

# **Fo.R.R.M. Handbook**

**A Formal Radiography Research mentoring  
scheme to increase radiographer research  
capacity in the UK**

**Funded by the Society and College of Radiographers,  
sponsored by King's College London**

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launch event of the scheme

London, July 17th 2017

Dear mentors and mentees, **welcome to FoRRM!**

This is the second **F**ormal **R**adiography **R**esearch **M**entorship scheme designed and delivered by radiographers, for radiographers.

The Society and College of Radiographers Research Strategy highlights the importance of mentoring to increase research capacity and quality for the profession and, subsequently, to improve patient care, experience and outcomes.

This scheme, the product of more than two years of discussion and planning, has come to address just that need and to help the profession move forward by offering one-to-one mentoring delivered by some of the best academic and research radiographers in the U.K. We are very grateful they have come on-board this ambitious plan and that they have offered some of their very precious time to help create the “new breed” of research radiographers.

We would also like to thank King’s College London for endorsing the project and providing the ethics approval, as well as King’s Learning Institute staff for methodological input, particularly so Dr Gabe Reedy, Programme Lead for MACE.

Many thanks to Ms Rachel Tobbell, our expert mentoring trainer, for providing useful educational material for this handbook, advice for the design of the project and for her insightful presentations during the training event.

We are indebted to the Society and College of Radiographers’ Board of Trustees for the generous funding, which made the running of this second round feasible, and to Dr Rachel Harris, for embracing the idea and helping fine-tune the project to its final form. A massive thank you to all the people at the SCoR, Richard Evans, OBE, Charlotte Beardmore, Valerie Asemah, Dr Tracy O’Regan for their support.

Last but not least we would like to thank the wider radiographer community across the U.K. for their interest, comments, ideas, suggestions, engagement and feedback, which enabled us to continue our work to deliver this second round of FoRRM scheme with all the necessary improvements in place to make FoRRM better.

This handbook provides a generic guide for the mentor-mentee journey. We hope you find this useful and we are looking forward to your comments-in true FoRRM style- to continue improving it for the future cohorts.

**Let's FoRRM up!**

On behalf of the FoRRM steering committee

**Dr Christina Malamateniou, Dr Rachel Harris,  
Professor Karen Knapp, Dr Fiona Mellor,  
Dr Rob Appleyard**

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# **1. Background on mentoring and some exercises**

## **Definitions of Mentoring**

You will see many different definitions of mentoring in the literature, but most writers agree that mentoring is about objective guiding, helping, supporting. It is not a directive activity – the mentor does not tell the mentee what to do. The mentor's skill is in helping the mentee to become the person they want to be. Here is how some of the writers on mentoring describe it:

*“Off-line help by one person to another in making significant transitions in knowledge, work or thinking”*

David Megginson and David Clutterbuck

*“A mentor is an uninvolved supporter”*

Peter Honey, 101 Ways to Develop your People

*‘Outsiders becoming insiders’*

Dr Meghan Groome, New York Academy of Sciences

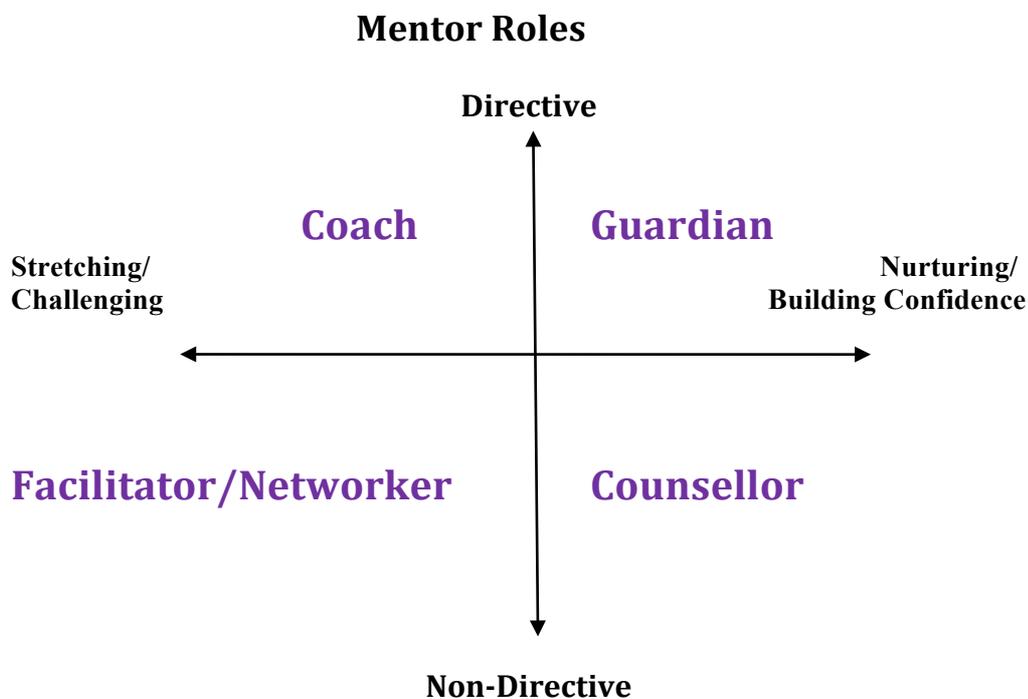
*Mentoring activities include:*

- *showing people the ropes*
- *passing on knowledge and/or skills, formally or informally*
- *looking after people*
- *acting as a sounding board*
- *helping people put learning into practice*
- *being a role model*
- *being a guide*
- *being a champion*
- *talking to people about their careers*
- *coaching*
- *being a guide – not a guru*

Julie Hay, Transformational Mentoring

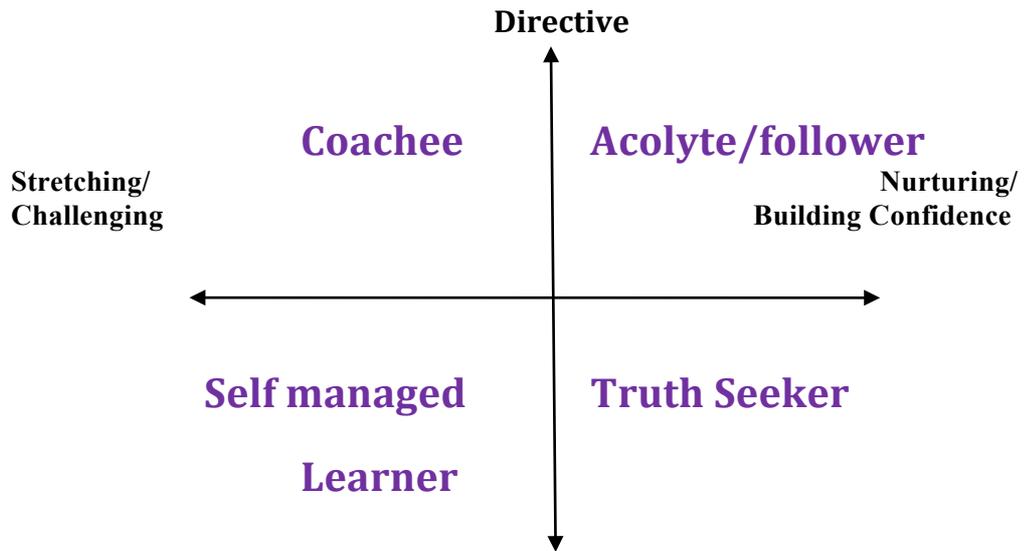
## The Roles of Mentor and Mentee

These models are based on David Clutterbuck's European Model of Mentoring, which describes the different ways a mentor might respond to a mentee's needs and how a mentee can take full opportunity of the support the mentor has to offer.



|                              |  |
|------------------------------|--|
| <b>Coach</b>                 | <p>Helping to improve performance and develop specific skills</p> <p>Focussed, short term activity</p> <p>Skilled at giving feedback</p> <p>Uses chunking to break a task down for practice and then build it up again</p> |
| <b>Guardian</b>              | <p>Acting as a role model</p> <p>Modelling behaviours</p> <p>Skilled at giving advice</p> <p>Telling own story - if relevant</p> <p>Passing on useful information, opportunities, news</p>                                 |
| <b>Facilitator/Networker</b> | <p>Helps mentee to access people, information, resources</p> <p>Empowering mentee to become independent</p> <p>Encouraging mentee to think about profile, networks, visibility</p>   |
| <b>Counsellor</b>            | <p>Listens without judging</p> <p>Signposting to other/professional help if required</p> <p>Guides mentee to their own solution or decision</p>  |

## Mentee Roles

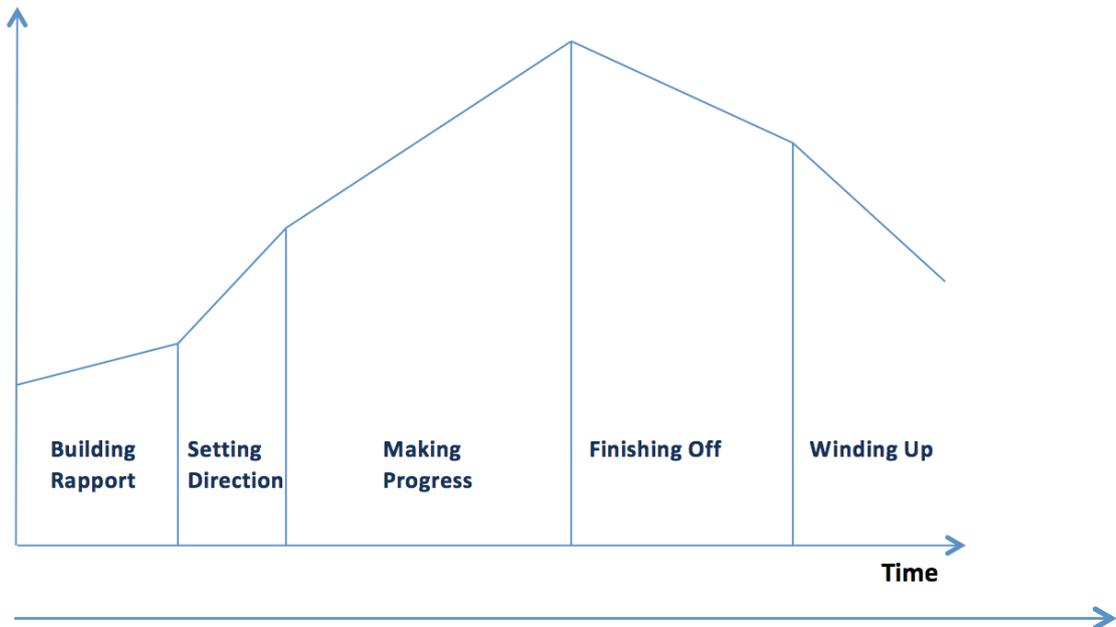


|                                 |  |
|---------------------------------|--|
| <b>Coachee</b>                  | <b>Committed to self-improvement</b><br><b>Willing to set and work at objectives/targets</b><br><b>Listens and responds to feedback</b>        |
| <b>Acolyte/<br/>Follower</b>    | <b>Shows respect and loyalty to mentor</b><br><b>Observes and emulates mentor</b><br><b>Seeks (but doesn't blindly follow) mentor's advice</b> |
| <b>Self-managed<br/>learner</b> | <b>Seeks help in developing contacts and networking skills</b><br><b>Keen to build own networks and profile</b><br><b>Sets own agenda</b>      |
| <b>Truth seeker</b>             | <b>Speaks openly and honestly</b><br><b>Demonstrates trust</b><br><b>Seeks own solutions to problems</b>                                       |

## The Mentoring Life Cycle

Most mentoring relationships do not last forever. The diagram below was designed by academics from the Mentoring and Coaching team at the Sheffield Hallam Business School. It is based on the results of a longitudinal study of mentors and mentees in the USA. <sup>1</sup>

### Value to the mentee



|                          |   |
|--------------------------|---|
| <b>Building Rapport</b>  | <b>Getting to know and trust each other<br/>Finding out your similarities and differences</b> |
| <b>Setting Direction</b> | <b>Setting some mutually agreed objectives</b>  |
| <b>Making Progress</b>   | <b>Working through your objectives<br/>Reviewing objectives regularly</b>                     |
| <b>Finishing Off</b>     | <b>Tying up loose ends</b>  |
| <b>Winding up</b>        | <b>Saying thank you and goodbye<br/>Agreeing to stay in touch informally?</b>                 |

<sup>1</sup> Megginson, Clutterbuck, Garvey, Stokes, Garrett-Harris Mentoring in Action 2<sup>nd</sup> edition

## What if my mentee/mentor is very different to me?

Don't assume that being paired with a mentee or mentor who is very similar to you in personality and experience is always the best outcome. The space that exists between mentee and mentor represents an opportunity for learning. As the matrix below shows, different combinations of similarity and difference between mentee and mentor represent a range of benefits and challenges.

## Similarity vs Difference

|                    |   |  |                      |
|--------------------|---|--|----------------------|
|                    | Similar personality   |  |                      |
| Similar experience | Comfortable<br>Predictable<br>Helpful in short term or crisis<br>Low potential for learning | Objectivity re work challenges<br><br>Empathy towards your emotions and reactions              | Different experience |
|                    | New ways of dealing with familiar challenges  | Need to work to build rapport<br>New way of looking at things<br>Totally different perspective |                      |
|                    | Different personality   |  |                      |

## Setting Direction

**Mentees - which topics could you usefully discuss with your mentor over the next 8 months? How could your mentor help you?**

Mentor and mentee should, at the outset, consider which are the most fruitful and important areas for them to work on over the year ahead. The direction they choose will depend on the mentee's ambitions, career development objectives, and priorities. It will also be influenced by the mentor's own areas of expertise and interest. Sometimes mentees are very clear about their goals and the mentoring relationship takes on a clear direction straight away. For other mentees some general discussion about their life and career path are useful in promoting strategic thinking and career planning. Exercises like the ones listed below can be useful.

### **Action mapping**

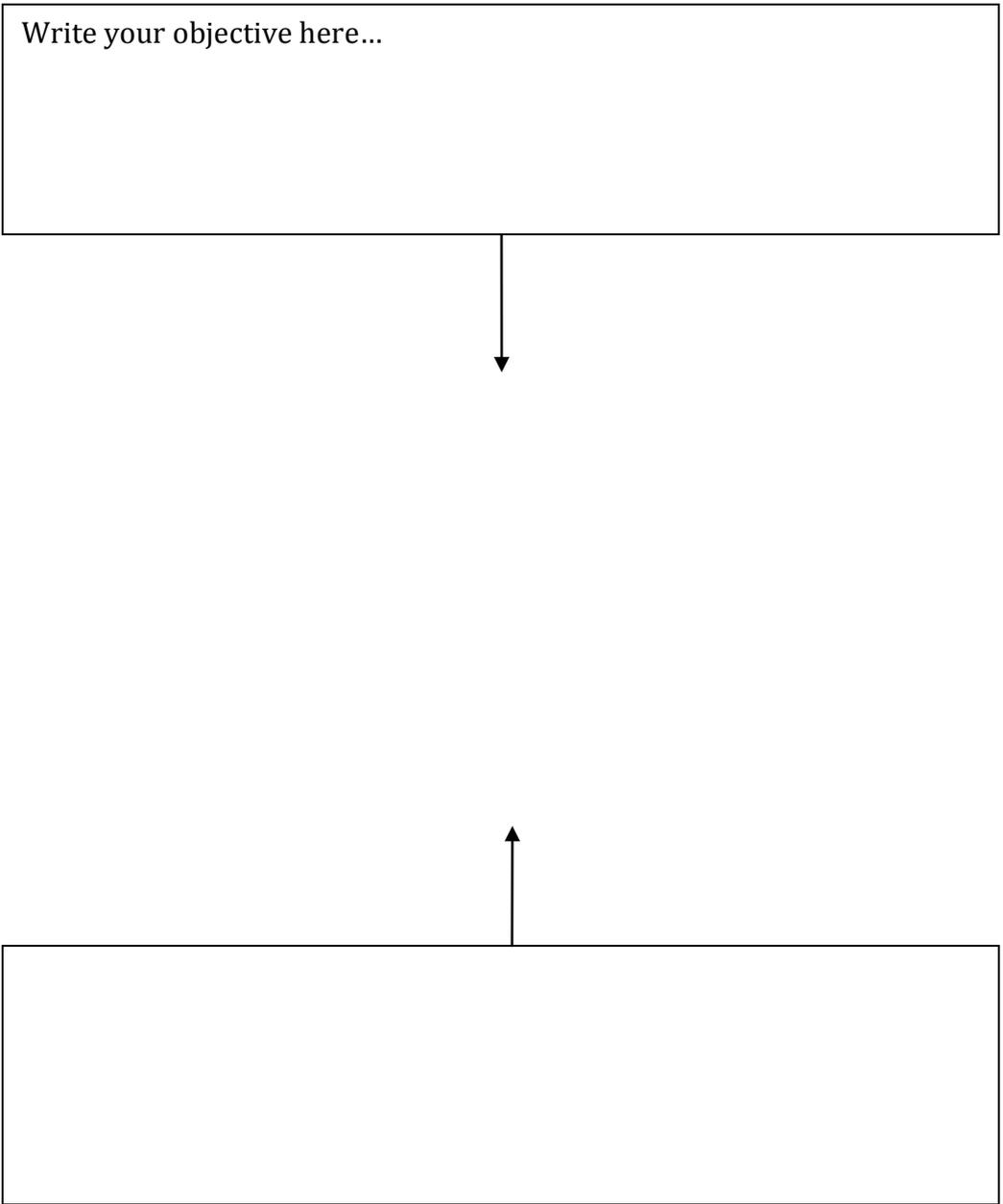
Action mapping is planning out the steps needed to achieve your objective. You might be able to take some of the steps concurrently, whilst others may have to be in sequence. If it helps, work backwards from the desired outcome. You should end up with 'things I can do tomorrow'. In this example the mentee wants to improve their public speaking skills and realises she/he needs to work on both technique and confidence.



# Action Mapping

Plan the steps to achieving your objective...

Write your objective here...



This box should contain the things I could do tomorrow towards achieving my objective ...

## SWOT Analysis

Look at the mentee's own strengths and weaknesses, the career opportunities that will/might arise over the next few years and things that might prevent the mentee from taking advantage of those opportunities.

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

## Balancing Act

In our life we play a variety of roles. Sometimes these pull us in different directions. This exercise is about focusing on areas of imbalance and a) looking at where the balance is now in the mentee's life, and b) where he/she would like it to be. Place a cross on the line to show these two positions so the gap becomes visible. Mentor and mentee can then discuss some actions the mentee can take to address any imbalance.

Common areas of imbalance may include:

- time spent at work vs time out of work
- time spent on teaching/admin vs time spent on research
- time spent doing urgent tasks and helping other members of your team vs time spent focussing on and building your own career



**What can you do to improve the balance in your life?**

Identify some actions below

## **What Does Success Mean To You?**

**How aware are you of your core values and to what extent are your career choices influenced by these? Consider the following 4 factors and allocate a total of 10 points between them to show their relative importance to you:**

- Money
- Status/peer recognition
- Job satisfaction
- Quality of life outside work

What are your priorities? How are these influencing your current work-life choices? How might they influence you in the future? Are you currently on track to be 'successful' in your life and work?

If there is anything you need to discuss or think about further or if you need to make any changes, make a note of these below.

**Have you identified any specific areas for development from the exercises?**

### **Make Your Objectives SMART**

Mentoring objectives that are vague, unrealistic, or open-ended can set a mentor and mentee up to fail from the outset. SMART is a useful framework for mentor and mentee to use to ensure that the mentees objectives are clear and achievable.

|                   |   |
|-------------------|---|
| <b>Specific</b>   | What <u>exactly</u> is it that you want to achieve?   |
| <b>Measurable</b> | How will we know you have achieved it?  |
| <b>Agreed</b>     | Does your working towards this objective impact on anyone else, such as your supervisor/manager, a budget holder, your colleagues, your life partner? If yes, have they agreed to it?     |
| <b>Realistic</b>  | Given everything else that is happening in your life and work, and given your current skills, knowledge and experience, is this objective within your reach in the time we have together? |
| <b>Time-bound</b> | By what date will this objective be achieved?   |

## **Objectives Exercise –Tying Down the detail with SMART**

**What is your first objective?**

**Is it specific?**

**How will you measure the outcome?**

**Who has to agree to it?**

**Is it realistic?**

**What is your deadline?**

**What is your second objective?**

**Is it specific?**

**How will you measure the outcome?**

**Who has to agree to it?**

**Is it realistic?**

**What is your deadline?**

## ***2i. Aim of the scheme***

The aim of the scheme is to increase **research capacity and quality of radiographers in the UK**. This could be translated, for instance, into impact on research skills acquisition (an increase in confidence in doing research, an increase in knowledge of research opportunities and career perspectives) or have more graspable outcomes, such as drafting a publication, writing an abstract, discussing research ethics or the design of a research plan with your mentor, analysing data etc. **Individual objectives of each mentor-mentee pair will be co-constructed based on mentee needs and mentor expertise.**

Obviously, similar to other mentoring schemes, this one may help with personal development, and/or career development; but **the main aim is research capacity building** to prepare the future research leaders in radiography.

## ***2ii. Changes from the first round in 2017***

This scheme has introduced many changes after the evaluation of the 2017 cohort taking into account mentors and mentees' written and verbal feedback:

- a very clear research focus for mentoring**
- more specific criteria for entry** (Master's qualification is necessary to ensure all mentees have sound knowledge of basic research methods)
- a tiered mentoring scheme** (having many different mentors who can help mentees at different stages of their career and experience) is now available
- matching of mentors and mentees** takes into account mentee preferences
- a new logo and a new webpage under the SCoR website**
- more mentors** (nearly 50% increase) **to allow support to more mentees**

**-longer running of the scheme (12 months) instead of the original 8 months**

**-more networking time per event and more networking events**

### ***3. Mentors and mentees of the 2019 cohort***

#### **a. List of 2019 FoRRM Mentors**

Prof. Heidi Probst, Sheffield Hallam University

Prof. Julie Nightingale, Sheffield Hallam University

Prof. Maryann Hardy, Bradford University

Prof. Bev Snaith, Mid-Yorkshire NHS Trust

Dr Andrew England, Salford University

Dr Christopher Wright, University of Exeter

Dr Stuart Mackay, University of Liverpool

Dr Marios Yiannakas, UCL

Dr Carole Burnett, University of Leeds

Dr Nick Woznitza, Homerton Hospital and Canterbury Christchurch University

Dr Marius Mada, Cambridge University

Dr Sonyia McFadden, Ulster University

Dr Phil Cosson, Teeside University

Dr Soph Willis, City, University of London

Dr Angela O'Neill, Belfast Cancer Centre

Dr Desiree O'Leary, Keele University

Dr Yatman Chang, East and North Hertfordshire NHS Trust

## **b. List of previous mentees acting as advisors**

We are grateful to the following mentees who volunteered to help:

Mr Philip Mowlem ,Poole NHS trust

Mr Mark Warren, University of Liverpool

## **c. List of the FoRRM 2019 mentees**

Martin Baker

Amy Taylor

Kerry Mills

Scott Robertson

Lisa Hay

John Sahibbil

Curt Strangward

Stella Campbell

Amal Salah

Grainne Forsythe

Andy Creeden

Deborah Jarvis

Heather Smoldon

Jackie Matthew

Marie Claire Flavin

Sophie Alexander

Carlo Vitale

#### ***4. Recruitment, selection and pairing criteria***

Mentors of this scheme are all very experienced research/academic radiographers, with a record of publications and research funding and with an important position and standing within the profession.

Recruitment of mentees has been achieved through the Society and College of Radiographers Research network, through adverts on twitter, LinkedIn, the Academy of Radiography Educators and Heads of Radiography Education, the ezine of the SCoR, Synergy news and through the local professional networks of the mentors, steering committee members and SoR officers. Selected mentees were those who demonstrated clear commitment to a research career and a high potential to succeed in research, based on the survey they completed. Only holders of a Master's qualification will be considered.

Pairing of the mentors and mentees will be performed based on 1) mentee preferences and 2) steering committee suggestions, taking into account mentor expertise and mentee needs, as derived by mentee surveys.

#### ***5. First month and mentoring contract template***

The first month after the launch event (until August 18th 2019) will serve for the mentor and mentee pair to familiarise themselves with their mentoring partner and discuss how they would like to work together (ground rules), what they

would like to achieve and what they feel is feasible to be done within the 8 months of the project.

These all could be discussed and a mentoring contract needs to be completed, signed and dated by both mentor and mentee by August 31<sup>st</sup> 2019. **A copy of this signed contract needs to be emailed to Dr Fiona Mellor (fmellor@aecc.ac.uk) no later than the August 31st 2019.**

*(electronic signatures are ok, scanned copies are also ok, a copy fo this is also on the FoRRM webpage, in the SCoR website)*

## **FoRRM Mentoring Contract**

### **To be discussed and signed by both the mentor and mentee**

We agree to:

- meet, speak or e-mail on a regular basis, as mutually agreed
- provide feedback and evaluation as requested
- review our progress regularly against our objectives/plan
- respect the development aims of this Mentoring Programme (research mentoring)
- If we cannot attend a scheduled meeting/ telephone conversation, we agree to notify our partner and reschedule.
- We agree that if for any reason either of us is not comfortable in our mentoring relationship, we can end the partnership after consulting with the Mentoring Coordinator.

**We will meet regularly in a location where we can talk openly. Our plan is to:**

|  |
|--|
|  |
|--|

**We will abide by the confidentiality rules we choose. These are:**

|  |
|--|
|  |
|--|

**We will establish a clear purpose and agree on some research objectives for the mentoring relationship. These are:**

|  |
|--|
|  |
|--|

|  |  |
|--|--|
|  |  |
| <b>The best way/time to reach us is:</b> |  |
| <b>Mentor:</b>                           |  |
| <b>Mentee:</b>                           |  |

|                         |                         |
|-------------------------|-------------------------|
| <b>Mentor Signature</b> | <b>Mentee Signature</b> |
|                         |                         |
| <b>(Print name)</b>     | <b>(Print name)</b>     |
|                         |                         |
| <b>Date</b>             | <b>Date</b>             |
|                         |                         |

### ***6. Time commitment and expectations***

It is advised that each mentor and mentee pair maintain a monthly communication, the minimum time of each will be one hour. This is to ensure there is some continuity without creating a burden within the busy timetables of both mentors and mentees.

This time can be distributed as the mentor-mentee agree e.g. either by phone conversation, email, in person meetings, skype etc. Mentor and mentee can increase this time commitment, if they feel they have the capacity and the partnership produces good results. This has to be stated in the reflective diary.

It is expected that the mentee is responsible to contact their mentor first and try to arrange an initial discussion, either via the phone, skype or in person. The mentee has the responsibility to arrange all future meetings. It would be useful to mutually agree the time and date of their next contact at the end of each meeting, as well as some key actions. The mentee has the responsibility to keep track of actions agreed with the mentor, keep minutes of each meeting (in the reflective diary provided) and follow on progress made or issues arising. If any issues arise, the mentee has to first discuss this with their mentor and, if no resolution of the problem, then the steering committee has to be contacted (in the contact details provided in this handbook) to assist, as required. It is also expected that the mentee will notify their line manager for their involvement in this mentoring scheme prior to fully engaging with this project, to ensure there is no conflict of interest.

Mentors are expected to dedicate one hour per month to their mentee in any agreed format of interaction and make the best, within their expertise, to advise their mentee. If either the mentor or the mentee will be absent for a long period of time for any reason, they need to notify their mentoring partner as well as the steering committee by email. If either the mentor or mentee do not respond to emails of their mentoring partner for a period longer than 4 weeks, then the steering committee should also be notified.

Both mentors and mentees need to make every effort to attend the networking events to the best they can (There will only be one more networking event planned for Sunday June 11<sup>th</sup> 2017, preceding the UKRC in Manchester, (more details below) as these offer support and increased positive outcomes of the scheme.

Finally mentors and mentees need to help us evaluate the project in the end, to ensure we understand what has worked and what hasn't. You will find more on evaluation in the following sections.

## ***7. Time plan***

**-July 17<sup>th</sup> 2019: 1<sup>st</sup> networking and training FoRRM event, announcement of mentor/mentee pairs**

**-until end August 2019:** to complete and sign mentoring contracts and email back to Dr Fiona Mellor ([fmellor@aecc.ac.uk](mailto:fmellor@aecc.ac.uk))

**-July 2019-July 2020:** Formal running of the scheme for 12 months (mentees can keep a reflective diary for this period of time-the reflective ensure mentees monitor progress at each meeting or even in between meetings/discussions/interactions. They will also help inform the final reflective accounts, to be used in the evaluation.

**-November 2019 (date to be confirmed): 2<sup>nd</sup> networking and training FoRRM event, University of Liverpool. (All mentors and mentees **should** attend)**

**-July 2020:** Formal evaluation (mentor and mentee reflective accounts (up to 2 A4 pages to be submitted electronically to Dr Christina Malamateniou [christina.malamateniou@city.ac.uk](mailto:christina.malamateniou@city.ac.uk))

## ***8. Networking Event in Liverpool***

The event will run between 10:30 am-16:30 in the afternoon. It will be hosted by the University of Liverpool. **Date remains to be finalised.**

Funding for one night's accommodation and a second-class return train ticket has been secured of all mentors and mentees for this event.

Tea, coffee and a light snack will be provided.

This event will serve to support and discuss progress of the mentoring pairs to that date. It will also help mentors and mentees to discuss future developments and planning ahead for the remaining 8 months of the scheme. Mentees and/or mentors are more than welcome to informally present their experience of the first 4 months in short 5-minute talks, if they wish to; to do so, you will have to contact the steering committee ([christina.malamateniou@city.ac.uk](mailto:christina.malamateniou@city.ac.uk)) **one month in advance** of this event for planning purposes. There will be more information on the agenda of this event in due course.

## ***9. Format of communication between mentor and mentee (timing, venue)***

The format of communication between mentor and mentee is to be decided by these two parties; phone, email, skype, in person, as it suits best. The frequency of this interaction as well as the duration of each meeting will be agreed by mentor/mentee in advance, with consideration to each other's busy timetable.

Mentor and mentee meetings, particularly those in person, need to be in a trusting environment, where people can discuss freely. It is advised that NHS premises are avoided, as it is difficult to find a venue to have a private discussion in these areas. Discussions should never happen in front of a patient and confidentiality should always be maintained. Confidentiality terms can be agreed between mentor and mentee in the mentoring contract (please see relevant section below).

The content of the discussion should be professional. If a personal problem is discussed with your mentor or you disclose a piece of information that may have some implications for your wellbeing or someone else's wellbeing, your mentor has the responsibility to escalate this to the steering committee (Dr Rachel Harris at [rachelh@sor.org](mailto:rachelh@sor.org)).

Each mentor-mentee pair should discuss their own ground rules at the start, to ensure a smooth interaction. The mentee might want to make a note of these in the mentoring contract and reflective diary.

## ***10. Publication of work, ethics and intellectual property***

A joint publication between mentor and mentee is a very desirable outcome of this scheme. However in order to be able to publish with your mentor you will need to have secured the ethics for the data you will be using (and have written evidence of the ethics approval obtained). The mentee will also have to ensure that there are no issues about intellectual property of the design, data collection, data analysis stage of the data in question.

Authorship and co-authorship should reflect contributions for a paper and it is the responsibility of the mentee to ensure that ethical and intellectual property principles are respected for any publication or research output (abstract, presentation, etc). The steering committee can provide a template for ethics approval if this is required, upon request but it is the responsibility of the mentee to amend this to better reflect their individual case.

**Should a publication, presentation, poster or other related research output or social media engagement result as part of this scheme's partnerships, the SCoR as well as the FoRRM scheme should be acknowledged formally.**

## ***11. Exit routes and no-fault clause***

As with every partnership FoRRM partnerships might not always go to plan! It is advisable to discuss any issues arising with your mentoring partner first and try to resolve these internally through discussion. If, for any reason, you agree that

you cannot work together there is a no fault clause, which allows you to exit the scheme at any point. These cases have to be escalated to the steering committee via email (Prof. Karen Knapp at [k.m.knapp@exeter.ac.uk](mailto:k.m.knapp@exeter.ac.uk)); the steering committee will arrange for a new mentoring partner, depending on availability and timing of this event. If issues arise, please address these early as possible to would allow for a quick resolution and it will hopefully help minimise disruption.

## ***12. Change of circumstances***

In this scheme we accepted mentees who are not currently registered for a PhD or Master's programme (although we welcome graduates of this schemes), to avoid any conflict of interest with research project supervisors; if, by any chance your circumstances change, please let us know by emailing the steering committee (Dr Rob Appleyard at [r.m.appleyard@shu.ac.uk](mailto:r.m.appleyard@shu.ac.uk)).

Please inform the steering committee for any other change of circumstances, which might impact your capacity to contribute to this project.

## ***13. Data collection: your feedback***

We are very grateful for your input so far, using data from focus group discussions, interviews and surveys, which largely helped shape the handbook as well as the scheme. However, for quality assurance purposes and for the

sustainability of this formal mentoring scheme we need to have a thorough evaluation strategy in place. We will need to therefore be collecting data at different time points.

- a) please complete the **mentoring contract**, sign and date and email to the steering committee no later than the end of August 2019,
- b) a **mid-term review** will take place at the event in November in the form of focus groups. All mentors and mentees will be requested to participate.
- c) For mentors and mentees a **written reflective account** (no longer than an A4 page-long) describing their experience will also be requested.
- d) All mentees are requested to keep some notes in their **reflective diaries** throughout the project, adding the date and a short written account, as they best see fit. In there you may also want to keep a record of minutes, the agreed objectives and actions with your mentor at each meeting or record any issues that may arise and how you resolved these-these are all optional and you can use the reflective diary to monitor your progress as you so wish. The reflective diaries will remain with the mentees but it is expected they will provide vital material for the written reflective account (see point c) above) which will be written and submitted by the mentees in the end.

## ***14. Research Ethics***

Any data collected during this project will be confidential and won't be distributed outside the steering committee. The research team of the steering

committee will request your written consent before using the data for any research or educational purposes. By completing a survey, you automatically give consent to use your data for research and educational purposes.

**Any publication arising from this data will ensure anonymity of all participants at all times.**

A copy of the consent form will be distributed before any data collection takes place. You may withdraw your consent at any point during the project by notifying the steering committee by email.

**This study has received renewed research ethics approval from the King's College London minimal risk research ethics committee with reference number: MRA-18/19-13792**

## ***15. Mentoring award***

Every mentor/mentee pair in this scheme is eligible to apply for the mentoring award. This will be awarded on the basis of excellence of the mentor/mentee partnership, which will be evaluated based on the following criteria: a) meeting the objectives planned at the start, b) evaluation of the partnership by the mentor (reflective account), c) evaluation of the partnership by mentee (reflective account) and d) overall progress and contributions made, assessed by the steering committee.

The mentoring award consists in an honorarium of £100 for the mentor and £100 of the mentee, as well as a certificate of excellence. Only one mentoring award will be given for this cohort. The successful pair will be invited to present their experience at the end of the project. It is at the discretion of the steering committee to suggest mentor-mentee pairs for other awards e.g. research leadership, research impact or research achievement, based on available funds but also mentoring successes.

## ***16. Mentor honorarium***

Mentors will receive an honorarium of £200 upon the completion of the project, as a small token of appreciation for all their effort to support the success of this scheme.

## ***17. Line managers***

Line managers can be invited to future schemes subject to funding for travel and accommodation expenses. Should you require a formal support letter to be emailed to your line manager to allow for their information or to secure leave as a mentees of the scheme for future networking events, please contact Dr Rachel Harris. ([rachelh@sor.org](mailto:rachelh@sor.org))

## ***18.Roles and people within the scheme***

### ***a) Radiography Team***

#### Steering committee (and roles)

Dr Rachel Harris, SCoR, (support letters for line managers, escalation of concerns)

Dr Christina Malamateniou, City, University of London and KCL (general information, reflective accounts and evaluation)

Professor Karen Knapp, University of Exeter (no fault close cases)

Dr Fiona Mellor, AECC and Poole Hospital NHS Trust (mentoring contracts)

Dr Rob Appleyard, Sheffield Hallam University (change of circumstances notifications)

### ***b) Methodology Advisory Group***

Dr Gabriel Reedy, King's College London

### ***c) Mentoring trainer***

Ms Rachel Tobbell

#### ***d) Administrative support***

Ms Maya Smith (University of Exeter)

Mr Craig Hill (City University of London)

### ***19.Contact details and social media***

For any other generic issues arising and for information, please contact the steering committee at [Christina.malamateniou@city.ac.uk](mailto:Christina.malamateniou@city.ac.uk) . For specific issues please contact the steering committee as per assigned roles (please see page 33 for this).

You may wish to use the social media to advertise developments arising from your research mentoring partnership. The hashtag on twitter is **#FoRRM2019**. A formal webpage for FoRRM is currently under development in the SCoR website.

All participants need to sign to allow for pictures from the networking events to be shared on social media.

Anything that mentees and/or mentors publish in social media that relate to the FoRRM scheme needs to be followed by the disclosure that they reflect the opinion of the individual and not that of the SCoR or steering committee.

**We wish you a happy and successful research mentoring  
journey!**