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| **Peer Mentoring**  **Mapping Toolkit** | **CCSCCS18: Peer Training & Mentoring** |
| This unit is about peer mentoring. It is about supporting and aiding the development of those who work alongside you. | |
| **How to use this Mapping Toolkit** | |
| Using the right hand column, indicate where in your training materials the evaluator can see the relevant criteria evidenced. | |

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| **Performance Criteria** | **Mapping** |
| 1. identify opportunities for peer training and/or mentoring |  |
| 1. investigate a peer training or mentoring situation and evaluate which types of learning would be most effective for the individual/group |  |
| 1. explain your role as trainer/mentor |  |
| 1. behave in a way that demonstrates your acceptance of the learner you are supporting |  |
| 1. agree the boundaries of the training and/or mentoring relationship and understand how they will be recognised and maintained |  |
| 1. you will be sensitive to the need for confidentiality |  |
| 1. agree with the learner/s their responsibility for their own personal development |  |
| 1. agree the goals of each training or mentoring session |  |
| 1. ensure appropriate resources are in place to support the training or mentoring processes |  |
| 1. work with groups or individuals to undertake the learning |  |
| 1. give constructive feedback on the learning process |  |
| 1. maintain records of interactions in appropriate format in line with organisational procedures |  |
| 1. monitor, review and evaluate the effects of training or mentoring |  |
| 1. reflect on your contribution to the learning/mentoring processes |  |
| 1. agree what further support or help learners may need and plan with them how it can be accessed |  |

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| **Knowledge and understanding** | **Mapping** |
| 1. how to identify an appropriate training or mentoring need |  |
| 1. which types of learning are best achieved and supported by peer training or mentoring |  |
| 1. what your role as trainer/mentor might be |  |
| 1. ways to behave that are welcoming and demonstrate non-judgemental acceptance of the learner |  |
| 1. the potential impact of your own attitudes and behaviours on your work with the learner |  |
| 1. ways of combating bias and stereotyping |  |
| 1. understand the benefits of peer training and mentoring |  |
| 1. the boundaries of confidentiality in terms of organisational policy or legal requirement |  |
| 1. ways to agree with the learner their responsibility for their own personal development |  |
| 1. how to set goals and manage expectations |  |
| 1. how to prepare resources and use appropriate language for learning |  |
| 1. how to explain and agree your own role as a trainer or mentor |  |
| 1. the importance of maintaining ethical relationships |  |
| 1. what information should be recorded and how it should be recorded in line with your organisation's policy and operational procedures |  |
| 1. how to give appropriate informative feedback and when to refer to your peer for support |  |
| 1. how to organise consultation and evaluation |  |
| 1. your organisation's procedures for signposting to additional or alternative sources of support |  |
| 1. how your own thoughts, feelings and emotional reactions may impact on the learning process |  |
| 1. how to manage your own issues and develop strategies to minimise their impact on the learning process and its outcomes |  |