CONTENTS

SECTION 1  OUTLINE OF THE MENTORING PROGRAMME
1.1  Aim. ................................................................. 3
1.2  Benefits to Students and Mentors. ......................... 3
1.3  Timescales ......................................................... 3
1.4  Monthly Meetings ............................................. 5

SECTION 2  WHAT IS MENTORING?
2.1  Definitions of Mentoring ..................................... 6
2.2  The Principles of our Mentoring Programme ............ 6
2.3  The Role of the Mentor ....................................... 8
2.4  Ten Attributes of a Good Mentor .......................... 9
2.5  The Role of the Mentee ....................................... 10
2.6  Seven Attributes of a Good Mentee ....................... 11

SECTION 3  STUDENTS ON THE MENTORING PROGRAMME
3.1  Care Leavers ..................................................... 13
3.2  Black and Minority Ethnic Students ...................... 13
3.3  Disabled Students .............................................. 13

SECTION 4  FURTHER INFORMATION
4.1  Useful Links ..................................................... 14
4.2  Conclusion ......................................................... 15

SECTION 5  APPENDICES
Appendix 1  Agenda for the First Meeting ..................... 17
Appendix 2  Discussion Topics .................................... 18
Appendix 3  Monthly Feedback Sheet ........................... 20
Appendix 4  Disability and Mental Health Disclosure .......... 21
Notes ................................................................. 22
1.1 Aim

The Plymouth University Employer Mentoring Programme aims to link students from a Widening Participation background to an industry professional to gain an insight into a specific area of work that the student is interested in. Students will have an opportunity to improve their personal and employability skills, whilst mentors gain personal and professional development.

1.2 Benefits to Students and Mentors

<table>
<thead>
<tr>
<th>AS A STUDENT YOU WILL...</th>
<th>AS A MENTOR YOU WILL...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify your career ideas and aims</td>
<td>Develop your coaching skills</td>
</tr>
<tr>
<td>Increase your understanding of a job role</td>
<td>Refresh your own view of work</td>
</tr>
<tr>
<td>Develop and improve your employability skills</td>
<td>Develop undergraduates’ interest in your sector and your business</td>
</tr>
<tr>
<td>Develop your professional network</td>
<td>Promote your reflective learning</td>
</tr>
<tr>
<td>Confidently address your questions about diversity in the workplace</td>
<td>Gain an opportunity to act as a positive role model</td>
</tr>
<tr>
<td>Gain an insight into your chosen career area</td>
<td>Increase your awareness of diversity issues</td>
</tr>
</tbody>
</table>

1.3 Timescales

- The Employer Mentoring Programme takes place from October 2016 – April 2017.
- Students and mentors get to meet for the first time at the training session in October.
- Following the training session it is recommended that mentors and students meet approximately once a month for a 1 hour meeting. We expect a minimum of 6 meetings to have been completed by the end of the programme.
- The programme concludes on at the end of April with the Employer Mentoring Celebration Event. Students and mentors come together to celebrate their successes and achievements and provide feedback on their experiences with the programme.

The Employer Mentoring Programme is managed by Nina Kearney. You can contact Nina throughout on 01752 582004 or emailing mentoring.careers@plymouth.ac.uk.

The Employer Mentoring Programme is a verifiable activity that will count for the Plymouth Award and/or student’s Higher Education Achievement Report (HEAR).
This is my second year mentoring and for me it has been a brilliant experience and very rewarding. Both students have been great ambassadors for the University and a pleasure to work with. As well as passing on the benefit of my experience, I’ve particularly enjoyed getting to know each student and their stories.

To get the best out of the relationship, it’s important as a mentor to devote the time needed to understand and work with the student to help them take their own personal development forward. Setting expectations and boundaries at the outset is also crucial as well as being open and approachable. Keeping a sense of perspective helps as does having fun along the journey!

...Whilst it’s been great helping others at the start of their career journey, the benefits are not all one way. Mentoring with Plymouth has provided me with the experience and skills needed to successfully apply for another role against stiff competition.

Derek Higgs,
Project Manager South West & Wales, HMRC

The reason I choose to request a mentor was because I wanted to gain a genuine insight into the day-to-day life of a lawyer and through this insight, I was able to make an informed decision about my future career path.

Being mentored has also boosted my confidence as I am now consistently encouraged to push myself further and choose more ambitious goals and challenges. Having a mentor has also provided an edge to my employability as I can now leverage the in-depth industry insight that I have gained from being mentored in job applications and in interviews.

Emmanuel Alabi
LLB Law
1.4 Monthly Meetings

When do meetings take place?
The monthly meetings are flexible and are arranged between the student and the mentor, ensuring they easily fit around workloads. We suggest meetings are at a pre-arranged, public venue such as Plymouth University.

How can meetings be facilitated?
We advise that the first meeting via face to face as this allows for the mentoring relationship to be established. After the initial meeting, communication can continue via face to face meetings or via email, phone, Skype etc. A representative from the University will keep in contact with mentors and students throughout the six month period.

What is covered during the meetings?
There is a set agenda for the first meeting (Appendix 1). This is the only session where the structure is provided.

The sessions which follow can be tailored to an approach that suits both the student and the mentor. The discussion topics can also be tailored to ensure the needs of the student are being met, in a way that maximises the skills of the mentor. Some ideas for possible discussion areas/topics are provided in Appendix 2, which lists a variety of conversations students and mentors have had in the past.

How do we capture the journey through the Mentoring Programme?
At the end of each meeting we ask that the mentoring pair to complete the Monthly Feedback Sheet (Appendix 3) and return it to the mentoring team. This sheet allows for the content of the meeting to be captured, action points for the student to be documented and progress to be recognised. At the end of the programme we will also ask you to complete an evaluation form and feedback will be collected at the Employer Mentoring Celebration Event.
2.1 Definitions of Mentoring

Mentoring is an established tool, used by organisations to develop individuals and help them reach their potential.

“For most, the process is informal and is defined by the mentor assisting the mentee to discover something new about their capabilities and self.”

(Active Mentoring Programme, Brunel University).

David Clutterbuck (Sheffield Hallam University) defines mentoring as:

“One to one help in making significant transitions in knowledge, work or thinking.”

There are many definitions of mentoring due to the variety of reasons and motivations for setting up mentoring programmes. Indeed, each individual mentoring relationship is different and can have wide ranging objectives.
2.2 The Principles of our Mentoring Programme

The Employer Mentoring Programme at Plymouth University is an employability related mentoring programme, which has two specific objectives; raising aspirations and improving employability.

- **Aspirational Objective** – to raise students’ sights and broaden horizons in terms of career, learning goals and self-awareness.
- **Employability Objective** – to develop knowledge, skills and personal qualities that are valued by employers (Miller, A, 2002)

It is important to recognise from the start that there will be certain boundaries or parameters to the mentoring relationships. The agenda provided for the first meeting (Appendix 1) gives a chance for mentors and students to negotiate and agree their boundaries and limitations whilst taking part in the programme.

The relationships developed in the Employer Mentoring Programme are not:

- A forum for counselling
- A friend-friend relationship
- A tutor-student relationship
- A manager-employee relationship
- An indefinite relationship
- A concentration on improving performance
- Directive

We have identified the following principles which underpin the Plymouth University Employer Mentoring Programme:

1. The mentoring scheme will reflect and promote a commitment to equal opportunities
2. Participants will create a time frame both for the frequency of meetings and for the duration of the relationship
3. Open communication and consultation will occur throughout the implementation and management of the scheme
4. A clear understanding of, and agreement on, the level of confidentiality will be required within the mentoring relationship
5. The mentoring project is a constructive, developmental form of support – of mutual benefit to those taking part
6. The process has to be understood by all those taking part
7. There must be shared understanding of, and agreement with, the purposes of the mentoring scheme
8. There will be adequate training, preparation and support for those taking part in the mentoring scheme
9. Any written record produced should be appropriate to the needs of the mentor and mentee and accessible to the student, mentor and the Employer Mentoring Team
10. The continuing development of the mentoring scheme will require regular reviews of its operation
2.3 The Role of the Mentor

The relationship between mentor and student is very much student-centred; focusing on their professional and personal development. The mentor may be asked to give advice or information, help to establish facts, or ‘sign-post’ the student to relevant contacts or resources.

Whatever the techniques used by the mentor, the emphasis is on enabling and empowering the student to take charge of their own development and their environment. To allow this relationship to be effective, strong interpersonal skills are essential. Other useful skills include effective listening, empathy, understanding in a non-judgemental manner and the ability to facilitate through skilled questioning.

The role of the Mentor is to:

- Listen
- Question to elicit facts
- Give information about organisations/occupations and facilitate access to networks
- Give informal advice on career development
- Offer different perspectives
- Offer support and encouragement
- Draw on personal experience when appropriate
- Confront and discuss current issues
- Take the lead and make suggestions – at least early on in the relationship

A mentor encourages their student to:

- Listen
- Clarify their understanding
- Review and reflect on themselves
- Change their assumptions
- Consider different perspectives
- Develop and manage a career plan
- Take responsibility for their own personal and professional development
- Make decisions to maximise the outcomes of the mentoring relationship

Without a doubt the aspect that I enjoyed the most was the process by which myself and my mentee decided on what topics were most relevant.

Through the gradual understanding of the factors involved in his current situation and the extent of my experience, my mentee was able to choose how he felt our time was best spent. Instead of dictating this myself, I was tasked with giving my mentee the tools to make those decisions himself, and this is an incredibly interesting challenge that I look forward to learning more about.

Jack Gill,
Managing Director, So Good Studios Ltd.
# Ten Attributes of ‘Good’ Mentors

<table>
<thead>
<tr>
<th>Number</th>
<th>Attribute</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Enthusiastic volunteer</td>
<td>Their interest in helping the mentee and setting personal gains aside communicates itself.</td>
</tr>
<tr>
<td>2.</td>
<td>Accessibility</td>
<td>Mentees should be able to contact mentors easily, but with defined, agreed limits.</td>
</tr>
<tr>
<td>3.</td>
<td>Sensitivity</td>
<td>Mentors need to be aware of and sensitive to cultural and gender differences.</td>
</tr>
<tr>
<td>4.</td>
<td>Self-Awareness</td>
<td>Mentors need to know their own weaknesses and values, and to be honest about them. They should be able to share values without imposing them.</td>
</tr>
<tr>
<td>5.</td>
<td>Discretion</td>
<td>Confidentiality is the key to building trust in the relationship.</td>
</tr>
<tr>
<td>6.</td>
<td>Willingness to learn</td>
<td>Mentoring should be a mutual learning experience, not purely one way.</td>
</tr>
<tr>
<td>7.</td>
<td>Non-judgmental</td>
<td>Mentors should try to use positive reinforcement and encouraging behaviours.</td>
</tr>
<tr>
<td>8.</td>
<td>Patience</td>
<td>Patience is especially important in the early stages of relationship building.</td>
</tr>
<tr>
<td>9.</td>
<td>Positive expectations</td>
<td>Mentors should have high or positive aspirations for their mentees.</td>
</tr>
<tr>
<td>10.</td>
<td>Kind, tolerant and understanding</td>
<td>These are important qualities in sustaining the relationship’s inevitable highs and lows.</td>
</tr>
</tbody>
</table>

2.5 The Role of the Mentee

The mentee is not a passive vessel into which the mentor pours knowledge but rather is an active collaborator who engages in learning and critically reflects on experiences (Zachary & Fischler, 2009).

Establishing and maintaining a healthy mentoring relationship rests, to a large extent, in the hands of the mentee. Mentees who know what their own goals and expectations are and can communicate them clearly, who seek information about how to be successful and who carefully focus on maintaining a healthy relationship with their mentors will reap many benefits.

Mentorship is all about gaining skills and lessons to help you further your career. Take charge of the process. While you’re learning from your mentor, she/he is also learning about you and potentially from you. You want to be perceived as someone who takes charge and takes action.

The role of the Mentee is to:
- Ask questions
- Be open to being mentored
- Strive to give his/her best at all times
- Accept criticism graciously
- Learn from mistakes
- Have the courage to try new things
- Accept responsibilities
- Be open and honest
- Be respectful and appreciative of the advice being given
- Listen, watch, learn, and grow

Jay Bingham,
LLB Law student

"The mentoring scheme was one of the best things I could have done. My confidence has grown and I now have a professional CV and LinkedIn page. I was given advice on how to update it both properly in order to maintain the professional standard. My mentor also gave me some fantastic opportunities. I was given a telephone interview from one of her former colleagues to help me with my confidence towards interviews and she encouraged me to go to different events that centred around professional progression."

Jay Bingham,
LLB Law student
### 2.6 Seven Attributes of a Good Mentee

<table>
<thead>
<tr>
<th>SEVEN ATTRIBUTES OF ‘GOOD’ MENTEES</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishes an open communication system with reciprocal feedback</td>
<td>Being able to be appropriately assertive and to speak about what you need or what is not working for you is important for your own development and to the mentoring relationship. Being able to share with your mentor what is working and what is going well goes a long way in maintaining a positive relationship.</td>
</tr>
<tr>
<td>2. Sets standards, goals, and expectations</td>
<td>Your mentor needs to know what you expect from him/her so that they can provide the kind of support you would benefit from – setting these expectations is crucial for the success of the relationship.</td>
</tr>
<tr>
<td>3. Trustworthy</td>
<td>The mentoring relationship by necessity needs to be a confidential one. Only by being trustworthy can a mentor feel free to share their own personal experiences and advice with the mentee.</td>
</tr>
<tr>
<td>4. Proactive</td>
<td>It is the mentee that stands the most to gain, at least initially, from the mentoring experience and therefore needs to approach each mentoring conversation prepared with topics to discuss. At the beginning a mentee should not expect a mentor to have a list of things to talk about other than ask some general questions such as “How are things going?”</td>
</tr>
<tr>
<td>5. Good listener</td>
<td>It is easy to forget that a mentee needs to be just as good a listener as the mentor. There’s no point discussing topics with a mentor if you are not prepared to listen to the advice and suggestions offered.</td>
</tr>
<tr>
<td>6. Patient</td>
<td>Advice given on particular topics may take time to internalise and implement. Mentoring is not a tactical, one shot type of activity. It’s a relationship and a series of conversations. And as in any relationship patience is a key ingredient to success.</td>
</tr>
<tr>
<td>7. Committed to the time required</td>
<td>Taking the time to build a solid mentoring relationship takes commitment on both sides.</td>
</tr>
</tbody>
</table>
The Employer Mentoring Programme is funded through Plymouth University’s Access Agreement, intended to support the progression and success of students from groups who are under-represented in higher education. Seeking to enhance student employability, this programme is particularly targeted at students who can face additional challenges when seeking future employment: those who are care leavers; learners from a black and minority ethnic background; and learners with disabilities.
3.1 Care Leavers
In addition to exploring career options, the programme provides individual support and advice that for others might be available through family members and helps to develop self-confidence. The programme also allows learners to start establishing the kind of contacts and networks which can help them in their future careers.

3.2 Black and Minority Ethnic Students
National research (from organisations such as HEFCE) and organisational research suggests that BAME students are less likely to gain full time employment after graduation compared to white students with the same qualifications.

As a direct positive response, the Employer Mentoring Programme provides an opportunity for BAME students to meet and network with successful BAME business and community leaders in Plymouth. Importantly the programme also seeks to provide positive role models, to help develop self-confidence and raise awareness of career opportunities and employability strategies.

Since 2014 Plymouth University has worked in partnership with the National Mentoring Consortium, this means any BAME students who complete the programme will also be eligible for the National Mentoring Consortium (NMC) award. The NMC encourages mentoring pairs to meet for 12 hours over the programme; any mentoring pairs who meet this requirement will be invited to attend the NMC national celebration in May 2017.

3.3 Disabled Students
For many students this is often the first chance they have had to discuss disability and disclosure in the workplace with an employer. Being able to discuss their concerns and gain reassurance from industry professionals is incredibly beneficial to the student, enabling them to gain confidence and proactively consider ways to maximise their employability skill set. Mentors may be asked to provide guidance to students on this and further information on disability and mental health disclosure can be found in Appendix 4. If you are unsure at any time please contact Disability Assist or the mentoring team.
In addition to contacting the mentoring team at any stage of the programme you may find the following links helpful:

4.1 Useful Links

- Plymouth University Careers & Employability Service
  www.plymouth.ac.uk/employability

- Plymouth University Disability Assist Service
  www.plymouth.ac.uk/disability

- Plymouth University Counselling
  www.plymouth.ac.uk/counselling

- Plymouth University Compass
  www.plymouth.ac.uk/your-university/teaching-and-learning/plymouth-university-compass

- Plymouth University Career Navigator
  Discover a whole career development programme online and find the information you need to become a confident professional
  www.plymouth.ac.uk/student-life/your-studies/academic-services/careers-and-employability/career-navigator

- Access to Work
  is a government scheme that will help disabled people overcome problems in the workplace:
  www.gov.uk/access-to-work

- Amber Initiatives
  Offer training, information and practical support for migrant workers. They offer a number of opportunities to develop skills and help integrate into the UK job market.
  www.amber-initiatives.co.uk

- The Coaching & Mentoring Network
  providing independent information on the developments in coaching and mentoring
  www.coachingnetwork.org.uk

- EmployAbility
  a not-for-profit organisation that aims to help undergraduates move from education to employment
  www.employ-ability.org.uk

- Equality and Human Rights Commission
  a national human rights institution that seeks to promote and protect human rights. They provide an Equality Advisory Support Service aimed at individuals who need expert information, advice and support on discrimination and human rights issues and the applicable law
  www.equalityhumanrights.com

- The National Careers Service
  https://nationalcareersservice.direct.gov.uk

- National Mentoring Consortium
  www.nmc-online.com/schemes/ethnic.htm

- Plymouth and Devon Racial Equality Council
  offers services for people experiencing racial discrimination across the whole of Devon including Plymouth and Torbay. They deliver a range of work including:
  - free support and advocacy service. Information and advice on all areas of discrimination
  - empowering people and their communities – they encourage the celebration of cultural diversity
  - supporting the development of initiatives that improve representation
  - annual Respect Festivals which celebrate the richness of Devon’s increasingly diverse cultural and faith mix
  www.plymouthanddevonrec.org.uk

- Gov.uk
  has a section on work and disabled people, offering comprehensive information and guidelines.
  www.gov.uk/browse/disabilities/work

- Specialist organisations
  e.g.
  The British Dyslexia Association
  www.bdadyslexia.org.uk
  British Stammering Association
  www.stammering.org
  MIND
  www.mind.org.uk
  National Autistic Society
  www.nas.org.uk
  RNIB supporting blind and partially sighted people
  www.rnib.org.uk
4.2 One final piece of advice...

Whether you are a mentor or a mentee, those with a goal or a plan usually get the most out of mentoring. Decide what skills you want to improve based on feedback from people that you trust or think about whether you would benefit from an insight into strategies to cope with things that you find difficult or that make you uncomfortable, or for the mentee it may be simply to understand how the culture of an industry or a particular company works so that they are more prepared for it when they enter work. Make sure that you have a goal so that you make the most of this opportunity.

We wish you every success in your mentoring relationship and we hope that your experience with the Plymouth University Employer Mentoring Programme is a positive and mutually beneficial one.
SECTION 5
APPENDICES

APPENDIX 1
AGENDA FOR THE FIRST MEETING 17

APPENDIX 2
DISCUSSION TOPICS 18

APPENDIX 3
MONTHLY FEEDBACK SHEET 20

APPENDIX 4
DISABILITY AND MENTAL HEALTH DISCLOSURE 21
APPENDIX 1
AGENDA FOR THE FIRST MEETING

The purpose of the first meeting is to get to know each other, discuss how the programme will work for you and begin to consider the content you hope to cover. The agenda provided will help you with this, although you may identify additional points that you wish to cover.

1. Getting to know each other:
   - Mentor introduction – who you are, your job role, about the organisation, why you are taking part in the mentoring programme, your areas of expertise etc.
   - Student introduction – who you are, course & year of study, parts of the subject you really enjoy, areas of industry you are keen to explore, why you wanted to take part in the mentoring programme, what you hope to gain from the experience etc.

2. Monthly meetings:
   - How will the next meeting be arranged i.e. set a date at the end of each meeting, student to contact mentor?
   - Where is the best venue for meetings and who will have responsibility for booking venues?
   - How will they be conducted i.e. face-to-face, phone, email?
   - Will meeting reminders be necessary and if so who is responsible for this?
   - If someone can’t make the meeting how is it best to inform the other person, how much notice is required and how will it be rescheduled?
   - An agreement needs to be made that the monthly meetings feedback sheet (Appendix 3) is completed by both at the end of each meeting and is returned by the student to the mentoring team.

3. The programme content you wish to cover:
   - Student – identify the areas you would benefit from covering with your mentor and explore each topic; are there specific questions to answer, what are you hoping to achieve by covering this, how will addressing this topic impact on your confidence etc.
   - Mentor – do you have suggestions for topics you feel your student would benefit from, with the topics the student has provided are you happy that you can help with these etc?

4. Ground rules:
   - This is a chance for the mentor to discuss boundaries and for any issues or limitations to be discussed from both the student and mentor perspective.

5. Any other business

6. Scheduling the next meeting
There are many topics that can be explored with your mentor. The most common discussions fall under the headings of careers, industry, networking and potential or perceived barriers. Below are examples of previous discussions between students and mentors.

<table>
<thead>
<tr>
<th>DISCUSSION AREA</th>
<th>PREVIOUS CONVERSATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers</td>
<td>Skills required for the industry and for a specific job role</td>
</tr>
<tr>
<td></td>
<td>What skills do employers value?</td>
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<tr>
<td></td>
<td>Career history of the mentor</td>
</tr>
<tr>
<td></td>
<td>Advice on CVs</td>
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<tr>
<td></td>
<td>Are there areas of weakness on the CV and if so how can they be improved?</td>
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<tr>
<td></td>
<td>Advice on completing application forms</td>
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<tr>
<td></td>
<td>An outline of the recruitment and selection techniques used by the organisation</td>
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<tr>
<td></td>
<td>Interview techniques and typical questions</td>
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<tr>
<td></td>
<td>Advice on how to answer difficult interview questions</td>
</tr>
<tr>
<td></td>
<td>How to prioritise university commitments with job hunting</td>
</tr>
<tr>
<td></td>
<td>Job hunting strategies e.g. relevant websites</td>
</tr>
<tr>
<td>Potential or perceived barriers</td>
<td>Strategies for coping with barriers in the workplace</td>
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<tr>
<td></td>
<td>The ‘pros’ and ‘cons’ of disclosing issues and how to turn the ‘cons’ into positives</td>
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<tr>
<td></td>
<td>How diverse is the industry/work place? How does your organisation support diversity?</td>
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<tr>
<td></td>
<td>Exploring the assistance available in the workplace i.e. technology, flexible hours, travel etc.</td>
</tr>
<tr>
<td></td>
<td>Ways to build confidence</td>
</tr>
<tr>
<td>Industry</td>
<td>Outline of a job role/industry/sector of work etc.</td>
</tr>
<tr>
<td></td>
<td>Daily activities in a job role</td>
</tr>
<tr>
<td></td>
<td>Looking at work experience/voluntary opportunities</td>
</tr>
<tr>
<td></td>
<td>How to approach employers for work experience or voluntary opportunities</td>
</tr>
<tr>
<td></td>
<td>Outline of the organisation the mentor works for</td>
</tr>
<tr>
<td></td>
<td>Example projects for graduates new to the mentor’s organisation</td>
</tr>
<tr>
<td></td>
<td>Opportunities for careers development</td>
</tr>
<tr>
<td></td>
<td>Are there other people it would be useful to meet and talk to?</td>
</tr>
<tr>
<td></td>
<td>Are there useful books, trade magazines, professional bodies, LinkedIn groups etc?</td>
</tr>
<tr>
<td>Networking</td>
<td>How do you make contacts with people from your career area of interest?</td>
</tr>
<tr>
<td></td>
<td>How do you grow your network of contacts?</td>
</tr>
<tr>
<td></td>
<td>How can you use social media to network?</td>
</tr>
<tr>
<td></td>
<td>How can you use events to network?</td>
</tr>
<tr>
<td></td>
<td>How do you keep your network up to date?</td>
</tr>
<tr>
<td></td>
<td>Have you got any contacts to help me start my own network?</td>
</tr>
<tr>
<td></td>
<td>Could the mentor/mentee endorse each other’s skill set on LinkedIn?</td>
</tr>
</tbody>
</table>
At the end of each meeting please complete this form together and return it to the mentoring team, as well as retaining a copy for yourself. This will help you to track your journey and successes through the programme.

<table>
<thead>
<tr>
<th>FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Mentor</td>
</tr>
<tr>
<td>Meeting number:</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Date of meeting:</td>
</tr>
<tr>
<td>Venue for meeting:</td>
</tr>
<tr>
<td>Summary of the content covered:</td>
</tr>
<tr>
<td>What were the positive outcomes from this meeting?</td>
</tr>
<tr>
<td>Student Perspective</td>
</tr>
<tr>
<td>Mentor Perspective</td>
</tr>
<tr>
<td>What areas have been highlighted which require further work?</td>
</tr>
<tr>
<td>Action points to be completed before the next meeting and who by:</td>
</tr>
<tr>
<td>Any further comments?</td>
</tr>
</tbody>
</table>
Disclosure
The following information provides details on when a student may choose to disclose their disability or mental health status during the recruitment process or whilst in employment and it may act as a guide to conversations that could take place during the mentoring meetings.

When do people disclose?
There are several points at which one might choose to disclose and this may change depending on the job or role:
1. At application stage
2. Interview, tests, or assessment centre
3. At job offer
4. Once in the job
5. Never

Why do people disclose?
EmployAbility (a not-for-profit organisation helping undergraduates move from education to employment) provides six reasons for disclosing:
1. Because it will be advantageous to do so
2. Because it will prevent being disadvantaged
3. To add impact or depth to an application
4. To ensure the support and/or adjustments are available
5. To be protected (by the Disability Discrimination Act)
6. If it is relevant to do so

How do people disclose?
EmployAbility suggests a range of strategies that undergraduates can employ in order to disclose:
- Be positive
- Minimise the negatives
- Plan to inform the employer who may be inexperienced, lack detail or work from stereotypes
- Be prepared for questions
- Provide positive, concrete examples

Disability Discrimination Act
In addition to discussing and understanding the issue of disclosure it may also be helpful to draw your attention to a work related section of the Disability Discrimination Act:

If the physical features of the work premises or the working arrangements are the prohibiting factor to a disabled person gaining or staying in employment, then the employer must make reasonable adjustments to remove these barriers.

It is important to note that since December 2005, those with mental health conditions no longer have to provide medical evidence of their disability.

Appropriate Language
Using appropriate language is polite and promotes equality; using inappropriate language causes offence. It is important to ask the student how they prefer to talk about their disability as huge variations can occur between individuals.

The government website has a useful page to guide you with this: www.gov.uk/government/publications/inclusive-communication

Above all don’t worry about mistakes, but do be aware of the issue!

Advice gained from www.employ-ability.org.uk
This publication went to August 2016 – which may be more than two years before the start of your course.

Every effort has been made to ensure the accuracy of the information in this publication. However, as our courses and services are regularly reviewed and updated, some details may change.

The University is committed to the promotion of equality and diversity. If you require this publication in an alternative format, please contact us on +44 (0)1752 58 58 58.