

1A4

Understanding the peer mentoring process

What happens during peer mentoring?

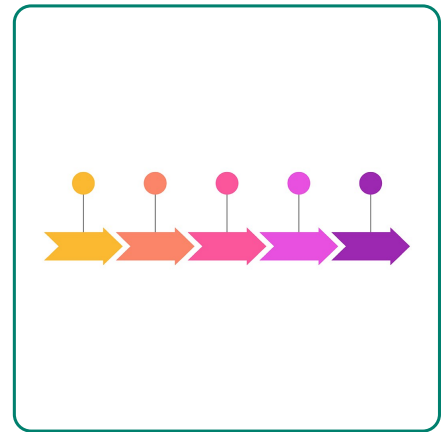
Peer mentoring is a planned way of providing support and works best when everyone knows what to expect. A clear process helps peer mentors understand what to do at different stages and when they may need additional support. In this challenge, you will explore the peer mentoring process from start to finish, including matching, confidentiality, boundaries and mentor support. You will work with others to create a step-by-step resource that can be used by peer mentors.

What you'll do

Peer mentoring follows a clear process that helps mentors and mentees know what to expect and how to work together safely and effectively.

In a group, you will:

- identify the different steps involved in the peer mentoring process from start to finish
- explore what peer mentors should do at each step
- create an infographic for the process based on findings



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Identifies the main stages of the peer mentoring process. Describes what a peer mentor should do at each stage. Records information about matching, confidentiality, boundaries and mentor support.
 Decision-making	Chooses the most important information to include at each stage of the process. Selects an appropriate order and layout for the infographic. Identifies when a peer mentor should seek additional help or support.
 Communicating	Explains the peer mentoring process using clear and appropriate mentoring vocabulary. Creates an infographic that communicates each stage in a logical order. Includes clear instructions about what a mentor should do at different stages.
 Team working	Works with others to investigate and organise the stages of peer mentoring. Shares tasks and contributes ideas to the group infographic. Combines individual contributions into one completed resource.
 Thinking	Identifies how different stages of peer mentoring connect from start to finish. Arranges the stages into a logical sequence. Explains why processes such as matching, confidentiality, boundaries and mentor support are important.
	Recognises how clear boundaries, confidentiality and access to support can protect



Self-awareness

both mentor and mentee wellbeing. Identifies situations where a mentor may need support. Reflects on which parts of the mentoring process they feel confident about and where they may need more guidance.

2A6

Managing the end of the peer mentoring relationship

How do you manage the end of a peer mentoring relationship appropriately?

Ending a peer mentoring relationship well helps maintain respect, dignity, and manages boundaries. You will recognise the signs that the mentoring relationship is coming to an end and plans ways for this to happen including progress updates and next steps.

What you'll do

A well-managed ending helps both mentor and mentee understand what has been achieved, what happens next and when the mentoring relationship has formally ended.

You will:

- identify signs that the mentoring is ending
- plan how you will close the mentoring relationship positively
- summarise progress, check understanding, and confirm boundaries
- agree appropriate next steps
- use your findings to create and deliver a performance to an audience
- reflect on what is important when ending a mentoring relationship



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Explains the key stages involved in ending a peer mentoring relationship appropriately. Applies knowledge of boundaries, confidentiality and mentoring procedures when planning an ending. Identifies what should happen to records, agreed actions and any ongoing support at the end of mentoring.
 Decision-making	Recognises when and why a peer mentoring relationship should end. Decides how to manage the ending in line with agreed boundaries and procedures. Identifies appropriate next steps and recognises when additional support or referral may be needed.
 Communicating	Uses clear, respectful and appropriate language when explaining that a mentoring relationship is ending. Summarises progress, checks the mentee's understanding and communicates boundaries and next steps clearly. Uses active listening to respond appropriately to the mentee's thoughts or feelings about the ending.
 Team working	Works appropriately with others when exploring or practising how mentoring relationships can end. Listens respectfully to different perspectives about how an

	ending should be managed. Uses feedback from others to improve their approach.
 Thinking	Identifies different reasons why a peer mentoring relationship might end. Makes connections between the reason for ending and how the relationship should be closed. Considers the possible effects of different approaches to ending mentoring on the mentor, mentee and their boundaries.
 Self-awareness	Reflects on how ending a mentoring relationship might affect both mentor and mentee. Recognises the importance of maintaining boundaries when a mentoring relationship ends. Identifies how they could manage their own feelings while maintaining an appropriate mentoring role.

4B2

Preparing to promote the peer mentoring programme

How can we create an effective marketing product for the peer mentoring programme?

Promoting a peer mentoring programme can help people understand what it offers, who it is for and how they can get involved. Different audiences may need different information and different ways of communicating with them. In this challenge, you will work with a partner to create a marketing product that promotes your peer mentoring programme to a chosen audience. You will collect feedback on your product and use this to make improvements.

What you'll do

Effective marketing communicates the right information to the right people in a clear and engaging way.

In pairs, work with a partner to:

- select the marketing product (eg poster, flyer, infographic, social media campaign)
- choose the target audience
- identify the purpose of the marketing product
- identify key information about the peer mentoring programme to include
- create the marketing product thinking about appropriate communication for your audience and inclusion
- share with your peer mentor group and ask for feedback
- adapt the product in line with feedback



✓ Skills I used:

- | | | |
|---|-----------------|--------------------------|
|  | Learning | ☐ |
|  | Decision-making | ☐ |
|  | Communicating | ☐ |
|  | Team working | ☐ |
|  | Thinking | ☐ |
|  | Self-awareness | ☐ |

How I might show the skills

Skills	Examples
 Learning	Develops their understanding of the peer mentoring programme and identifies accurate information about its purpose, benefits and how people can get involved. Applies feedback to improve their marketing product.
 Decision-making	Chooses a target audience and identifies the purpose of the marketing product. Selects an appropriate format, content and design and gives reasons for these choices. Decides which feedback to use when improving the final product.
 Communicating	Creates a clear and engaging marketing product using appropriate words, images and design features. Adapts communication to the needs of the chosen audience. Communicates the benefits of peer mentoring accurately and inclusively.

 Team working	Works with a partner to plan, create and improve the marketing product. Shares responsibilities and listens to their partner's ideas. Uses feedback from others constructively when improving the product.
 Thinking	Considers the needs and interests of different audiences. Makes links between the purpose, audience, content and design of the marketing product. Evaluates how effectively different approaches could promote the peer mentoring programme.
 Self-awareness	Recognises that different people may respond differently to messages, language and images. Reflects on their contribution to the product and identifies something they would improve in future communication tasks.