IMPERIAL
Early Career
Researcher Institute

Activate Mentoring Programme

Mentor Handbook 2025-26

Contents Page

00/ Interactive Index - To help you navigate this document easily, click on any heading to jump directly to that section.

01/ Introduction

Thank you for joining (or continuing with) the Activate Mentoring Programme. We're delighted to have you on board for the 2025–26 academic year.

As a mentor, you play a vital role in supporting students from under-represented backgrounds at Imperial. Your insight, encouragement, and lived experience can make a real difference in helping mentees feel seen, supported, and empowered.

/ About this Handbook

This handbook is here to support you in your role as a mentor within the Activate Mentoring Programme. It includes key information about the programme, expectations, important dates, course outlines, and how to provide feedback. You'll also find practical resources to help you support your mentee, navigate challenges, and access help from the programme team.

Each section is clearly broken down to make it easy to find what you need. Whether you're preparing for your first meeting or responding to a concern, this guide is designed to be a helpful companion throughout your mentoring journey.

/ Programme Overview

Activate is a mentoring programme dedicated to supporting under-represented groups at Imperial.

It's designed to:

- Support students from under-represented groups
- Improve their experience and sense of belonging at Imperial
- Build a strong peer and professional community
- Encourage personal and career development
- Increase retention and success

Programme Growth

2022–23: Launched for Black heritage students on Presidential Scholarships and Black PhD students.

2023–24: Expanded to include Minority Ethnic PhD students.

2024–25: Expanded to include Master's students receiving Imperial's scholarships for disabled students and Disabled PhD students.
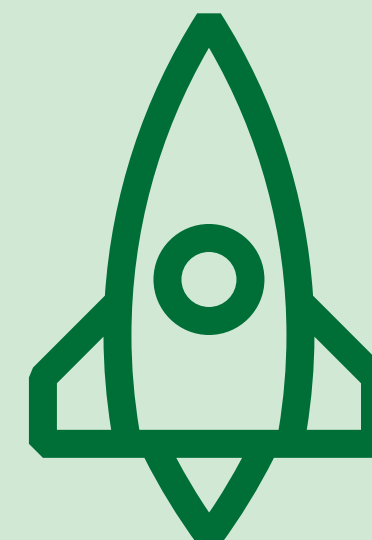
/ Who Do We Support

Activate matches mentees with mentors who understand the challenges under-represented students may face in higher education and at Imperial. These include barriers related to race, disability, and other aspects of identity and lived experience.

/ Your Role as a Mentor

As a mentor, you'll:

- Offer guidance and encouragement
- Share your experiences and insights
- Help mentees navigate academic and social life at Imperial
- Be a trusted point of contact and support

You don't need to have all the answers — just being present, listening, and sharing your journey can have a powerful impact.

/ We Value your Feedback

Your experience as a mentor helps shape the future of Activate. We welcome your thoughts, suggestions, and reflections throughout the year. Please don't hesitate to get in touch with the programme team — we're here to support you. See **Section 04/ Mentor's Resources and Toolkit**.

"I saw myself in my mentee, going through things that I've gone through, and really felt empowered and proud of myself and my mentee."

– Activate Mentor

02/ Partnership Expectations

/ Your first Mentoring Conversation with your Mentee

We encourage all mentors and mentees to begin with a "Setting Expectations" meeting before starting their formal mentoring partnership.

The initial meeting is a chance to:
- Get to know each other
- Build rapport and trust
- Understand the mentee's goals and hopes for the partnership
- Decide if the match feels right for both of you

If it feels like a good fit, you can then move into the next part of the meeting: laying the foundations of your mentoring partnership.

This includes exploring the following key areas (see pages 16–35):
- Mentoring Meeting Essentials
- Imperial's Values in Mentoring
- Trust and Confidentiality
- Shaping Your Mentoring Partnership

These sections support you in setting shared expectations, agreeing on communication and meeting frequency, and tailoring the experience to suit both your needs. This is a flexible guide — not a checklist — that can evolve as your partnership grows.

If either of you has concerns after this meeting, please contact the Activate Mentoring Programme Coordinator at:
activate.mentoring@imperial.ac.uk

A Dynamic Relationship

Mentoring is a relationship — and like any relationship, it can grow and change over time.

Activate mentoring partnerships typically last around six months.

You're encouraged to revisit your expectations regularly throughout the partnership.

Take time to check in with each other to make sure the mentoring relationship continues to meet both of your needs.
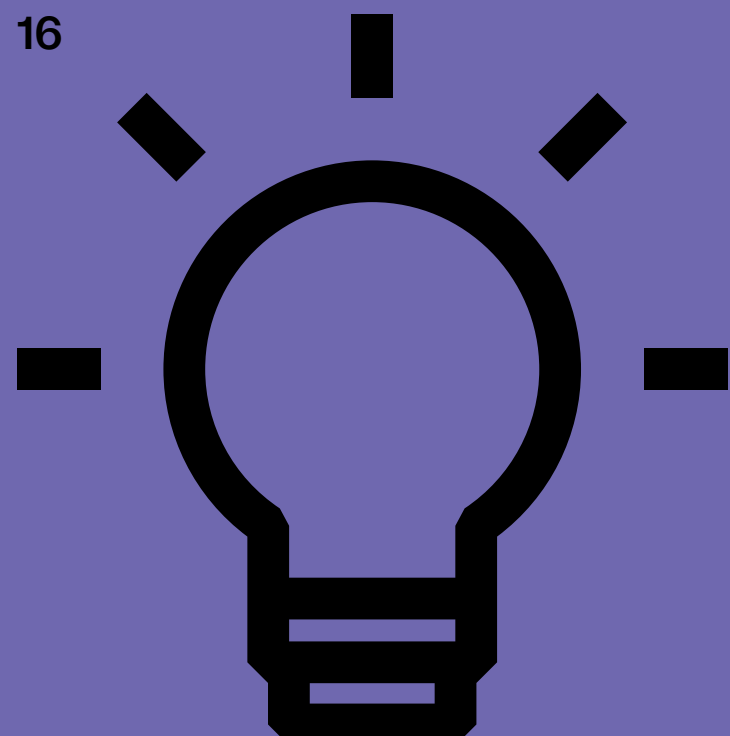
Mentoring Meeting Essentials

/ Mentoring Meeting Essentials

To help your mentoring relationship run smoothly, it's helpful to agree on a few practical expectations early on. These can be used as a checklist to guide your first conversation and revisited as needed. You might choose to keep this in a shared document or visual format to make it easy to access and update.

/ Meeting Frequency & Format

- Aim to meet up to **6 times over a 6-month** period.
- Each meeting should last around **1 hour.**
- Meetings can be **in-person, remote, or hybrid** — whatever works best for both of you.

/ Questions to Discuss Together

- How often will you meet, and where?
- Will your meetings be remote, in-person, or hybrid?
- What's the best way to contact each other if plans change?
- What kind of support or check-ins do you expect between meetings?

/ Being Present and Prepared

- Arrive on time and ready to engage.
- Choose a quiet, comfortable space for your meetings.
- Respect each other's time and commitments.

/ Communication & Flexibility

- Let your mentoring partner know as soon as possible if you need to reschedule or are running late.
- Agree on how you'll communicate between meetings (e.g. email, Teams, WhatsApp).
- Discuss what level of contact is appropriate outside of scheduled meetings.

/ Accessibility & Inclusion

- Ask if there are any access needs (e.g. captions, breaks, sensory preferences, neurodiverse-friendly formats).
- Consider using shared notes or visual aids to support different learning styles.

"Personally, I've grown in confidence and clarity, I now approach challenges with a more strategic mindset. The mentoring relationship also helped me articulate my goals more effectively and reminded me of the value of taking time before giving answers in some instances. "

– Activate Mentor

Imperial Values in Mentoring

Respect

Collaboration

Excellence

Integrity

Innovation

/ Embedding Imperial's Values in Mentoring

As part of the Activate Mentoring programme, both mentors and mentees are expected to uphold Imperial's core values. These values help create a respectful, inclusive, and empowering environment for everyone involved — whether in one-to-one meetings or group events.

/ What These Values Mean in Mentoring

1. Respect Each Other's Autonomy and Rights

Acknowledge that your mentoring partner is the expert in their own life. Support their choices and boundaries without judgment.

2. Value Differences

Appreciate and embrace cultural, personal, and professional differences. These enrich your conversations and broaden perspectives.

3. Be Open to Different Perspectives

Stay curious and non-defensive when your mentee or mentor shares a view or experience that's different from your own.

4. Create a Supportive, Inclusive Space

Foster a safe environment where both of you feel heard, respected, and free to be yourselves.

/ Reflective Questions

- How will you embed these values in your mentoring partnership?
- How will you make sure your conversations are respectful and inclusive?
- How will you support your mentee's goals, even if they differ from your own experiences?
- What steps will you take if you notice a value is not being upheld in your mentoring partnership?
- How will you reflect on your own biases and assumptions throughout the mentoring journey?

These questions can be used as prompts during your first meeting or revisited throughout your partnership.
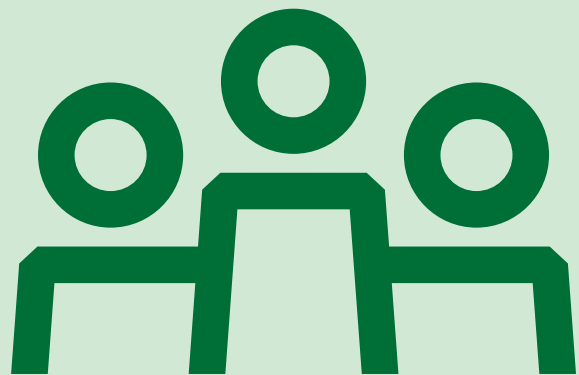
Trust and Confidentiality

Trust is at the heart of a successful mentoring relationship. As a mentor, your role is to create a space that feels safe enough, respectful, and open — where your mentee feels comfortable sharing their thoughts, challenges, and aspirations.

/ Principles of Mentoring

Here are some guidelines to support you in creating an environment that encourages a healthy, supportive mentoring partnership.

Confidentiality is Key
Everything discussed in your mentoring meetings is expected remain private — unless both you and your mentee agree that it would be helpful to share something with a relevant Imperial staff member for additional support.

Safety Comes First
If you believe your mentee (or someone else) is at immediate risk of harm, you are not permitted to keep this confidential. In such cases, please contact the Activate Programme Coordinator or appropriate Imperial support services right away.

Set Clear Boundaries
Define what you can and cannot offer as a mentor. You're not expected to have all the answers or act as a counsellor. Signpost to Imperial support services when needed.

Consistency and Reliability
Show up on time, follow through on commitments, and communicate clearly if plans need to change. This builds trust and sets a strong example.

Stay Curious and Open-Minded
Be willing to learn from your mentee as much as they learn from you. Mentoring is a two-way street.

Know When to Step Back
If the mentoring relationship becomes overwhelming or no longer feels productive, it's okay to pause or seek guidance from the Activate Programme Coordinator.

Reflect Regularly
Take time to think about how the mentoring relationship is going. What's working well? What could be improved? Reflection helps you grow as a mentor.
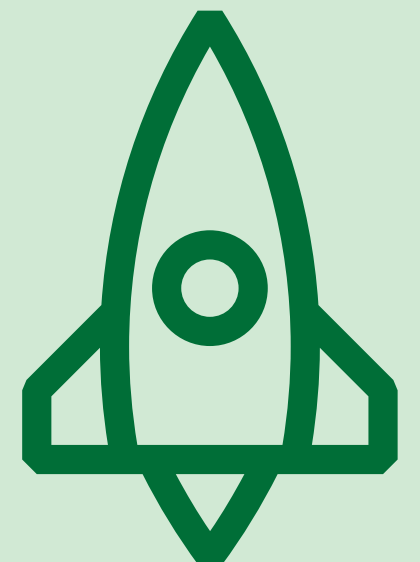
Shaping your Mentoring Partnership

/ **Your First Meeting: Aligning Expectations**

Your first meeting — the Aligning Expectations Meeting — is a chance to begin building a strong foundation for your mentoring partnership. It's a space for your mentee to share their hopes and goals, and for both of you to agree on how you'll work together.

Your mentee may bring aspirations related to:
- Academic progress
- Career planning
- Confidence and self-belief
- Navigating life at Imperial
- Building networks or accessing opportunities

Alongside exploring these goals, take time to co-create a supportive environment. This helps build mutual trust and sets the tone for open, honest conversations.

Here are some questions to guide your discussion:
- What shared agreements will help your mentoring partnership feel safe and supportive?
- How will you create a space where both of you feel comfortable speaking openly?
- How will you let each other know if a topic feels uncomfortable or off-limits?

/ Supporting Growth Through Reflection and Action

Mentoring is a journey — one that evolves through shared goals, regular reflection, and meaningful follow-up. This section brings together key practices to help you and your mentee stay aligned and responsive throughout your partnership.

Revisit and Reflect

As your mentoring relationship develops, take time to revisit the goals your mentee shared during your Aligning Expectations meeting. This helps keep the partnership focused and intentional.

You might ask:
- What does your mentee hope to gain from the partnership?
- What kind of support or guidance are they looking for?
- How can you work together to help them move toward these goals?

Checking In

Goals may shift over time, so regular check-ins are important. These can be brief moments at the start of a meeting or more intentional reflections mid-way through the partnership.

Helpful prompts include:
- How often will you check in on progress toward your mentee's goals?
- What signs will show that the partnership is meeting their needs?
- How will you adjust your approach if their goals change?

Commitment to Action

Mentoring is most effective when it leads to reflection, growth, and action. While mentors offer support and guidance, it's the mentee who takes ownership of their learning journey.

Both mentors and mentees may agree to take actions between meetings — such as exploring a topic, sharing resources, or making introductions. These actions should feel collaborative and optional, not prescriptive.

Following Up

To keep momentum going, it's helpful to check in on agreed actions at the start of each meeting. You might ask:

- How will you follow up on actions from your previous meeting?
- What progress has been made?
- Are there any barriers or challenges that need to be discussed?
- Do any goals or actions need to be adjusted?

"My mentoring partnership went well. My mentor was accommodating of my busy schedule and was flexible in meeting in person, online or just by email. She shared a lot of her experiences which was really helpful."

– Activate Mentee

03/ Mentor Training & Key Dates

Mandatory Training for All Mentors

/ Course Information for Mentors

Activate Mentoring is a flagship programme and all mentors are required to complete the mandatory training every two years. Please also visit the annually updated training, as the useful links and key Imperial contacts are updated.

Introduction to Mentoring for Mentors

This course sets the scene for the Activate mentoring programme, outlining the structure of mentoring sessions and the skills required to be an effective mentor. The course also takes you through the Aligning Expectations document. It is mandatory for all Activate Mentors.

Learning Outcomes:

1. Outline the role of a mentor and mentee

2. Define the key stages of mentoring

3. Identify skills and practice for effective mentoring relationships

4. Explore resources for signposting

5. Prepare to share and clarify expectations with your mentee

You can access the course here.

When you complete the course, the Activate Programme team will automatically receive an email confirming your course completion.

Unconscious Bias

This course provides a non-judgemental approach aimed at understanding how unconscious bias operates in the workplace. It is the starting point in understanding how biases can impact individuals and the organisation. The course will offer you the opportunity to increase self-awareness and learn new information, with the aim of identifying actions to foster equal opportunity and begin to address individual and organisational biases with confidence. This course is part of Imperial Essentials training so if you are a member of staff and you have already completed this course, you do not need to complete it again.
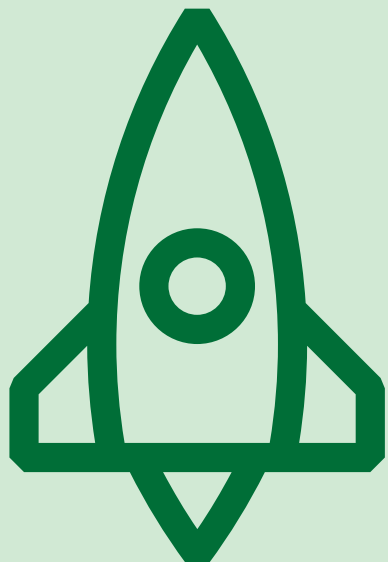
Safeguarding

Imperial's safeguarding training has been developed to provide an overview of the statutory frameworks and to signpost how members of Imperial can identify and escalate concerns. This course is part of Imperial Essentials training so if you are a member of staff and you have already completed this course, you do not need to complete it again.
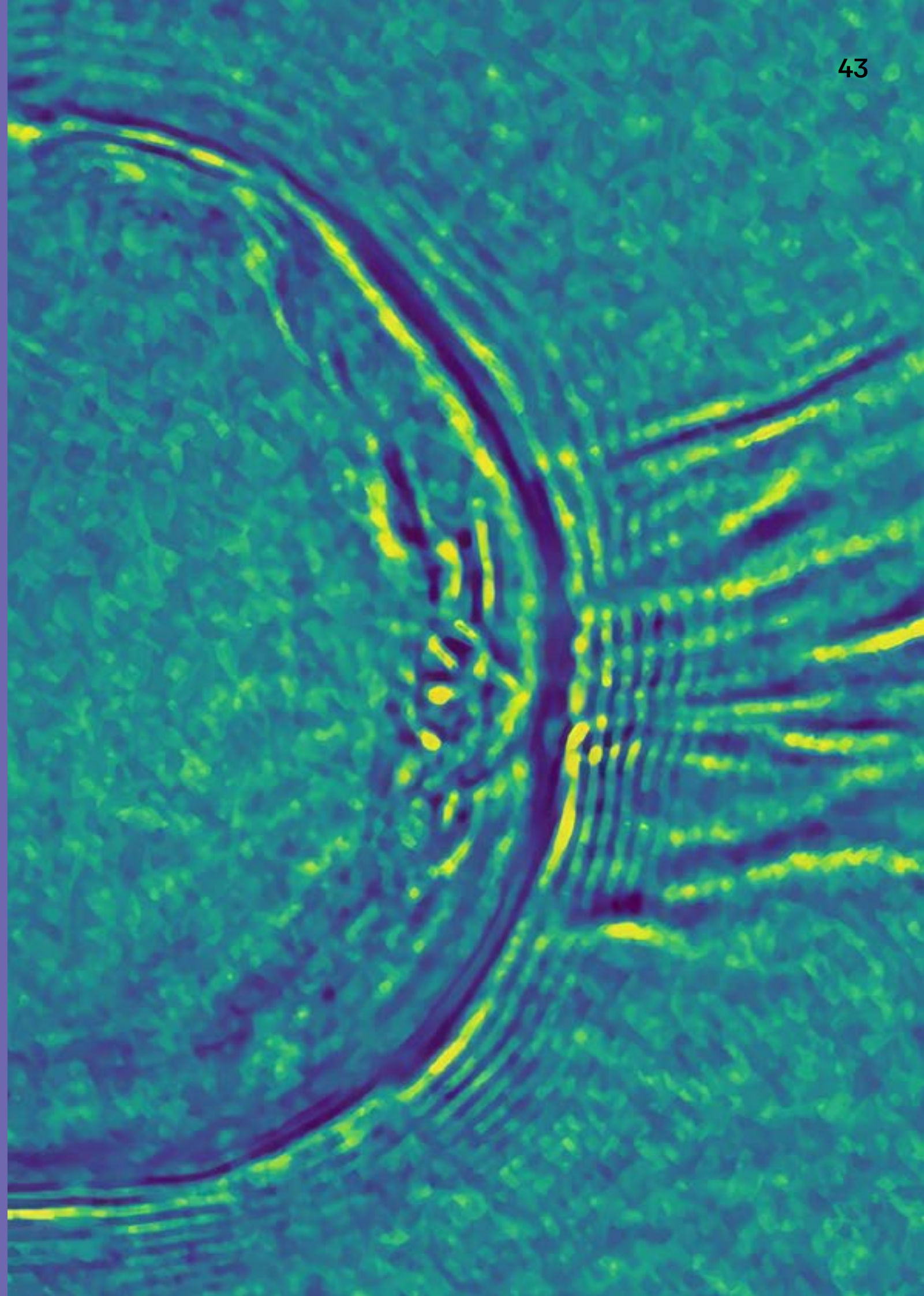
Please click on the respective hyperlinks to access the courses; **Unconscious Bias** and **Safeguarding Training**. These links are accessible to students, staff and alumni.

Training for Mentor's supporting Disabled Mentees

Mandatory training: Mentoring Students with Disabilities

This course builds on and will refer to content from the mandatory training "Introduction to Mentoring for Mentors", "Unconscious Bias" and "Safeguarding". It is designed to prepare you to support mentees with disabilities and assist you to:

1. Identify the key ideas of the social model of disability.
2. Recognise some of the environmental, institutional and attitudinal challenges and barriers which affect students with disabilities (your mentees).
3. Discuss and manage potential biases.
4. Identify how power dynamics may influence discussions within the context of mentoring relationships.
5. Open conversations with your mentee about disability.
6. Signpost fellow mentors and mentees to relevant resources and support.

Access the course here.

When you complete the course, the Activate Programme team will automatically receive an email confirming your course completion.

Optional Training: Supporting disabled students with Specific Learning Difficulties (SpLDs)

As a mentor supporting disabled students with SpLDs, you may also wish to complete the online course, "Understanding Specific Learning Difficulties/Differences (SpLDs) – Inclusive Strategies for Learning. The learning outcomes for the course are:

1. Appreciate the learning experiences and challenges for learners with Specific Learning Difficulties/Differences (SpLDs)
2. Identify principles for making learning resources accessible and inclusive for students with SpLDs
3. Utilise technology to enhance learning for all
4. Critically evaluate existing learning resources and identify improvements
5. Develop inclusive learning resources yourself or in conjunction with colleagues

Access the course here.

Training for Mentor's supporting Ethnic Minority Mentees
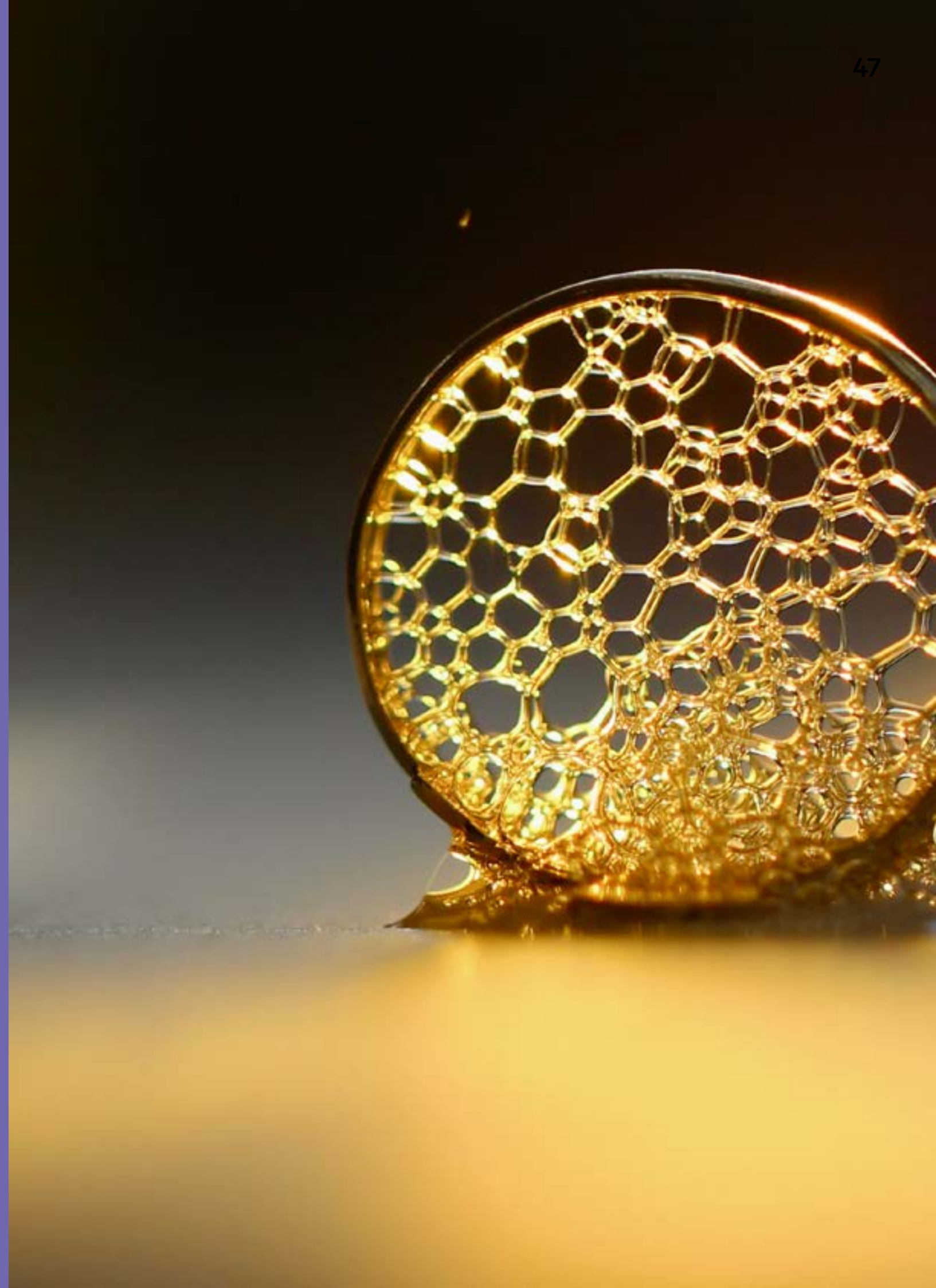
Mandotary Training: Safe Conversations (Live training)

This session is designed to support mentors to be confident when exploring sensitive topics in relation to race. The workshop also covers power dynamics which exist within mentoring partnerships. Three areas are covered: Assumptions/bias, Power and Race. It is highly recommended that you complete Safeguarding, Unconscious Bias and Introduction to Race Equity prior to taking this course.

This year we have opened this course to all mentors as we thought these are useful skills to support inclusive, reflective, and empowering mentoring conversations across all areas of identity and lived experience.

Learning Outcomes:

1. Discuss and manage potential biases

2. Identify how power dynamics and views on race may influence open discussion.

Your attendance at this training workshop will be recorded and passed to the Activate Programme Team.

Optional Training: Introduction to Race Equity

This course aims to give a foundation of understanding of race equity. It particularly focuses on the higher education (HE) sector and aims to develop your knowledge as well as outlining potential next steps for you to take.

This course has two units - you will need to complete both.

Unit 1

- Race, Racism and Inequality in HE
- Overt and Covert Racism
- Whiteness, Privilege and Belonging

Unit 2

- Inclusion and Belonging
- Building Belonging
- Next Steps

How to access the course

No booking is required. You can complete this online course at a time best for you.

1. Go to **Blackboard Learn**, enter your Imperial username and password and click Login.

2. Select the Courses tab in the top right corner of your screen, next to My Blackboard.

3. Search for '**Introduction to race**' in the Course Search field to find the course information in the Course Catalogue.

4. Click on the **Introduction to race** - Course Name, select '**Enrol**' and then Submit to self-enrol on the course.

5. Click '**OK**' to confirm enrolment.

There are a range of resources available to you via Imperial's Equality, Diversity and Inclusion Centre (EDIC), many of which will support you to gain a good understanding of the challenges faced by students of Black, Asian and Minority Ethnic heritage. If there is an EDIC course you would like to take, but you cannot access it, please do get in touch with the Activate Programme Team for support.

Optional Resource: Student Voice Report

With Insight Education is a charity that aims to create an educational and professional landscape where the representation of students of black heritage is truly reflective of the potential available. They recently ran two focus groups with students spanning undergraduates through to PhD students across various universities. Their aim was to better understand the experience of being a black-heritage student at university and gain an insight into the practical strategies that they would like to see implemented to address any challenges raised. The students raised 10 key recommendations that they would like to see universities take forward. These are highlighted in their report which is available here on the Activate website. You can read this as a part of your preparation to be a mentor.

Key Dates

Date	Time	Topic	Mode
August – September 2025	Roughly 1 hour each course	Refresh / Complete All Self-paced Online Mandatory Training. See pages 37 – 50	Self-paced Online
August – September 2025	In your own pace (1 hour)	Online Course: Introduction to Mentoring	Mandatory refresher Self-paced Online
17 September 2025	12pm – 2pm	Safe Conversations	Mandatory Live Training Online MS Teams
19 November 2025	12pm - 2pm	Welcome Celebration: Mentors & Mentees Cohort	170 Queen's Gate, In-Person South Kensington Campus
10 March 2026/ or **12 March 2026**	12pm – 1pm 1pm – 2pm	Mentor Check-in Activity	Pick 1 Option – Live and Interactive via MS Teams
Date TBC May 2026	1-2 Hours	Social Activity: Mentors & Mentees	In-Person, Location TBC
24 June 2026	5:15pm – 8pm	End of Programme Celebration Reception: Mentors & Mentees Cohort	170 Queen's Gate, In-Person South Kensington Campus
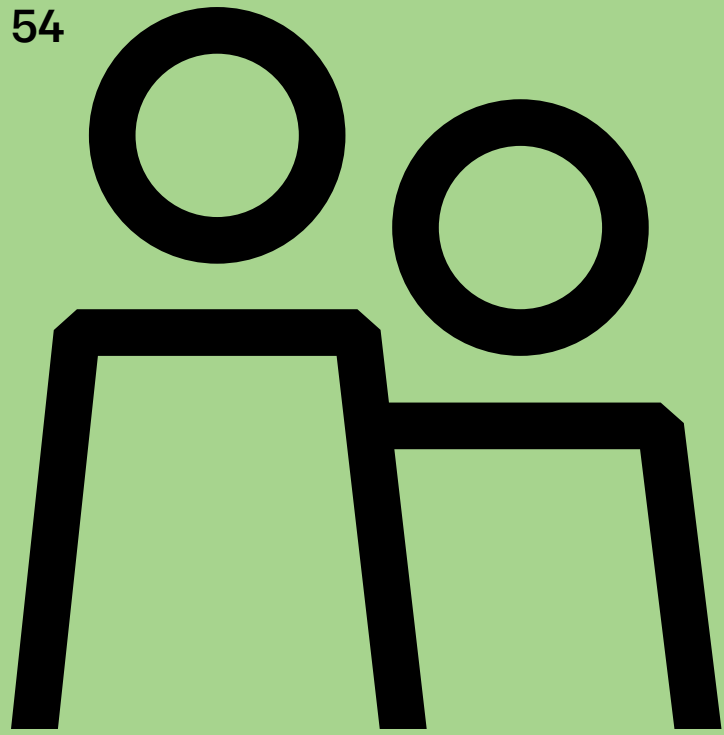
04/ Mentor's Resources and Toolkit

"As a person with a disability, mentoring made me feel less alone. We discussed our shared challenges and way to overcome them or even just to feel solidarity. It made me feel that my challenges were surmountable and not barriers as they felt as first.."

– Activate Mentee

Wellbeing and Where to Signpost

The wellbeing of both students and staff is a top priority at Imperial. As a mentor, you're not expected to act as a counsellor or mental health professional — but you can play a vital role in noticing when your mentee might need extra support and helping them access it.

If You're Concerned About Your Mentee

If you have concerns about your mentee's wellbeing, here are some steps you can take:

- Signpost them to the **Activate Programme Team** for advice and support
- Encourage them to visit the **Student Support Zone**, which offers a wide range of wellbeing resources
- Seek guidance from Imperial's **Student Support Services** if the concern is serious or urgent

Confidentiality is important — but if there is a significant and immediate risk to your mentee's safety or the safety of others, you must break confidentiality and seek help.

Inclusion and Community Networks
Postgraduate students and staff at Imperial have access to supportive networks that promote inclusion and belonging:

- **Imperial As One**: A network supporting Black, Asian and Minority Ethnic staff and postgraduate students. Offers events, peer support, and advocacy.
- **AbleImperial**: A network for disabled staff and postgraduate students, focused on accessibility, inclusion, and community.

Study Skills and Disability Support
- **Disability Advisory Service**: Offers one-to-one support, adjustments, and advice for disabled students.
- **Student Support Zone**: A central hub for wellbeing, academic support, and guidance.

Ongoing Signposting
Throughout the Activate Mentoring Programme, mentors will receive updates and resources to help them stay informed. You're encouraged to share relevant support services with your mentee as needed.
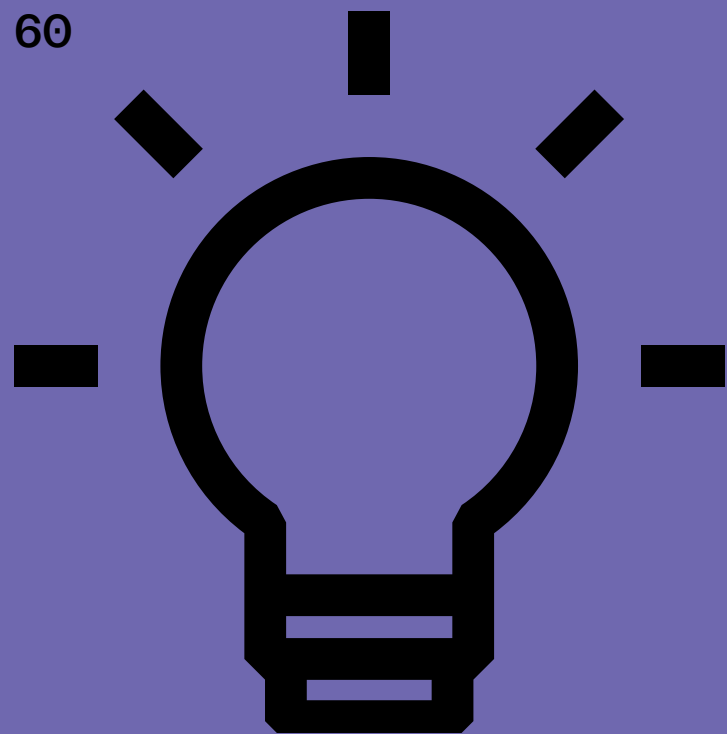
When Changes are needed to Your Partnership

Navigating Changes in the Mentoring Partnership
Mentoring relationships are built on trust, communication, and mutual respect. Sometimes, a change may be needed to ensure the partnership continues to feel supportive and effective for both mentor and mentee.

Checking In Regularly
Informal check-ins throughout the partnership can help you reflect on how things are going. These conversations should be open, respectful, and non-judgemental.

You might ask:
▪ Is the partnership meeting the mentee's needs?
▪ Are expectations being met on both sides?
▪ Would a change in mentor be in the best interest of the mentee?
▪ Reflecting on the Relationship

If concerns arise, take time to reflect together. Here are some prompts to guide that conversation:

▪ How will you approach a conversation about changing the partnership?
▪ How will you respond if your mentee raises concerns?
▪ How will you recognise when a change is needed — and support that decision?

Requesting a Change
If an informal conversation doesn't resolve the issue, either the mentor or mentee can request a change by contacting the Activate Mentoring Programme Coordinator:
activate.mentoring@imperial.ac.uk

This process is confidential and designed to support both parties.

Raising Concerns or Complaints
We want all participants to feel safe and supported. If you have a concern about your mentoring partnership:

You can raise it confidentially with the Activate Programme Coordinator.

If you wish to make a formal complaint, you can follow the **Activate Mentoring Programme Complaints Procedure** (included at the end of this handbook)

Sharing Your Feedback

The Activate Mentoring Programme is designed to support both mentors and mentees — and your feedback plays a key role in helping us improve and evolve.

You'll be invited to share formal feedback at different stages of the programme:

- After your Introduction to Mentoring training (before your partnership begins)
- During the mentoring programme
- Toward the end of the programme

This helps us understand the impact of the training and mentoring experience, and shape future iterations of the programme.

You're also welcome to share insights, ideas, or reflections at any point. Whether it's a suggestion, a moment of learning, or a challenge you've faced — we value your voice.
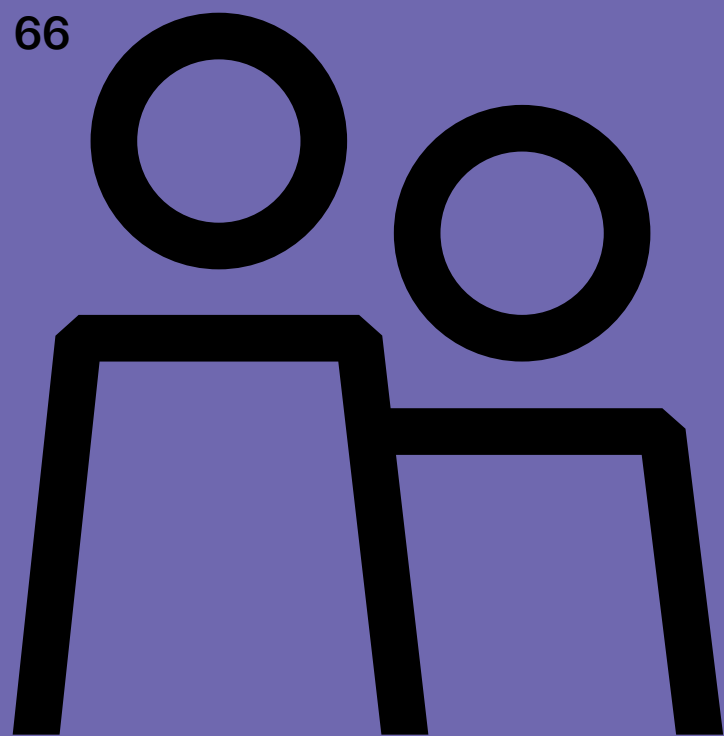
Book 1 to 1 Support with Activate Mentoring Coordinator

As part of your mentoring journey this year, you can book a 30-minute one-to-one session with the Activate Mentoring Coordinator for ongoing support. These sessions are designed to give you space to reflect, share what's going well, explore any challenges, and receive guidance on how to navigate your mentoring experience.

Whether you're looking for reassurance, clarity, or simply a sounding board, these sessions are here to support you. They run from **October through to July**, and you can book a slot at any point during the programme.

You're welcome to book these sessions as and when you need them throughout the year.

Book your one-to-one 30 minute slot.

Complaints Procedure

01/ The Scope

When to Use This Procedure
Mentoring partnerships are built on trust and open communication. Throughout your time together, mentors and mentees are encouraged to regularly check in to make sure the relationship is working well. If challenges arise and can't be resolved informally, you can raise your concern with the **Activate Mentoring Programme Coordinator**.

This complaints procedure is here to support you if:

- You're unhappy with the training or support provided
- You have concerns about the wider development activities offered through the programme
- You're experiencing issues within your mentoring partnership (unless the concern involves serious matters listed below)
- You have feedback or concerns about how the programme is being run

What This Procedure Does Not Cover
This process does not apply to concerns where an Activate mentee or mentor wishes to raise concern or a complaint which relates to :
- Safeguarding
- Bullying or harassment
- Sexual violence, harassment, or misconduct
- Racial discrimination or harassment
- Any issue covered by the Equality Act 2010

If your concern relates to any of the above, please speak confidentially with the **Head of Strategy and Operations (Early Career Researcher Institute)**. They will guide you to the appropriate College procedure.

If there is a significant and immediate risk to someone's safety, confidentiality will be broken to ensure appropriate support and protection.

Depending on the situation, the following College procedures may apply:

- Student Complaints Procedure (Ordinance E3)
- Student Disciplinary Procedures (Ordinance E2)
- Staff Ordinances

If alumni are involved, advice will be sought from the Director of Advancement

02/ The Principles

Principles of the Complaints Procedure
The Activate Mentoring Programme is committed to creating a safe, fair, and inclusive environment for everyone involved. These principles guide how complaints are handled:

1. No Penalty for Raising a Concern: The College's position is that no student or member of staff should be discriminated against or in any way penalised for raising a complaint and the same principle applies to this procedure.

2. Accessibility and Adjustments : Where an Activate mentee or mentor believes that they should receive reasonable adjustments to this procedure on the grounds of disability, this should be clearly stated in their submission, including the reasons for requesting the adjustment and suggestions of what this may mean in practice i.e. extended deadlines.

3. Timely and Positive Resolution: Every effort will be made to ensure complaints and concerns raised through this procedure are handled quickly and efficiently with a view to seeking a positive outcome for all concerned.

4. Confidentiality and Safety: All complaints will be handled in confidence unless there is a significant and immediate risk to the health and safety of the mentee, mentor or of others. Where this is the case, the complainant will be informed that confidentiality will be broken.

03/ The Process

The Activate Mentoring Programme uses a Stage One: Local Resolution approach. This means that concerns are addressed informally and directly wherever possible.

Step 1: Raising a Concern
If you're a mentor or mentee and wish to make a complaint, you should contact:

Chris Harris: Head of Strategy and Operations (Early Career Researcher Institute) **c.harris@imperial.ac.uk**

It's recommended that you raise your concern within 15 days of becoming aware of the issue.

Step 2: Receiving a Response
Chris Harris, The Head of Strategy and Operations (Early Career Researcher Institute) will consider your complaint and aim to provide a written response (via email) within 10 working days.

Where appropriate, the response will also be shared with **student.complaints@imperial.ac.uk** to ensure a record is kept.

Step 3: What the Response Will Include
The response will report:

- Outline how the issue has been considered, or provide information on how it will be addressed
- Where relevant, inform the mentee or mentor of the next steps and the expected timeframes for those actions
- Provide details on how the mentee or mentor can escalate the complaint within the College if they are dissatisfied with the outcome

04/ Raising a Complaint with the College

If a mentee or mentor remains dissatisfied with the outcome of the Activate Mentoring Programme Complaints Procedure, they may escalate their concern through one of the College's formal procedures.

As part of the written response to the Stage One: Local Resolution process, the Head of Strategy and Operations (Early Career Researcher Institute) will provide guidance on which College procedure is most appropriate for the concern raised.

05/ Support Available

For Activate mentees wishing to make a complaint are advised to seek support from the **Imperial College Union Advice Centre**. Activate mentees can also seek support from their Departmental Senior Tutor and/or the Faculty Senior Tutors.

For Activate mentors (who are PhD students) wishing to make a complaint are advised to seek support from the **Imperial College Union Advice Centre**. Activate mentees can also seek support from their Departmental Senior Tutor and/or the Faculty Senior Tutors.

Additional Support: Activate mentees and mentors are also reminded that the **Report and Support tool**, allows students to disclose unwelcome behaviours such as bullying, harassment, sexual violence, sexual harassment, sexual misconduct, racial discrimination and more. Reports can be made anonymously through this tool.
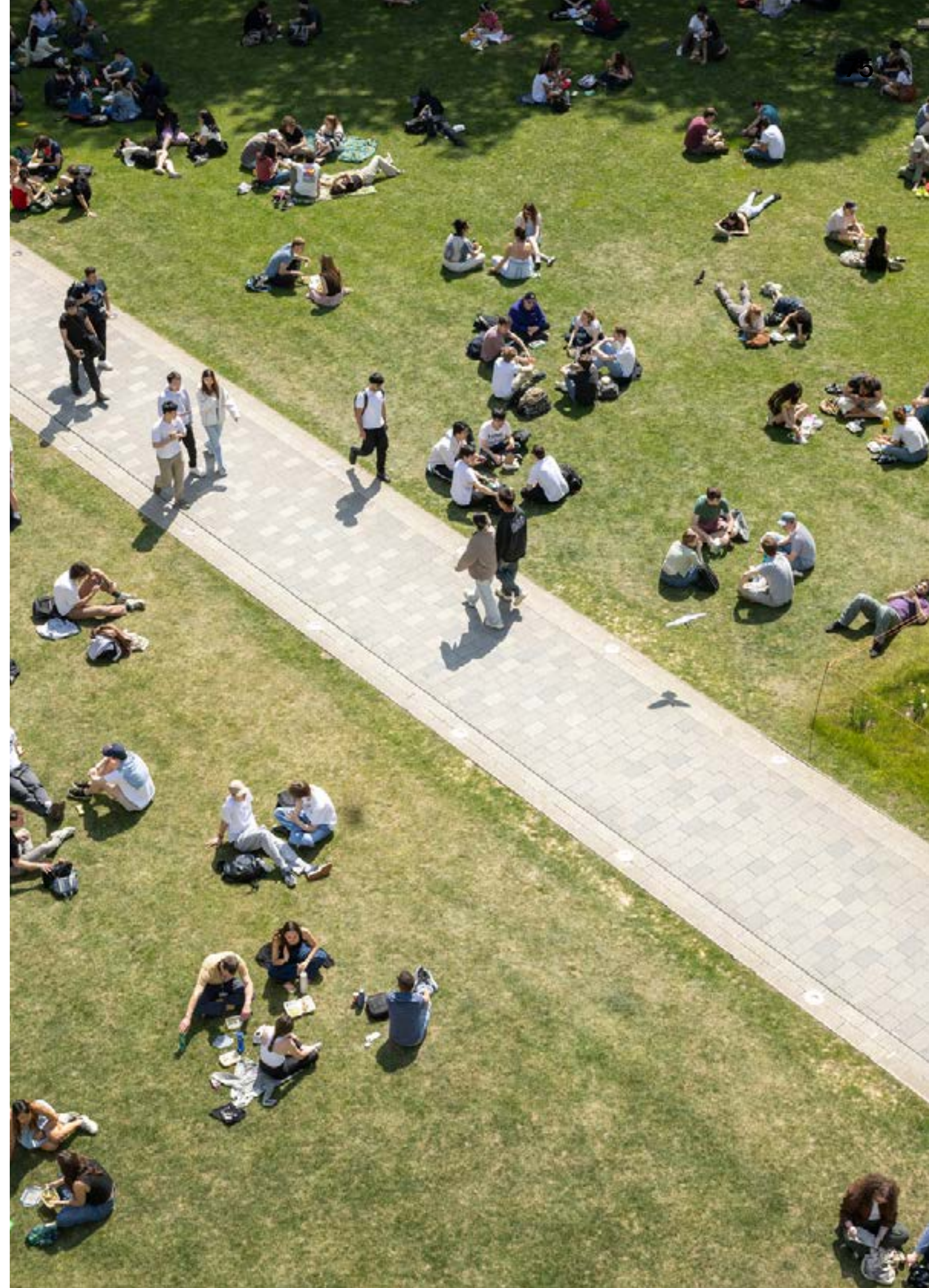
IMPERIAL
Early Career
Researcher Institute

For any enquiries contact:

activate.mentoring@imperial.ac.uk