ALDinHE
Association for Learning Development in Higher Education

ALDinHE Certified Mentoring Recognition (CeM) Application Form

Thank you for applying for CeM status.

All application form sections should be completed as incomplete applications will not be considered. A checklist is included at the end of the application form to ensure you have provided everything required.

Please email completed applications or any queries to admin@aldinhe.ac.uk with 'CeM application' in the subject line.

Part 1 – About you

Title:	
Name:	
Institution:	
Email:	
Phone:	

Date:	

Volunteers manage the ALDinHE Mentoring Scheme. Keeping the scheme sustainable relies on successful applicants' participation in future application reviewing.	
I agree to act as an ALDinHE Mentoring Reviewer	

Part 2 - Mentoring History

Mentoring relationship 1 (must be from ALDinHE mentoring scheme) – briefly describe	Who was the ALDinHE Partner?*	Dates and duration	How did this impact on you working as a mentor? Provide brief highlights.

Mentoring relationship 2 – briefly describe	Was it part of the ALDinHE Mentoring Scheme* or independent**? Provide details	Dates and duration	How did this impact on you working as a mentor? Provide brief highlights.

ALTERNATIVELY please use the table below

Partnering experience – briefly describe	Mentoring pairs you partnered	Dates and duration	How did this impact on your understanding of mentoring? Provide brief highlights.

*We will contact the Partner to confirm the mentoring relationship was developed within the ALDinHE Mentoring Scheme and the documentation (the mentoring agreement, logbook, and the final reflection) was submitted.
**If the mentoring relationship was carried out independently, provide the details of it here and submit the required evidence detailed in Appendix 2.

Part 3 - Mentoring Statement

In no more than 1000 words reflect on how your mentoring experiences led to your developing of a particular mentoring philosophy that demonstrates a continued commitment to ALDinHE values:

1. Working in partnership with students and staff to make sense and get the most out of HE
2. Embracing and respecting diverse learners through critical pedagogy and practice
3. Adapting, sharing and advocating effective learning development practice to promote student learning
4. Commitment to scholarly approach and research related to LD
5. Critical self-reflection, on-going learning and a commitment to professional development

Part 4 – Contact of Partner from ALDinHE

The ALDinHE Partners from mentoring experiences are familiar with the mentoring relationships, which means less evidence is needed for the CeM application. One of your mentoring experiences can stem from mentoring outside the ALDinHE Mentoring Scheme. If this is the case, please check Appendix 2 to see which additional evidence we need.

If you include partnering experience, please indicate the Mentoring Scheme and CeM group as the best contact.

Name		Institution	Email
1			
2			

Part 5 - Supplementary materials (optional)

Please list any supplementary materials that you have provided to support your application and explain their relevance. This includes evidence for mentoring experience outside the ALDinHE Mentoring Scheme.

Document title	Relevance to application
Optional	Optional
Optional	Optional
Optional	Optional

CeM Application Checklist

Part	Criteria	Completed (Y/N)
1	About you	
2	Mentoring history	
3	Reflection on mentoring experience	
4	Contact of Partner from ALDinHE	
5	Supplementary materials	

Appendix 1

Prompts for the final reflection with examples

Reflective stage	Reflective thinking prompts	Example responses
Description	What inspired you to mentor? What was your aim?	To give back to the LD community, develop professionally and work towards CeM
	What were the developmental issues identified? How did these relate to the ALDinHE Values?	Development of teaching strategies to engage specific student groups in embedded classes and one-to-one interactions (Values 1-3)
	What activities did you engage in together? How did you align these to the Values?	Analysis of teaching videos, role-play, reviewing teaching materials, 'homework' between meetings. Post-activity value-focused reflections followed up with entries in online briefcase (Values 3&4).
	What specific moments in the process were significant? What worked well and what didn't work so well?	'Aha moments' during analysis of teaching. Post-activity reflection and 'homework' worked well. Time keeping during meetings wasn't so good. Online role play was challenging.
Analysis	In what ways did the mentee develop as a result of the mentoring? How do you know and how does this link to the Values?	Deeper insights and a wider range of strategies for engaging specific groups were gained, resulting in more inclusive and engaging delivery of LD, as evidenced in shared teaching plans and reflective discussions (Values 1-3).
	What have you learned about your mentoring practice / mentoring in general?	Sharing practice has helped consolidate my own values and understanding of my strengths/ weaknesses as a mentor. I have gained better insights into why certain activities are effective (or not so). There are so many opportunities to

		learn from the mentee!
	What have you learned about yourself as a learning developer as a result of this process?	Feedback on teaching observation highlighted an area for my own teaching development. Explaining why I do things the way I do has prompted reflection on my teaching philosophy.
	What could you have done better?	Used technology more creatively to enhance opportunities for sharing practice; worked harder to model Value 5 (e.g. provide supporting literature) and encourage mentee to embed the Values in future practice; better time management during meetings!
Implications for future practice	How will you take this learning forward?	Further develop ideas for effective mentoring activities (e.g. 'homework activities', embedding reflective practice); embrace opportunities to learn from the mentee's feedback and practice; explore ways of using technology, including possibilities for role-play; be more aware of time during meetings (develop a strategy); help mentee set goals to support embedding of the Values in ongoing practice.

Appendix 2a

If one of the mentoring experiences did not take place under the ALDinHE scheme, you will need to submit some additional material to ensure that all applications are based on a similar level of evidence. The required materials are:

1. A **reflection** on your mentoring experience - Appendix 2a
2. A short **description** of this mentoring experience **confirmed** by your mentee - Appendix 2b

A reflection between 750 and 1,000 words in length (or equivalent) **on this mentoring experience** that follows the guidelines for the ALDinHE Mentorship Scheme requirements (see Appendix 1).

Appendix 2b

Please detach appendix 2b pages from the document and forward it on to your mentee, who needs to confirm your statement in the box below and send it to admin@aldinhe.ac.uk.

A short description of your mentorship experience.

This should be up to 200 words and include:

- the context
- who was involved
- how long and how regularly you worked together and
- what you focused on
- whether the experience reflected the guiding principles for ALDinHE mentoring (see next page)

Mentor's description:

Name: **Email:** **Date:**

Mentee's comments:

I confirm that the mentoring lasted _____ days and involved _____ hours of contact.

Name: **Email:** **Date:**

ALDinHE values

The ALDinHE Mentoring Scheme is underpinned by the following ALDinHE values:

1. Working in partnership with students and staff to make sense and get the most out of HE
2. Embracing and respecting diverse learners through critical pedagogy and practice
3. Adapting, sharing and advocating effective learning development practice to promote student learning
4. Commitment to scholarly approach and research related to LD
5. Critical self-reflection, on-going learning and a commitment to professional development

Guiding principles

Based on the ALDinHE values and in order to create an environment of trust and respectful collaboration, the participants in the ALDinHE Mentoring Scheme commit to observing the following principles:

Partnership and avoidance of hierarchies: In contrast to traditional mentoring paradigms, in which the mentor transfers knowledge and skills to a less experienced 'protégé', we endorse a developmental model in which mentoring can be viewed as a 'learning partnership' (Zachary, 2012). Both mentor and mentee are thus mutually responsible for the construction of an effective relationship. Furthermore, hierarchies should be avoided; whilst the mentor may be more experienced in certain professional domains, the mentee's perspectives and talents should be similarly valued. As Smith (1990) suggests, this removal of hierarchies can facilitate the mutual support and collaboration necessary for effective learning.

Shared responsibility and reciprocal learning: In line with a partnership approach, developmental gains should be reciprocal and mutually enriching. Responsibility for defining learning goals should therefore be shared rather than assumed exclusively by the mentor. Adopting this approach, the mentor may be viewed as a guide or supporter while the mentee is encouraged to take on an active stance (Searby, 2014). In this way, the focus is on what both participants in the partnership can learn from it, and this learning should be captured in the reflective accounts submitted.

Trust and confidentiality: Trust is amongst the most frequently mentioned quality indicators for successful mentoring partnerships (Castanheira, 2016). As learning developers, participants are likely to be experienced in building trust through, for example: active, non-judgemental listening; demonstrating a positive outlook; supporting critical reflection; and respecting confidentiality. Confidentiality is undoubtedly a critical factor in the establishment of trust and should only be broken where there is an ethical concern (e.g. the mentee is in physical or mental danger).

Generosity: Linked to themes of sharing and trust, we encourage mentors (and mentees) to be generous with their resources and insights. In line with research highlighting the value of benevolence in mentoring (Leck and Orser, 2013), we believe that generosity (e.g. giving time, delivering thoughtful dialogic feedback, providing opportunities for reflection, openly sharing experiences and professional contacts) helps to build trust and positive mentoring experiences.

Reflective practice: As is recognised in many educational professional standards frameworks, reflective practice is central to determining the extent to which learning has

taken place. Indeed, without facilitated reflection, consolidated learning may not occur (Thompson, 2001). Reflective practice is thus a core element of the programme and is required of both mentors and mentees at all stages of their developmental journeys.