



Peer Mentor Training

Welcome, please sign the register as you enter!



UNIVERSITY OF
BATH

1. Introductions



UNIVERSITY OF
BATH

Meet the Peer Support Team



Peer Support
Coordinator



Andy and Sophie

Peer Support
Administrators



Annette

Skills and Development
Coordinator



Gemma

Peer Support
Manager

By the end of this session, you will be able to...

... describe the main roles and responsibilities of a mentor.

... describe the skills and qualities of an effective peer mentor.

... identify areas where mentors can support mentees (and when).

... describe the professional boundaries between mentors and mentees.

... signpost key support services that are available to all students.

... understand the logistics of the mentoring scheme.

... reflect on and action plan for the upcoming academic year.

2. Peer Mentoring at the University of Bath



What do Peer Mentors do?

- A Peer Mentor knows what it's like to be a student at the University of Bath. They support small group of first years with the transition, maintaining contact with them throughout the year. Mentors will:
 - Encourage mentees to make the most of opportunities available to them.
 - Answer questions about and share your experiences of university life.
 - Signpost to appropriate support services.
 - Abide by confidentiality.



Confidentiality

- Mentees and mentors may talk about sensitive things that you should not share with others.
- The only exception is if a mentee tells you something that raises concerns about theirs or someone else's safety. In this case, you should refer to **Peer Support, your department, Student Services and Advice and Support.**
- In an emergency, you can contact Security on **01225 38 3999.**

Confidentiality (cont.)

Even if you're not sure, don't be afraid to mention something!

The person you speak to will be able to decide if you need to break confidentiality and whether further steps need to be taken

"I'm glad you've come to me about this.

To make sure you're given the right support, I may need to talk to a staff member – so I can't promise that what we discuss will be kept between us.

I will only share with relevant staff and will keep you informed along the way."

3. Reflections:

What makes mentoring impactful?

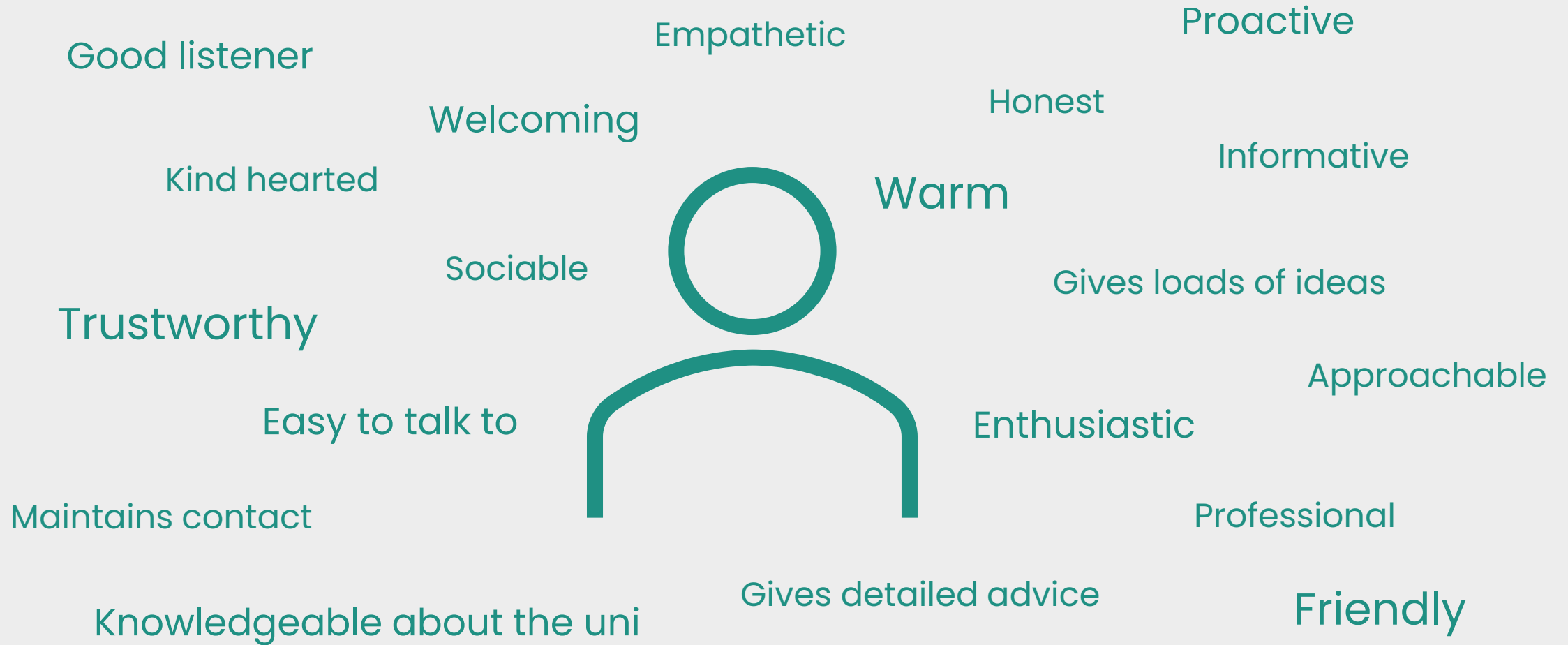
In your groups, rate your experience
of having a Peer Mentor on a scale
of 1 – 10

Why did you rate it this way? What did you gain and what
would you have improved?

What makes mentoring impactful?

- With your group, share 2–3 skills or qualities you have that will be beneficial as a Peer Mentor, and how these would have a positive impact?
- Write or draw these qualities on the flipchart paper (e.g. as a gingerbread person) and choose someone to present your thoughts to the room
- If you finish early, consider some qualities of a mentor that would have a negative impact. Try to think of qualities that aren't opposite to the positive ones.

Previous mentors have said..



4. Supporting Your Mentees



Matching

- Before the Semester starts, your Lead Peer Mentors and department will match you mentors and mentees
- We encourage mentors to send an introductory email as soon as you get your mentees details – you can use our example email to help you write this.

Welcome Events

- Welcome events are organised by your department and Lead Peer Mentors. These take place in Welcome week and give you an opportunity for:
 - Mentees to meet their mentor and other students on their course
 - You to establish your role as a Peer Mentor and arrange how you will contact each other throughout the year.

Check in points

- Our expectation is that mentors will:
 - Meet with their mentees at the welcome event and at least 1 more time during Semester 2.
 - Check on mentees at least 4 times across the year



Contacting your mentees

- We encourage you to stay in touch with mentees however you both feel comfortable doing so
- As the scheme is opt out, some mentees may not respond to messages. Please continue to check in with your mentees and let them know you're there when they need you.
- Not hearing back from your mentees won't negatively impact your ability to receive relevant certificates and endorsements

Being an inclusive mentor

It's important to ensure that your mentees are all receiving the same level of support from you. You might want to consider...

- Do you know where your mentee can find targeted support (e.g. related to gender, race and ethnicity, disability status)?
- When suggesting a meet up, will the timing clash with cultural, religious or caring commitments?
- Is the building we're meeting in accessible? Will the noise level be appropriate? Does it rely on mentees spending money?
- Are any of your mentees under 18? Is your meet up age-appropriate? Do you know how best to safeguard them?

5. Professional Boundaries

Using your emotion cards, vote how you feel about each scenario:



Great!



I'm not sure.



I'm not okay
with that.

1. My mentee joins the same society as me.

2. My mentee is having financial issues and asks to borrow some money from you

3. My mentee messages me daily, asking for support and frequently wanting to meet up

4. My mentee and I have clashed so I've stopped contacting them.

5. My mentee would like my phone number.

6. My mentee discloses something concerning and asks for it to be kept secret

7. My mentee sends me their assignment to look over.

6. Signposting Support



No... But... Let's...

- As a Peer Mentor, there may be times where you need to set a boundary or redirect (signpost) students to the relevant support.

No...	But...	Let's...
I don't think I can answer that question...	... have you tried speaking to SU Advice and Support?	... let's write an email together so you can contact them.
I don't think I'm the right person to talk to about this...	... the University have services you could reach out to	... let's look through the University website to find the right support service to talk to
I'm not able to meet today...	... are you available tomorrow instead?	... let's put a time in our diaries to meet.

Signposting Task

Each table will receive a scenario of a mentee asking a Peer Mentor for help. In each scenario, consider:

- Which people, organisations or resources (both on and off campus) would you suggest they look to for further support?
- What you would say to set a boundary or encourage the mentee to reach out, especially if they're nervous to do so?

Signposting Task

- 1) Your mentee is feeling lonely, and this is impacting their mood. They'd like some support and to meet other people with similar interests.
- 2) Your mentee has an assignment which involves using statistics. They aren't very confident and would like to improve their skills.
- 3) Your mentee is an international student; they'd like to talk to someone about their visa and explore support on campus

Signposting Task

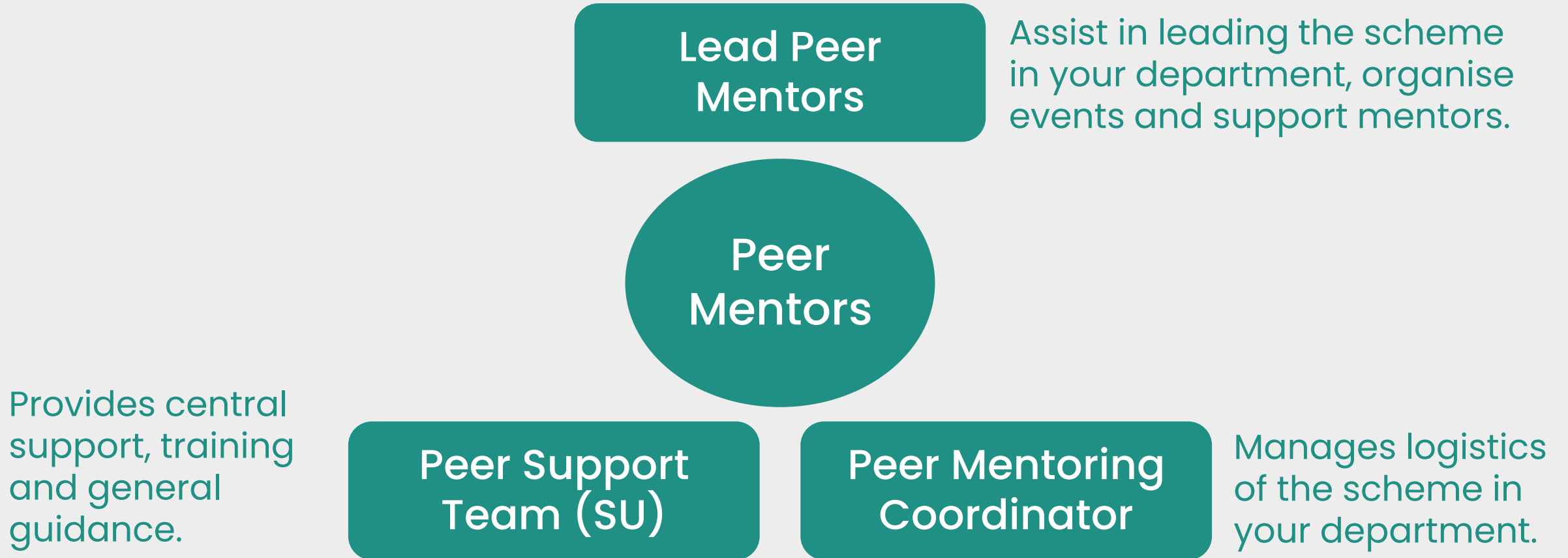
- 4) Your mentee is having some unexpected financial difficulties and is asking for guidance
- 5) Your mentee is moving out of on-campus accommodation and would like some advice to make sure their new housing contract is fair

Tips for Signposting

- Actively and openly listen to a mentee's problem if you feel comfortable doing so.
- Communicate boundaries (Try using 'No... But... Let's') so mentees know what they can expect from you.
- Follow up with your mentee a week or so later to see if they accessed support and how it went.

7. Logistics

Peer Mentor Scheme structure



Communication

- All Peer Mentors are added to a Microsoft Teams Channel where you can:
 - Get updates and key messages from the Peer Support Team
 - Support each other and ask questions.
- Lead Peer Mentors will also be checking in regularly. It's important to respond to those emails, as they're trying to make sure everyone is supported.

Data Protection

- It's important to follow good data protection practices –
 - Only collect personal data (e.g. a phone number or personal email) that is necessary to complete your role
 - Any personal data should be treated as confidential and deleted once when you finish your role.
- We will share links to the SU's Data Protection Policy. Have a read of this before starting your role.

Code of Conduct

- The code of conduct outlines the expectations for mentors and covers behaviour, meeting safely, signposting support and confidentiality.
- After this training, the Code of Conduct will be sent round for you to read. You'll be asked to complete the online signature form to show you've read it.

Student Leader Hub

- As a Peer Mentor, you're a Student Leader in the SU. You have access to the Student Leader Hub which includes:
 - Links to useful training resources (including this presentation and email templates.)
 - Access to the Student Leader Development Programme
 - Useful resources to support you in your role

8. Action Planning

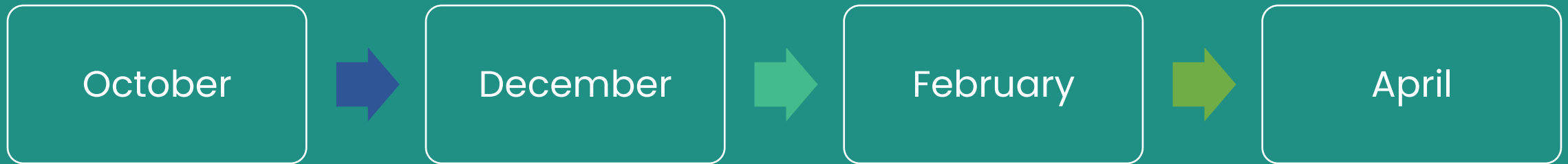


'Having the time'

- We appreciate that 2nd year can be a big step up. Even with the best intentions to keep up with your mentees, mentoring can sometimes slip.
- It's important to consider what might impact your ability to engage with Peer Mentoring alongside your studies, and what time management strategies could help you

Action Planning

- Remember the 4 check in points we mentioned? These have been plotted around the room.



- Your table will be assigned a place to start. At each point, you'll be asked to write down your ideas to a different question. Every 2 minutes, you will be asked to rotate.

Action Planning

- 1) What could you talk to mentees about at this time of year?
- 2) Based on these, what events could you recommend for mentees? What events would you like to see in your department?
- 3) What obstacles could impact your ability to mentor at this time of year?
- 4) Based on these, what tools could you use to manage your time and overcome obstacles?

Tips & techniques

- **Plan ahead:** Set reminders, draft messages and put aside protected time for mentoring
- **Ask for help or delegate:** Lean on your fellow mentors and Lead Peer Mentors for support
- **Achievable goals:** We don't want mentoring to burn you out!



Congratulations!

You are now officially a Peer Mentor – any questions?

Before you leave: make sure you've signed the register