

Programme Handbook

Mentoring

for the PSF

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# Rationale & Overview

The training in Mentoring for the PSF is open to members of staff engaged or wishing to be engaged in supporting Advanced HE Fellowships via the Queen’s Merit Award (QMA) at D1, D2, D3 and D4. Mentees will be allocated someone with the existing fellowship category (where possible) as they are aiming for and will confirm with you if you have the capacity to support them at that time.

A workshop will introduce mentoring training for the PSF and support for participants in developing their mentoring skills. It is a CPD opportunity for staff, providing professional learning over a structured programme in mentoring for Advance HE Fellowship applications. The programme will be supported by online resources and members of the QMA team.

Your role as a Mentor for a colleague applying for Advance HE Fellowship is to provide opportunities to discuss their progress, answer questions around the PSF requirements and the QMA scheme. You will offer practical advice and an independent voice while they develop their application. This is a valuable role, where your knowledge and experience of both teaching and learning and of PSF will greatly contribute to the applicant’s success.

As the role is voluntary, if you are unsure of your capacity to take on the role, you are encouraged to discuss this with your line manager, as mentoring time may be included in your WAM.

Being a mentor will also support you in your own continuing professional development. It will also strengthen your own awareness of learning, teaching and assessment practised by your colleagues. Mentoring can help you to generate some evidence required for Senior Fellow (D3) by helping you to demonstrate your contribution to supporting the development of other people’s practice. For those who are Senior Fellows, it will support you in maintaining your good standing and sharing good practice, or potentially accumulating evidence and experience in making an application for Principal Fellowship (D4).

# Eligibility to become a PSF Mentor

As a PSF Mentor you would be expected to

* Be an Advance HE Fellow, at D1, D2, D3 or D4
* Advise the Faculty Lead of your availability to mentor candidates
* Attend initial mentor training and on-going CPD opportunities
* Be familiar with the QMA scheme and keep up to date with any changes made to the PSF
* Meet with your mentee and co-develop an agreement of how the relationship will best work in terms of timings, meetings and how the time will be used most effectively
* Encourage the mentee to discuss any areas of concern at an early stage
* Be a source of support for the candidate in terms of identifying evidence and reflecting on the impact of their own academic practice
* Provide feedback and guidance on the application and comment on the readiness to submit

Mentoring on the PSF scheme may be quite different from other mentor experiences, such as mentoring a new employee or career mentoring, as the mentor-mentee agreement in the QMA context is for a specific time and task.

Please note that as a PSF Mentor, you would be unable to provide a supporting statement for a mentee’s Fellowship application; you may wish to consider this before taking on a new mentee, if the colleague expects you to act as a referee.

# The Purpose of the Training and Time Commitment

The purpose of the training is to provide an overview and consistent understanding of the PSF and the component parts of the application process. We expect the training to take an hour. It will run face to face and online to facilitate the Mentors.

This award is of relevance to colleagues who are involved in or aspire to be mentoring colleagues through the QMA. It is a requirement of the award that participants have already achieved AFHEA, FHEA, SFHEA or PFHEA.

You should consider your relationship with your mentee a pedagogical partnership. You should encourage engagement with your mentee and should agree a timetable of writing/thinking/reading and feedback activities as part of the action plan, remember that you need to ask them to do something with what they have learnt from the writing/thinking/reading. You should keep them engaged enough to discourage procrastination!

The time commitment will change from applicant to applicant and the training must fit around your main university, roles however an indication of the time required is below.

|  |  |
| --- | --- |
| **Level of Fellowship** | **Hours** |
| AFHEA | 3 |
| FHEA | 5 |
| SFHEA | 7 |
| PFHEA | 10 |

# Mentor’s Network

Mentor's Network - This is a general network that is run for those registered as mentors with the University Mentoring Network. The aim is to develop mentoring skills, gain peer support with mentoring related challenges and provide an opportunity to work together to explore how we can grow and improve the network. These will run once a semester over lunch (provided), and you are required to attend one of these a year, although we encourage you to attend more. The idea behind the meetings is to discuss with peers any challenges, concerns or ideas that you have for mentoring in a confidential and supportive environment.

**Step 1**

Once your initial training is complete you will be added to the QMA Mentors database and should be conversant with the PSF and the requirements of the QMA application process which you will use when providing guidance and advice.

**Step 2**

Each mentor will be required to take on a group of 5-7 mentees for each panel stage and will support the applicants in their preparation of their applications mentees will be allocated to you and once they contact you, you should agree a procedure for scheduling meetings and communicating with your mentees in line with reasonable professional expectations of the role.

**Step 3**

Mentors arrange an initial workshop where the group will have a chance to meet. The focus of the initial workshop will be on the evidence and impact of practice and how to collate and demonstrate these in the application. The second workshop will focus on refining their submission. The groups of mentees can be created either through Fellowship level or discipline areas / professional services areas. Mentoring for PF will follow a face-to-face approach based on either a small group of 3 or on a one-to-one basis.

**Step 4**

You should encourage the mentee to engage in self-reflection and evaluation of their own learning, teaching and assessment and support of students. Support the ‘action planning’ process and encourage the mentee to take responsibility for creating and determining their own actions and support the mentee in reflecting on their current and future CPD encouraging a suitably broad conception of what constitutes CPD.

Mentors will provide feedback and guidance on their written application for submission. You should be committed to and supportive of the mentees’ progress and development by challenging them to improve their performance and outlook as a professional and reflective practitioner.

**Step 5**

Submission and wait for the outcome.  Mentors will be cc’d into the outcome email.

Where applications are referred pending clarification, you should assist the participant in responding to the feedback received.

# Outline of the Mentor Training Programme

Delivery of the programme will take the following form:

Mentor's training - a general one hour workshop that aims to equip anyone who is either currently acting as a mentor or who may be in the future, with the necessary skills to mentor staff to achieve greater levels of competence and confidence and improve long-term performance.

The workshop will introduce participants to the foundations of mentoring, the session focuses on mentoring in the context of Fellowship. You will receive an introduction to mentoring theories and develop skills for mentoring. You will have multiple opportunities to apply skills and learning over the session to mentoring situations and dialogue, with peer feedback supporting learning and development. We will also introduce models of mentoring and address the wider issues regarding mentoring within supporting professional development.

At the end of the workshop you will participate in a debrief at which you will be encouraged to reflect on the mentoring process, its effectiveness and success and to feed forward into ongoing development of the QMA.

Through the online discussions and debrief, the cohort will establish a Community of Practice of trained and experienced mentors who will be able to share ideas, learning and experiences across the university and by enhancing teaching and learning through professional development exchanges.

For all levels of Fellowship, the QMA has introduced alternative submissions to the standard written route. These will be fully explored as part of the training and you will be provided with guidance to suit your requirements.

# Applying for the Mentoring Programme

**These guidance notes provide you with an overview of the process required to apply for the Mentoring programme.**

* **To join the programme, you need to have your line manager’s support to take part.**
* **You need to be able to commit time to mentors a number of mentees (time dependent on your availability).**

**How do you Appy to Join our Team of Mentors?**

**You will be asked to complete a short submission form, outlining why you believe this programme would be beneficial to you and the University. Depending on the number of submissions, there may be a selection process and possibly a waiting list to join** qma@qub.ac.uk**).**

**If you have any questions in advance of joining the programme, please speak to the QMA Team at (**qma@qub.ac.uk**)**