discussions which take place within the mentoring relationship are strictly confidential

Both parties agree to maintain this confidentiality even after the mentoring relationship has ended

Each party agrees not to use any ideas, products, or materials that the other party has discussed to further individual business or financial interests



Each party agrees to maintain the confidentiality of all ideas, products, or materials that have been discussed or shared within the mentoring relationship

Data Protection

As an AHSS Mentor, Mentors will be working on behalf of the University and agree to never use the personal data received from businesses for other purposes.

Mentors will keep, store and dispose of appropriate and accurate records of their work with Mentees, including electronic files and communications, in a manner that ensures confidentiality, security and privacy, and complies with the Data Protection Act 2018.

Data is held securely by the University and will be treated confidentially. The University Privacy policy is available at <https://daro.qub.ac.uk/dataprotection>.

Termination

Both parties reserve the right to withdraw from this agreement at any time. Please notify the AHSS Mentoring Project lead.

3. Mentee Application – Scoring Matrix

Criteria	Scoring Criteria	Mark
Q6. Year of study	PGT/ PGR/ Final Year	10
	2 nd year/ Placement year	8
	1 st year	5
Q9. Three learning goals/ objectives	Clear, specific, measurable	10
	Clear, mostly specific	8
	Somewhat clear or general	6
	Very vague	2
	No goals or very vague	0
Q10. Actions toward achieving goals	Clear, realistic, and actionable steps	10
	Good actionable steps	8
	Some concrete actions	6
	Vague or unrealistic actions	2
	No actions	0
Q11. Timing & readiness for mentorship	Strong, clear alignment with stage in journey	10
	Good alignment with stage in journey	8
	Reasonable alignment	6
	Weak reasoning	2
	No explanation	0