Mentor Training Course for European Social Care Workers

This training course was developed within the

Eramus + funded project

European Mentoring in Social Care (EMISC)

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We hope many people will use this training material!

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European Mentoring in Social Care

What is EMiSC?

The EMiSC project focuses on bringing attitudinal change within the care sector, by supporting the mentoring role in the social care workplace. It offers a form of recognition for a role which many experienced staff already undertake when they guide and help new staff. It also opens routes for mentor and mentees to formal recognition of their learning and skills.

EMISC wants to help create a 'common foundation' in social care training across the EU, where care is based on United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) principles and provided by staff that understand and follow these principles. It builds on the previous success of the Basic Social Care Learning Outcomes (BESCLO), now used in the European Care Certificate (ECC), which is available in over 20 states. Linked together, these tools (ECC & EMiSC) give employers an effective driver for **changing attitudes in the social care workforce** and **eradicating the old 'medical model' of care for ever.**

Why EMiSC is needed?

How can employers (re)train their workforce from the bottom up with very limited resources and a low starting base? So far, employers who have adopted the social model and have access to appropriate training materials find they need an effective way of promoting and coaching these changes amongst their workforce on a daily basis. **Support is needed in the workplace for the day to day decisions by staff and their interactions with users**, therefore the role of the mentors can make a huge impact explaining, guiding and demonstrating to staff how to work in a person centered way using a human rights approach.

What are the foreseen deliverables?

- **Set of Learning Outcomes (LO)** with **mentoring function** and **assessment criteria**
- **Mentoring Assessment Tool (MAT)**
- **Mentoring Training Course (MTC)**
- **Train The Trainer Course (TTC)**
- **Guide on the use of MAT and MTC**
- **Formal curriculum** to support the EMISC LO
- **Research on the state-of-play of certification/accreditation** practices in the partner countries, including recommendations.

These products will be tested by **4 cycles of mentoring**, with a control group of un-mentored candidates. All will be initially assessed and re-assessed at the end & all will sit the European Care Certificate (ECC). Results will be compared to demonstrate what the beneficial impact of mentoring can be. Besides the 4 mentoring cycles, **2 local multiplier events** will be organized in each country, where the project's goals and results will be presented, discussed and promoted. The project's consortium is composed of **10 partners** coming from **7 different countries**.

EMISC
Mentor Training Course

Introduction

EMISC Mentor Training Course

Introduction

Welcome to your European Mentoring in Social Care (EMISC) Training pack. This training pack includes everything that you will need as a trainer to train your prospective Mentors. The pack covers the following Learning Outcomes:

1. **Understand the role of the mentor in the EMISC Project**
2. **Set up the mentoring programme**
3. **Give mentoring support**
4. **Assess mentee progress**
5. **Reflect upon own performance as a mentor**
6. **Introduction to the Mentoring Assessment Tool (MAT) and how to use it with their mentees**

This training pack has been written and designed in clear and plain language and in an easy to use format. It includes:

- Lesson Plans/timetables

- Equipment required

- Clear Trainer's Guidance

- Handouts

- Slides

The pack is designed to take the learners through the 5 Learning Outcomes and using the Mentoring Assessment Tool (MAT) building on the learner's knowledge and understanding as they go through the materials. There are activities, scenarios, group work, working in pairs and individual work all designed to help the learner relate what they are learning to their workplace and their own experiences. The pack is also designed to ensure the differing learning styles of all kinds of learners are covered, giving all learners the opportunity to progress and learn as they move through this training programme.

How to use the 'non-project' version of this pack

This pack was originally written as an introduction to the Mentors Training Course (MTC) as part of the EMISC project. This version has been adapted for use outside the project, but is assumes that users will have the same broad objectives and project partners.
Each session has detailed Trainers' Guidance/Notes, PowerPoint slides and accompanying handouts and activity sheets that can be photocopied. The pack gives you the trainer all the information needed to run the sessions to cover the 5 Mentoring Learning Outcomes and use the MAT.

The Trainer's Guidance and activities cover all of the knowledge to ensure that each Learning Outcome is covered in detail. However the experienced trainer can add in their own examples, activities and anecdotal stories etc., to enhance the learning experience for the learners and fix firmly their understanding of Mentoring and the Mentoring role.

Timings have been calculated on an average group size of 8 to 10 people, so it is recommended that the group of learners does not exceed 12. A group of less than four people may restrict discussion and interaction. It is of course possible for you to adjust programme timings to cater for smaller or larger groups. There may also be some specific examples that you may wish to use that are appropriate for the setting or workplace of those on the course. These can be used but you must ensure that all of the Learning Outcomes of the course are covered.

Remember:

- It is a good idea outside the project for anyone who wishes to complete this Mentoring Course and become a Mentor to have successfully passed the ECC Exam before they start.

- Underpinning this Mentor Training Course and the European Care Certificate that the Mentees will be completing, are the principles of the Human Rights based approach to working with individuals with disabilities and the ideas contained in the UN Convention on the Rights of Persons with Disabilities. It is essential that these principles be at the forefront of all the training that you deliver.

When delivering the training:

- We have started the training course with an 'Ice-Breaker'. Ice breakers are short activities that trainers often use to help 'break the ice', or break the tension that is sometimes felt when a room full of people who may not know each other, first come together. The ice-breaker activity is a way of getting the people to speak to each other, relax and become more at ease with the other people, the setting and the situation.
  Ice-breakers are short and easy activities designed so that even the shyest of people can participate easily. It is important to have an activity that does not make any individual feel that they are being focused on or judged in any way. So often they are activities where people introduce themselves to the person next to them and they exchange basic information such as their name, place or work or job title or how they got to the training event that day. They introduce each other to the whole group. Ice breakers can be designed to link to the subject of the training for example if the training is about communication the ice breaker may be to speak to the person next to them telling them their name and who they last communicated with and how. Sometimes activities are used that try to encourage individuals to speak to more than the just person sitting next to them.

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For example: each person in the room is given a piece of paper with a number or word that is linked to another on it i.e. Bread and Butter, Black and White or 2x2= and 4, or two sets of identical numbers. Then everyone has to stand up and walk around the room speaking to each other, introducing themselves and establishing who has the linking word, number/equation or matching number. This helps people to speak to many more people and in turn begin to feel relaxed and more at ease.

There is an example included in the training course but you can use an icebreaker of your own or one you have participated in. **Remember** the icebreaker should not add to the stress of the participants it should make them relaxed and feel more comfortable.

- It is often helpful to give the learners on your course the opportunity to voice any fears, concerns and expectations they have about the course. You can write these on flip chart paper, and allay any fears or concerns by telling them what is covered in the training. By doing this you can manage their expectations. It can be very useful to refer back to the lists at the end of the training to check all their concerns were covered or met during the course. However you must point out when you are making the initial list, if an individual raises an unreasonable expectation that you know this unreasonable expectation is not attainable. You will need to discuss this and explain why. You can also include this as part of the ice-breaker.

- You can use examples or scenarios from your own experience to support the individuals in their learning. Examples from your sector and your country will help the individuals to understand more clearly

- At the end of each training session it is important that you support the learners to consolidate their learning. This can be done by;

> Having question and answer sessions at the start of the next session which cover all of the knowledge and
> understanding from the previous session

> By tasking the learners with work to complete in their own time.

We have prepared some suggested activities at the end of Trainer's Guidance. These can be given to the learners when you feel is most appropriate, i.e. at the end of each Learning Outcome section, or at the end of each training session, or at the start of the second training session recapping on the previous learning. However you must remember to factor in 'feedback time' on the additional work in your next training session, as we have not included this in the timings.

- At the end of each session remind the learners of what they need for the next session.

- Your learners will be new to Mentoring as such, they will be on a steep learning curve. Be patient and supportive so that you can get the best out of them and they will get the best out of you too!

- Encourage the learners to recap on what they have learned after each session and to go through the handouts when they are back in their workplace.

- When using this pack, you and the relevant Mentors and Mentees will need to be aware of the need for them to access their employer's 'ways of working' (sometimes known as 'policies and procedures') regarding all of the subject areas covered in the Mentoring course and the BESCLO- for example the employer's ways of working (policies and procedures) covering Confidentiality, Abuse Awareness, Health and Safety etc.

- When delivering this course, it is important that you are flexible and approachable, welcoming questions and ensuring you adapt to fit the needs of the group.

- Many of the sessions could serve as useful training updates for existing staff too.

- It is essential that you value and respect your learners. Just because they do not understand or agree with what you are saying does not mean you can be rude, abrupt or disrespectful
  to your learners. This will be covered in more detail in the training course.

Equipment needed to deliver this course

In order to deliver this training pack there will be some equipment required along with some preparation for activities such as photocopying, cutting out cards, etc. The equipment that is recommended is:

- Flip chart and marker pens

- Digital/PowerPoint Projector

- Sticky notes

- Pens or pencils for learners to make notes and participate in activities

- Blank paper for printing handouts or using in the activities.

Assessment

Your learners will be using two types of assessment:
- Formative, this is when they assess as they are going along so that they can be sure that the person is understanding and gaining knowledge. This is done by using observation, question and answers and discussions etc
- Summative, this is usually completed at the end and includes things such as tests, exams and assignments that check the individual has understood and gained the knowledge.

Whilst you are delivering the training, as a trainer you will need to use your Formative Assessment skills to constantly assess whether the individuals understand the areas covered.

We have also developed a Summative Assessment system in the form of a '**Mentoring Assessment Tool' (MAT)** that the Mentors will be able to use with their Mentees. There is a complete section within this training that takes the mentors through the MAT and gives them the opportunity to practice using the tool.

How you might deliver this training.

You can deliver this course to your learners in a variety of ways:
- You may decide to deliver one Learning Outcome at a time.
  However you must take into account that some Learning
  Outcomes are longer and more complex than others

- You may decide to deliver the course over a set number of sessions. We estimate the average time for this course is between one full day and one and a half days. However, you will find this will depend on the knowledge and experience of your learners and the number of learners in your group.

- You will need to choose which is the best delivery plan for the individuals you are working with.

- **Remember** to include some of the 'additional work' for the learners to do in their own time and add in the feedback from this into the training.

Discussion group suggestions

Some different ways in which learners can be divided up into discussion groups are:
- Ask learners to work in pairs with the person next to them.
- Go around the room giving each person in turn a number, which becomes their group number.
- Ask learners to find a specified number of people that they don't know.
- Ask learners to make notes on their own.

- Give learners a specified time to go and seek views from others inside or outside of the service that they work in.

Suggestions for taking feedback

Some different ways in which feedback can be taken are:

- Groups write and / or draw pictures to summarise their discussion on large poster size paper, which is then pinned to the wall. The group then answers question about what they have written or drawn.

- Groups or individuals write each idea on a 'sticky pad' or slip of paper, which can then be stuck onto larger flip chart paper on the wall or floor. This method also enables ideas to be moved around and grouped together easily.

- Individuals can move physically to different parts of the room or on a line continuum to show their support for an idea or proposal (e.g. if you totally agree with an idea, stand at one end and if you totally disagree stand at the other end).

- Ask the group to nominate one or two people to give feedback to the whole group about their discussions. This needs careful monitoring to ensure anyone group or person does not monopolize the time allocated. When feedback from each group is similar or repetitive you need to be prepared to interrupt and move on.

Getting started with the training!!

Now you have read through this introduction, we recommend that you take some time before you deliver this training to read through the materials, ensuring you understand what the Learning Outcomes are for each section and activity.

As you read through the materials you will see that where the text is in **bold** this represents the text that is on the **slide**.

Where the text is in *italics* this refers to an *Activity*.

We have included suggested times for the handouts to be distributed however we have clustered the handouts together in Learning Outcome sections, so that, if you wish you can distribute these together whenever you feel is most appropriate.

The more familiar you are with the materials the better equipped you will be to deliver the training.

Most of all be confident and have fun! This will mean you can ensure that your learners not only enjoy their training but also remember all of the knowledge you have supported them to learn.

SUGGESTED TIMETABLE FOR TRAINING COURSE

Section covered	Timescales	Pages
Introduction **Ice breaker** **Learning Outcomes**	**60 minutes**	**1-2**
LO 1: Understand the role of the Mentor in the EMISC project. Including Activities 1 to 4	**2 hrs 10 minutes**	**2 -7**
LO 2: Set up the Mentoring Programme Including Activities 5 to 7	**1 hr 20 minutes**	**7 -11**
LO 3: Give Mentoring Support Including Activities 8 to 13	**3hrs 30 minutes**	**12 -20**
LO 4: Assess Mentee Progress Including Activities 14 to 19	**3hrs 15 minutes**	**21-31**
LO 5: Reflect upon own performance as mentor	**35 minutes**	**32**
Summary	**20 minutes**	**33**
Total time	**10 hrs 10 minutes**	

Mentor Training Course

TRAINER'S GUIDANCE

Erasmus+

Trainer's Guidance

Timings	Trainers Guidance	Equipment
Introduction		
5 minutes	**Introduction**: • Introducing yourself including; who you are as the trainer and where you are from, what is your experience in the sector? • Housekeeping; toilets, breaks and fire drill etc	Slide 1
40 minutes Varies with group size Allow each person 3-5 minutes discussion followed by a minute or so feedback to the whole group.	**Ice breaker:** Here you can use an icebreaker to introduce the learners to each other. If you have a good icebreaker of your own use this. Alternatively you can use the following: Ask each person to introduce him/herself to the person next to them, stating: • What their name is • What their job title is • Where they are from • What type of service they work in • How long they have worked there • Why they want to be a mentor • Any worries they may have about the role Give the group 5 minutes each to discover the information. Then each person can introduce their colleague to the group telling them the information they have learned.	
10 minutes	**Ground rules:** Agree a set of basic ground rules for the sessions. This should include: • Respecting each other's views • Listening • Keeping confidentiality. Unless an individual is at risk of harm and in these circumstances, it would be reported to the relevant person/organisation • Adhering to time keeping • Procedure for breaks • Good timekeeping Add any other things that the group feel at essential. Display the ground rules throughout each session for the group to refer to as well as reminding each person of the rules that have been agreed.	Flip chart and pens

Timings	Trainers Guidance	Equipment
Learning Outcomes		
5 minutes	There are 5 clear Learning Outcomes and understanding the Mentor Assessment Tool (MAT) covered in this course. **The Learning Outcomes are:** The Learning Outcomes are: **1. Understand the role of the mentor in The Mentoring Curriculum Programme.** 1.1. **Understand the aims of the EMISC project that underpinned this Mentoring Curriculum** 1.2. **Understand the key values and principles of mentoring** 1.3. **Understand the role and responsibilities of the mentor.** 1.4. **Recognise the boundaries of mentoring.** 1.5. **Understand the Basic European Social Care Learning Outcomes (BESCLO)** **2. Set up the mentoring programme** 2.1. **Explore the aims of the Mentoring Curriculum with the mentee** 2.2. **Prepare a mentoring plan** 2.3. **Agree the learning contract with the mentee using standard format** 2.4. **4. Identify potential barriers to progress and potential solutions** **3. Give mentoring support** 3.1. **Consider how others may be affected by the mentoring process** 3.2. **Use a range of learning styles** 3.3. **Use a range of communication skills** 3.4. **Support the mentee to meet the BESCLO in the workplace** 3.5. **Provide constructive feedback to the mentee** **4. Assess mentee progress** 4.1. **Understand how to use the MAT** 4.2. **Assess mentee progress using a range of methods** 4.3. **Provide feedback on progress towards the BESCLO to the mentee** 4.4. **Make suggestions to improve performance and progress** 4.5. **Record mentoring sessions** **5. Reflect upon own performance as a mentor** 5.1. **Reflect upon own practice as a mentor** We will also include: **Introduction to the Mentoring Assessment Tool (MAT) and how to use with their mentees.** Each Learning Outcome is split into subsections	Slide 1 Handout 1

	and we will work through each of these.	
LO 1. Understand the role of the mentor in the Mentoring Curriculum		
15 minutes	**1.1. Understand the aims of the EMISC project that underpinned this Mentoring Curriculum**	Slide 2-4
	The Universal Mentoring Curriculum has been designed as a result of the successful European Mentoring in Social Care (EMISC) project. This project was a 3-year project that aimed to bring about attitudinal change in social care staff across the European Country Partner organisations involved, replacing the old model of disability (Medical Model) with the 'Social Model' which is underpinned by a Human Rights based approach to disability.	
	The materials in this curriculum have been developed to establish capacity within organisations to implement attitudinal change through the introduction of the 'Universal Mentoring Curriculum'. This curriculum will give partner organisations the capability and capacity to introduce these new ways of working across their organisations through the use of the mentoring system.	
	The aims of this Curriculum are based on the aims of the EMISC project and are clearly set out. They are: • **To promote human rights and fundamental freedoms in care services across the EU** • **To effect attitudinal change in the social care workforce in member states which will support the provision of services based on UNCRPD (UN Charter for the rights of persons with disabilities) principles** • **To provide the tools to eradicate the old medical model of disability and move to a social model through training and the mentoring of the workforce on a day to day basis (training alone is insufficient given the scale of change needed)** • **To establish the capacity and capability in partner states to deliver mentoring to its social care workforce** • **To use mentoring to support the workforce to work in a person-centred way through explanation, guidance**	Handout 2

	and demonstration	
	• **To promote the BESCLO and the European Care Certificate (ECC) across the EU**	
	Ensuring that they understand the purpose of the UN Convention is essential, so include slide 5 as a reminder, the purpose of the UN convention is:	Slide 5
	To promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and promote respect for their inherent dignity.	
25 minutes	Also that there are the 8 principles to the Convention focused on treating people with dignity, respect, choice, inclusion, empowerment and equality. Using slides 6 and 7. **There are eight guiding principles to the UN Convention** **1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and the independence of persons** **2. Non-discrimination** **3. Full and effective participation and inclusion in society** **4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity** **5. Equality of opportunity** **6. Accessibility** **7. Equality between men and women** **8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities**	Slide 6 and 7
	Activity 1 *In small groups of 3 to 4, think carefully about what part of their role as a 'mentor' in the workplace can assist in achieving these aims?* *Ask each group to give feedback on one or two examples they have come up with, explaining that we will cover their roles in more detail as we complete the course.*	
	Here you will need to guide the learners through the aims of the training and encourage them to think about how they can assist in attitudinal change in the workplace. This is to help the learners to start to think about their role in influencing how things are done in the workplace e.g. by setting a good example, being a good role model, supporting other staff to think about things differently etc.	Handout 3

20 minutes	**1.2. Understand the key values and principles of mentoring** *Activity 2*. In small groups of 3 to 4. *Each person in the group should imagine that they are starting a new job, and in their first day of working they are assigned a 'mentor' to support them in their new role. They like their 'mentor' who is obviously knowledgeable about the work, as they have been working in the role for over 5 years. However on this evening's shift the person seems a little tense and whenever they approach them the person often seems reluctant to answer questions due to being very busy with their own tasks.* *Earlier in the day the Deputy Manager showed you, the new worker, how to enter data on an individual's personal file, stating that this should be completed twice a day at the end of the morning shift and at the end of the afternoon/evening shift. This was to ensure the records are kept up to date at all times.* *At the end of the evening you ask your 'mentor' for assistance, as you cannot remember where the individual files are located. The 'mentor' states the Deputy was exaggerating and always does with new staff, the reality is that as long as the records are updated every couple of days or even by the end of each week it is OK.* *Ask each group to discuss what they think about how the 'mentor' in the scenario behaves.* *a) Is this OK?* *b) Is there anything that you would like to change?* *c) Make a list of at least 3 key values and principles that they would keep to when they become 'mentors'* *d) Are there any additional values/principles that they feel should be included being part of this work?* *Take feedback from each group, until all suggestions are covered.* Then use this activity to talk in more detail about the expectations of how a good mentor should behave, ensuring that you support your learners to cover; • As a mentor they should leading by example i.e. working in line with the BESCLO demonstrating a human rights approach. • They should show that they are sensitive and have empathy and respect for the mentee and others whilst being able to recognise, support and develop the potential in others especially their mentee. • They should be open and honest with their mentee	Handout 4 Activity 2

	being non-judgemental and always being ethical.		
	• They should be self-aware and be able to question their own understanding, assumptions, beliefs, and values		
	• All mentors should value diversity in all its forms: this includes age, gender, ethnic origin, religion, sexual orientation background and experience. They should never act in any way that could be seen to be abusing the power inherent in their mentoring role.		

25 minutes	**1.3. Understand the role and responsibilities of the mentor**	Flip chart
	Activity 3. In the same groups.	Post-its
	Ask the groups to make a list of what they think their roles and responsibilities are in their role as Mentor in the Mentoring Curriculum. Ask each group to write their roles and responsibilities on post-it notes.	
	At the end of the session get all groups to place their post-it notes on the flip chart, sticking any duplicates next to each other.	
	Allow the groups time to read all of the post-its and feedback if they feel these are comprehensive roles and responsibilities that they could all keep to NB. Be careful to make any additions that may be missing at this point.	
	Here you need to ensure that the groups have covered:	
	• The definition of a mentor is:	
	'an experienced person who uses a trusting and positive relationship to help those less experienced to develop their knowledge, understanding and value base in their day to day practice'.	
	• Enabling learning and development of the mentee	
	• Support the mentee to recognise and maximise their potential	
	• Motivating, encouraging and confidence building with their mentee.	
	• Help the mentee focus on specific areas of development	
	• Support the mentee to understand the values that underpin a human rights based approach in social care.	
	• Support the mentee in increasing their knowledge and understanding of the BESCLO.	
	• Encouraging the mentee to develop and work with the values and attitudes that underpin the BESCLO and	

	Human Rights based approaches in their work. • To support the mentees to identify any problem areas or difficulties in their work and look to ways to find solutions to these, so as to improve their overall understanding and work performance. • To be able to use the Mentor's Assessment Tool and other assessment strategies to ensure the mentee is progressing towards achieving their ECC Certificate. • To support and effect a wider change in the workplace towards the Human Rights based approaches etc.		
			Handout 5
15 minutes	**1.4. Recognise the boundaries of mentoring.** *Activity 4. Facilitate a whole group discussion:* *Having set out with your mentors what their roles and responsibilities are, with the group as whole discuss what boundaries there may to the role of Mentor working as part of the Mentoring Curriculum. By boundaries we mean rules, guidance and limits to the role. Most of these should be covered at the start of the mentoring relationship when the mentor and mentee will meet and agree how they will work together, what can be expected, what times are available etc.* Here you should ensure that the learners are aware of boundaries relating to: o This Mentor relationship is time limited for the existence of the Mentoring Curriculum, once the mentee has completed the ECC exam the relationship comes to an end. o This Mentor Mentee relationship is based solely on completing the BESCLO and preparation for taking the ECC exam. o The Mentor role may be time limited in time availability, as the mentor will still have to complete their own work tasks whilst undertaking their mentor role. o The demands from the mentee or the mentor should not be too much. o Their role is clearly that of Mentor and should not include completing work, research or study etc for the mentee but rather it should be supporting and enabling the mentee to do these for themselves. o The mentor role is purely relating to the mentee's work and does not include their personal life, relationships etc. o The mentor mentee role should not become violent or		

	abusive.	
	o Neither the mentor or mentee should accept expensive gifts from the other.	
	o The boundaries will be similar to any of the usual boundaries in worker to worker relationships e.g. not doing anything that may endanger themselves or others, or anything that is illegal, potentially harmful or detrimental to either party or others, along with the normal confidentiality boundaries such as breaking confidentiality when poor practice is taking place and/or there is a risk relating to safety and well-being. You can suggest to the learners that they may find this list useful to give to their mentees when they are starting out as mentors.	
		Handout 6
5 minutes	**1.5. Understand the BESCLO** This area will be evidenced by the successful completion of the ECC training course, ECC exam and having the European Care Certificate as evidence of this.	

Timings	Trainers Guidance	Equipment
LO 2. Set up the mentoring programme		
5 minutes	**LO 2.1 Explore the aims of the Mentoring Curriculum with the mentee.** **LO 2.2 Prepare a Mentoring plan** **LO 2.3 Agree the learning contract with the mentee using the standard format.** In the previous section the Mentors have explored their roles and responsibilities as a mentor on the Mentoring Curriculum and now they will need to work through these with their Mentee. Handing out the template of the Learning Contract to each person, allow a few minutes for each person to read the contract.	
25 minutes	***Activity 5***- *working in pairs.* *Ask the pairs to take time to think about how they will take their mentee through this 'learning contract'? You want the mentors to think of how they will approach this with their mentee?*	Handout 7 and 8 Learning Contract template

	Reminding mentors that they can use their course notes and handouts to support them as they take their mentees through the process. Also that the roles and responsibilities of each of them are bullet pointed on the learning contract.	
	Ensure that each learner starts to think about their role as a mentor in the workplace, including; when they may be able to hold mentoring sessions, how they can fit this role in with their other responsibilities and any questions that their mentee may have so that they already have a draft mentoring plan to work through with their mentee when they meet to start off.	
	When the learners are planning work with the mentee it may help them to follow an easy formula using a simple structure to ensure they can keep their plans realistic and achievable.	
	SMART plans are:	
	• **Specific:**	Slide 8
	Target a specific area for improvement.	
	• **Measurable:**	
	So that you indicate progress.	
	• **Attainable:**	
	Ensuring that an end can be achieved.	
	• **Realistic:**	
	Ensuring that the aims can realistically be achieved.	
	• **Time-related:**	
	Ensure you agree a timeframe for when things can be done	
25 minutes	***Activity 6.*** *In small groups ask each group to look at BESCLO areas each and think of at least three potential opportunities that could arise for the mentee to work with their mentees in each BESCLO area.* *Balance the groups so that you have 1 or 2 (remembering some BESCLO areas are larger than others e.g. 1 is quite large) BESCLO areas per group.* *Ask each group to feedback to the whole group their opportunities. Facilitate any group discussion regarding the relevance of the examples chosen and how easy these may be and how effective these could be. For example, for BESCLO 1 observing the mentee as they interact with individuals using your service will help you to know how well they understand and put into action the values.*	Handout 9 to 16 BESCLO

	Here it is essential that you support the mentors to be aware that an opportunity for mentoring can present itself at any time, it is important to take advantage of such opportunities as they arise along with the planned events. **LO 2.4 Identify potential barriers to progress and potential solutions** *Activity 7*	
25 minutes	*Back to working in pairs ask each pair to list 3 potential barriers/difficulties/ problems that they may encounter in the mentoring process?* *Then they need to think about how they would resolve these problems/barriers or difficulties?* *Ask each pair to give feedback in turn, making a composite list on the flipchart of barriers on one side and solutions etc on the other.* Here you want your mentors to have really thought about how the mentoring role will progress through the time period of the training. Use the list below if the mentors are finding this difficult and ask them to think of possible solutions: • The mentor or mentee may have other work issues taking them away from this work. • The mentee may have personal issues that are interfering with their work. • Other staff may be causing problems because of perceived favouritism or that the mentee is not completing their tasks because they are doing this training. • There could be problems with those who are working and are not being mentored, they may feel this is unfair. • Difficulties in work patterns so that in the mentor and mentee work at the same time on the same shift. • Lack of support from the supervisor so time for the mentoring. • The mentee may be busy in already assigned tasks, so find it hard to work on the BESCLO areas. • The mentee may have been working in this role for many years and feel they are an experienced worker, so s/he does not embrace the new learning.	Flipchart and pens

- The mentee may not agree with the Human Rights based approaches and may be stuck in the 'medical model' of disability.
- The mentee may have other difficulties that is stopping them learn such as dyslexia, another disability or impairment e.g. difficulty in reading and writing.
- Health issues for either mentor or mentee causing them to drop out.

Your mentors may need support to think about how they may be able to solve some of these issues, it is important that the mentors know that these barriers/problems are all solvable. A key value of team working is recognising everyone's strengths and weaknesses and valuing each individual in the team.

- Problems with managers, other staff, shift patterns etc should all be able to be solved through good communication. With worries from other staff or managers it is important for the mentor and mentee to be open about the work that is being done, explaining the reasons for this and assuring others that this will not impact on other work and that if it does they can communicate this to them. Give reassurance that the mentor and mentee will continue to work hard to ensure that the job is done etc. Also explain the great benefits of this work to others and the potential positive impact on the individuals being supported, the other staff and the organisation.
- With regard to time management it is important that both the mentor and mentee allocate time and commitment to this work, if the work is divided into small regular pieces of work it is easier to progress than by planning to do very big pieces at a time. Negotiation with supervisors, other staff etc. may help but just prioritising this work over other things for the time of the mentoring only is a small thing, even if this is working 15 or 30 minutes extra at the end of the day or off the lunch break to see it is done.
- Any difficulties regarding personal life/circumstances should be kept separate from the mentoring process and the mentee should be signposted to other means of support. Supporting personal life issues is not part of the role and the mentor will need to be clear with this.
- Difficulties through disability should be discussed

	openly and solutions sought; for example, if the mentee has dyslexia it may help to print the BESCLO information on a different coloured paper, or in a larger print. You may need to allow additional time for tasks to be completed. • Difficulties through a worker not wishing to learn, change or accept the new ways of working is a harder problem to deal with, but it can be done. The mentor may need to set more time aside to work slowly with the mentee and introduce the new ways of thinking steadily, repeating guidance and advice. Often the most successful way of breaking through old attitudes that are stuck is to gradually get the person to view things as if *it were them* in the position of those being supported. How would they feel? Often the reply is well it is different, but why? You can then work to enlighten the worker. However this can take time, it may also help to use true-life scenarios that you can show to make a difference etc. If the mentee is still un receptive then explaining the change in the law may help them to recognise that despite their views, things will be changing whether they agree or not! If all else fails then discussions with the worker's supervisor or manager may be the only way forward, then an action plan can be put in place to support the worker. It is vital that in these discussions with the mentors they finish this section feeling able to manage any of the barriers that may occur during their mentoring role. The more confident they are in their role the better job they will be able to do.	
		Handout 17 and 18

Timings	Trainers Guidance	Equipment
LO 3 Give Mentoring Support		
5 minutes	**LO 3.1 Consider how others may be affected by the mentoring process** When working in the role of mentor it can sometimes predominate the mentor's thoughts, leading them to overlook other things. It is important that they continue to remember to consider other things outside their own needs and that of their mentee.	
10 minutes	**Activity 8** *In the group as a whole ask, 'who else may be affected by the mentoring process?' Making a list on the flip chart. Here you are wanting the learners to think outside their own little box of mentoring the mentee, they may need sign posting to what you are after by supplementary questions such as 'How might it impact on other workers?', 'Could the fact that they are mentoring someone cause anyone else concern or difficulties?'* Here you want them to list other staff, the organisation, their family, the people using their service etc	Flipchart and pens
40 minutes	***Activity 9*** *In 3 groups ask the learners to consider the following scenarios. One scenario per group. They must answer BOTH of the two questions at the end. On completion they give feedback to the whole group about their scenario and responses and discuss as a whole:* ***Scenario1*** *Stephen* *Sam is working in the role of Mentor to Jenny, Jenny is a new worker and hasn't been working in the care sector very long. She previously worked in a busy office working to tight deadlines at all times, with an authoritarian regime in place. Sam has spent some time going through BESCLO area 1 with Jenny helping her in her understanding of the principles of care. On this particular shift Sam and Jenny are working together. Jenny is working with Stephen who has complex needs and multiple disabilities; Stephen has limited speech himself but does understand some speech. Sam notices that Jenny has just started to move Stephen in his wheelchair from watching a TV programme in the lounge into the dining room for lunch without speaking to Stephen. Sam sees this as an ideal mentoring opportunity to show Jenny a better approach with individuals using their services. Sam sees another individual, James, who is also watching TV who is*	Handouts 19, 20 21

also a wheel chair user and has limited communication skills. Sam goes up to James and kneels down to his level, looks him in the eye and says in quite a loud voice (so that Jenny can hear) "Excuse me James, lunch is ready we need to move you from watching the TV into the dining room, is that ok?" Sam waits for a response from James, who gives a slightly confused look but nods in acknowledgment and Sam moves him into the dining room. Sam then continued to support James and other individuals with their lunch in the dining room with the rest of the support staff. Whilst at the same time he asked Jenny if she noticed any difference in how he approached James to her approach of Stephen. Sam discussed what he felt she had missed and made positive suggestions for her future interactions. Jenny took on board what was said and was really pleased as she could clearly see the change that was required. Sam felt he had done a good job in his mentoring, leading by example and discussion.

Do you think Sam did a good job in his mentoring?
If you were in the same situation is there anything you would do differently? Why?

Here you want the learners to think about how the actions of the mentor can impact on both the individuals being supported and other staff. It is important when leading by example that the individuals being supported are not compromised in anyway, in the scenario Sam purposely speaks louder to James so that Jenny can hear, this could make James feel uncomfortable, and speaking about it again at the table in front of other staff and individuals being supported is not respecting anyone's privacy or dignity including Jenny's. How James actually speaks to Stephen is not that good, he should say "Lunch is ready do you want to go and get it?"

***Scenario 2** Michelle*
Michelle is mentoring Peter and they are working upstairs with two other staff, they are getting the individuals using their service up for breakfast.
Peter is supporting David, who can be quite unsteady on his feet, to have a shower and get dressed. It states in David's care plan that he can shower on his own however he needs someone close by to keep an eye on him in case he becomes unsteady. Peter is stood in the bathroom whilst David has his shower, David loves his shower and is busy washing his hair.

Michelle is supporting Suzie in the bathroom next door. Michelle says something quietly to Suzie and walks out of the bathroom and stands outside the door leaving the door slightly open. Michelle then calls Peter to come over to him outside the bathroom. Peter hesitates, as he knows he is supporting David but feels he must respond to Michelle as she is his mentor, so he leaves the shower room and stands next to Michelle outside the other bathroom door. Michelle takes 5 minutes to explain to Peter that she has supported Suzie to the toilet and has made sure that Suzie is sat safely then has come out of the bathroom to give Suzie some privacy whilst she uses the toilet. Michelle feels this is an excellent example of treating individuals with dignity and respect. Peter acknowledges what has happened and thanks Michelle for pointing this out and then returns to support David in the shower.

Do you think that this was a good mentoring opportunity for Michelle?
If you were in Michelle's situation is there anything that you would do differently and why?

Here you are wanting the learners to recognise that Michelle should not have taken Peter away from his task and put David at risk of potential harm. Duty of care has to be priority, ensuring your actions do not put anyone at risk of potential harm.

Scenario 3 *Claire*
Tabatha is working as a mentor with Claire, however they are often placed on opposite shifts on the rota. As such they are finding it difficult to have mentoring meetings. Today Tabatha is on an early shift and Claire is on an afternoon shift. Tabatha arranges to stay at work when her shift ends and meet Claire at the start of her shift. When Claire arrives at work she speaks to her supervisor and asks if she can have a 30 minute meeting with Tabatha, the supervisor agrees but points out they are short staffed so she must be quick, they need her. Tabatha and Claire commence the meeting and after 30 minutes they are less than half way through their agenda, Claire tells Tabatha that they are busy on the shift and that she has to go soon. Tabatha is annoyed and questions Claire's commitment to the mentoring process. Claire feels pressured and wants to show Tabatha how committed she is to her learning and feels that Tabatha is saying this is

	priority, so she stops worrying about starting her shift as much. The meeting continues for another hour and all the agenda is covered. Both of them feel the meeting has gone well and are happy with the outcome. *When Claire returns to her shift she is met with some tension from her supervisor and other staff.* *Do you think Tabatha did a good job in her mentoring?* *If you were in the same situation is there anything you would do differently? Why?* In this scenario you want the learners to have recognised that they must respect other work colleagues and the organisation that they are working for, mentoring someone has to be carefully arranged around the responsibilities of the workplace. In these three scenarios you are encouraging the learners to think beyond their role as mentor and look at the wider picture and how their actions can impact on others. It is essential that when carrying out their mentoring role they ensure they consider: • The duty of care of the individuals and do not put anyone in potential danger or harm • Maintaining the privacy and dignity of those involved • Ensuring the mentoring work does not impact negatively on other staff or their organisation	
5 minutes 20 minutes	**LO 3.2 Use a range of styles** It is important when working as a mentor that the mentor ensures that they use a variety of methods of communication and interaction with their mentee. This is so that they can be confident that they are meeting needs of each individual mentee. Each and every one of us learn and interact in different ways and we all have our preferences. ***Activity 10*** *Complete individually* *Complete the short questionnaire, handouts 22 and 23 about how you learn. Then add up how many a, b and c's you scored.* *Using handouts 24 and 25 you can look up what your preferred learning style is.* *Share this with the person next to you and see what*	Handout 22,23,24,25

	differences there are. It is important that the learners think about how hard it could be for them if all of the information they were given was in a style that they find difficult. This would clearly add to their learning journey time.	
10 minutes	**Remember that you although you may learn best by one particular way the best way to really learn is by using a mixture of all learning styles, you always learn best by seeing hearing and doing.**	Slide 9
	It is essential that when your learners are working in the role of mentor that they are observant and watch how their mentee works and learns, so they notice the learning styles that will work better with their mentee. This can be achieved by asking a few simple questions to their mentee or even using the quiz they have completed to help them. There are lots of tools available on the internet to support this. However it is important to remember that they cannot adapt all teaching to meet an individual's learning style. In recognising their own learning style and that of the mentee, they can ensure they use a range of teaching/training styles when they are supporting their mentee. This will in turn give their mentee the best opportunity to learn. Effective and successful teachers/trainers will; • show respect for learners' individual learning styles and differences • be responsive to learners' different learning styles • use different levels of tasks and activities. The mentors also should recognise that sometimes a situation or subject area may only be covered in a specific learning style e.g. explaining how to use a hoist is best done by demonstration and then observing that the mentee is using the hoist correctly.	
	Once your learners have started to understand more about their own learning styles they also need to think about the different ways that teachers/trainers can teach/train which meet different learning styles.	
20 minutes	***Activity 11*** ***In three groups*** *Thinking back to the activity that helped the learners find out their preferred learning styles. Each group will focus on one learning style and list on a flipchart, different ways in which a teacher/trainer could teach/train to try and meet the learning style.*	Flip chart and pens one sheet per group

	When completed, the flipcharts are placed on the wall and all the groups can have time to walk around and read each one. *In a whole group discussion, discuss the similarities and differences. Helping them conclude that a teacher/trainer must use a wide range of styles to ensure that as they teach/train they meet the full range of learning styles.*		
5 minutes	**LO 3.3 Use a range of communication skills** Here you want your learners to start to be more aware of the differing communication styles that they can use in their role as mentor. So what is communication? Communication is what we are doing a large amount of time, if not all the time. **The Oxford English dictionary describes communication as:** **'The imparting or exchanging of information by speaking, writing, or using some other medium'.** So it is just passing information from one person to another, but ensuring that the receiving person actually understands what is being communicated. It is not just about giving information and forgetting about it, a good communicator is also a good listener. Through listening skills you can communicate to the other person; interest, understanding, empathy or the opposite of these. Think about: When you are chatting to someone telling them your news and they are just looking around the room, never giving eye contact, asking questions or giving feedback on anything. You can quickly ascertain that they are not listening to your communication. When in the role of mentor your communication skills should be excellent along with your listening skills.	Slide 10	
15 minutes	***Activity 12*** *Working In pairs* *Ask the learners to think about the different ways that they can communicate with their mentees. Each pair should make a list. Then when complete, share with the pairs next to them and see if there are any additions. Everyone should have a comprehensive list.* The lists they have should include: Talking; in a conversation, discussion, meeting, one to one etc: writing in various formats; memo, note, letter or electronically by; emailing, texting, leaving a voicemail		

	etc.	
15 minutes	***Activity 12 continued*** *Still in pairs now think about ways in which people communicate that they understand the communications that you have listed. Here the learners should have listed many ways in which understanding can be acknowledged. Below is an example of the range of communications that could be involved in a verbal chat.* Type of communication- verbal chat A person may communicate understanding through: a nod, facial expression such as a smile, maintaining eye contact shows they are listening, they may ask questions, reflect back what has been said, checking their understanding, they may summarise what has been said at the end of the conversation, what the person says in response will inform the person if they have understood e.g. if they say something that is clearly wrong or seem confused or change the subject without acknowledgement of understanding, you will know they have not understood.	
10 minutes	Reflective questioning is very useful to use when in the role of mentor. This is when the mentor asks questions designed to encourage the mentee to discuss and analyse her or his practice. This helps the mentor to; • Encourage the mentee into critical thinking • Encourage the mentee to explore his or her ideas and "make sense" of them Reflective questions; • Are open-ended questions based on the beginning mentee's immediate experience • Are ones that demand more information or deeper thought • Get the mentee to check their understanding Examples of reflective questions are**:** • *Tell me about how you would ….?* • *Tell me more about ……?* • *Last time you told me about …. has anything changed?* • *What did you learn about ……?* Reflective questions are intended to produce thoughtful and personal responses. Which in turn should show the mentor the mentee's level of understanding etc.	

		Handout 26
40 minutes	**LO 3.4 Support the mentee to meet the BESCLO in the workplace** ***Activity 13*** *This activity is building on Activity 6 completed earlier. In groups of 3 or 4 ask each group to look at 1 or 2 BESCLO areas each (dependent on the size of the BESCLO area as some are longer than others) and making sure they have different BESCLO areas to Activity 6.* *Now we want them to think of at least one more area that they could use as a mentoring opportunity. If possible can each group list 2 more?* *Balance the groups so that you have 1 or 2 BESCLO areas per group.* *Ask for the group to give feedback to the whole group about their additional opportunities. Facilitate any group discussion regarding the relevance of the examples chosen and how easy and effective these could be.* Here it is essential that you support the mentors to be aware that an opportunity for mentoring can present itself at any time, it is important to take advantage of such opportunities as they arise along with the planned events.	Reference handout 9 to 16 BESCLO areas
15 minutes	**LO 3.5 Provide constructive feedback to the mentee** **Constructive feedback** is essential when in the role of mentor, a mentee is unlikely to progress and learn if the only feedback they receive is negative. Negative feedback often causes negative results especially if it occurs repeatedly. The individual's confidence can become reduced, resentment can develop, the individual may 'close down' so they no longer are receptive to learning etc. However feedback does need to be honest, there is little to gain by not letting someone know that they are doing something incorrectly or poorly. How can they do things right or correctly? **Constructive feedback** is a way of giving honest feedback, but in a way which does not demoralise or 'put down' the person. It is information-specific, issue-focused, and based on observations. It comes in two parts: praise and criticism. These are both judgments about an individual's performance, focusing on what they have done, how they have done it, their attitude or approach when doing it,	Handout 27

their effort and the outcome. It is important to remember with constructive criticism that you ensure you always give both praise and criticism, you must look for the things an individual is doing well, as well as the areas that need improvement.

Some suggest that it can help if you ensure that you offer praise, criticism and finish with praise again, which can help the individual to leave focusing on a positive note. If constructive criticism is given carefully with thought and consideration then even negative feedback is received well.

When giving constructive criticism it is important to also include solutions or pointers to solve areas or problems, to empower the individual to improve or change their practice.

Remember earlier when we talked about ensuring plans are SMART, well another acronym can be used for giving feedback that can help you when supporting a mentee. Try using '**BOOST'** to help boost the confidence of the mentee.

BOOST means:

Balanced: The focus during feedback sessions should be balanced and cover the areas of the mentee's development and strengths, concentrating on how the strengths can be made stronger. When giving "negative feedback", be sure to include good and constructive points too.

Observed: You must always base your feedback on what you have observed, rather than on what you think or your feelings about an issue.

Objective: when giving feedback, don't refer to the personality of the mentee but only to the actions and outcomes. Try to be descriptive.

Specific: Ensure that you back up your comments with examples of the specific things you are talking about, being vague doesn't help.

For example, when giving a colleague feedback on a job well done by them, explain exactly what he/she did well.

Timely: Always try to give your feedback as soon as possible after the activity. Doing this ensures that you capture the observed action(s) as accurately as possible.

Timings	Trainers Guidance	Equipment
	LO 4 Assess mentee progress	

30 minutes	**4.1 Understand how to use the MAT**
	What is The Mentors Assessment Tool?
	The Mentors Assessment Tool (MAT) has been developed as part of the European Mentoring in Social Care (EMISC) project. It is an excellent tool to use whilst implementing the Mentoring Curriculum. It has been designed to assist Mentors to assess workers who are preparing to undertake the European Care Certificate (ECC). There are two assessments.
	The first assessment needs to take place *before* the workers have undertaken training based on the BESCLO
	    • **The second assessment needs to take place *after* the training but before they undertake the ECC examination.**
	The Mentor will offer 12 weeks of mentoring support to the worker(s) selected for mentoring. This is a way of showing whether or not mentoring can improve a worker's understanding of the Human Rights based approach to providing care and support and increase the success rate for passing the ECC exam.
	
	Managers and line managers, who wish to assess the value base of other workers they are responsible for, can also use the MAT in different ways. There will be more about this later.
	
	Contents of the Mentors Assessment Tool
	The MAT, and this guide are laid out to cover each of the 8 BESCLO areas. The MAT has five sheets (or tabs in Excel) for each BESCLO area.
	
	BESCLO Questions and Answers sheet.
	This sheet offers questions that the Mentor can use to help to assess the mentees understanding and application of the values and attitudes covered by each BESCLO area. It also offers hints about what should be included in the mentee's answers.
	    2. BESCLO Question sheet.
	This sheet lists the *questions only* for each BESCLO area, without the answers, and can be given to the mentee as a 'test sheet' to save time and keep the assessment process simple and straightforward. They could write down their answers for the Mentor to check, or they could give their answers to the Mentor verbally. If
		Slide 11
		
		Slide 12
		
		SLIDE 13
		Plus Excel handouts

	handed to the mentee, this sheet should be taken back before the session ends or the Mentee may simply use it to improve their score at the second assessment.	SLIDE 14
	3. Assessment Guidance sheet. **This sheet is designed to help the Mentor 'score' the mentees answers and make a judgement about their level of understanding and application of the values in each BESCLO area. The Mentees 'scores' will be recorded on the Chart of Progress.**	
	4. Autoscore chart. **This sheet is designed to provide a visual record of the progress made between the first and the second assessment of the workers undertaking the ECC. The results for the first assessment appear colour coded in dark blue and for the second assessment in light blue. Red appears if the scores have decreased on the second assessment or if the score is 0 (= Not there yet!) The scores for each question in each BESCLO are entered into the yellow cells on the left. When using Excel on a computer the bar chart on the right will automatically appear and fill automatically.**	SLIDE 15 SLIDE 16 and 17 Demonstrate how this works for real
	5. Manual chart **If there is no computer available, the chart on tab 5 can be printed off and the blocks of colour filled in manually. Some people may prefer to use a non-electronic method.**	
	The Eight BESCLO areas The guide will now look at each BESCLO area in turn, and provides some example answers that meet each of the marking criteria. The 9-point grading system provides scope and flexibility to recognize small steps of improvement. There is also a tenth grade of zero/0 which means that the candidate really has not yet understood the topic, cannot relate it to their work and/or is confused about it. The points are there to indicate a 'feel' of how good the answer is.	Slide 18 and 19
	The marking will inevitably be, to some extent, subjective, in that some mentors will be more 'generous' than others, but we hope to establish some consistency within their range. Where answers for questions are necessarily short it will be difficult to differentiate into 9 levels of positive answer. Please understand that workers undertaking an induction training program, such as the *"Best Practice in Social Care"*, for the ECC would only be expected to offer	Slide 20

	answers that fall into the "Adequate" or "Good" range. An 'excellent' answer would really only be expected from a more experienced worker.	
	0/zero- Not there yet •**Has only unclear and unspecific knowledge of the topic** •**Does not give any examples appropriate to the workplace** •**Has little clear understanding of the topic and/or is mixed up and confused about it**	
	1 2 and 3-Adequate •**Demonstrates a basic knowledge of the topic** •**Gives at least one example appropriate to the workplace** •**Communicates ideas and opinions in basic form using some relevant terminology**	
	4,5 and 6 – Good •**Demonstrates sound knowledge and understanding of the topic** •**Gives at least 2 examples appropriate to the workplace** •**Communicates ideas issues and opinions in a clear logical way using appropriate terminology**	Slide 21
	7,8 and 9- Excellent •**Demonstrates a thorough knowledge and understanding of the topic** •**Gives a range of examples appropriate to the work place as well as other social care contexts** •**Makes links between theory and practice** •**Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology**	Slide 22 Slide 23
	Activity 14 *Working as a whole group now. Prepare 4 pieces of paper or card each with one of the following titles on it;* • *Not there yet* • *Adequate* • *Good* • *Excellent*	Slide 24
	Explain that we are just going to make judgements in those 4 categories and not going to look at scoring just	

	yet (i.e. not there yet / adequate / good / excellent)	MAT guide pages 3 to 18
40 minutes	*Place one card in an area of the room e.g. in each corner. Then read out the following Questions and answer one at a time. After each question and answer, ask the learners to stand in the area which they feel is the Assessment Score for that question.* *Repeat this for each BESCLO area, i.e. 8 times. Using the slides to put each question on the screen.* **BESCLO 1. Ways in which I show that I respect other people's cultures and values are?** **Answer: I show respect to other cultures and values by not being rude to people from cultures other than my own. (Suggested judgement -not there yet)** **BESCLO 2. If others always make decisions for an individual, what is the likely effect on that person going to be over time?** **Answer: A circle of decline where they lose confidence in decision making, their self-esteem becomes lower, they may withdraw, become angry or frustrated, find it hard to make even small choices and decisions, the self-esteem and confidence reduces further and they become disempowered and passive. (Suggested judgement -excellent)** **BESCLO 3. Risk Assessment involves?** **Answer: looking at problems that can occur and working out how dangerous they are (Suggested score-adequate)** **BESCLO 4. It is important to work in partnership with friends/advocates and significant others because?** **Answer: They may be able to contribute to the information the service has about a person and be able to provide valuable input into the person's life. (Suggested judgement - good)** **BESCLO 5. Things people can do that prevent a fire from spreading are?** **Answer: use a fire extinguisher, have smoke alarms in place, have fire alarms in place, keep fire doors closed. (Suggested judgement –good although concern as fire extinguisher is not really right, this is to put fire out but it is not incorrect as it would stop fire from spreading)** **BESCLO 6. Barriers to communication include?**	Slides 25 to 32

Answer: too noisy, too hot or freezing cold, can't speak the language, no time to listen, speak too fast, use too complicated language for person, others are talking, person preoccupied with pain or discomfort.
(Suggested judgement - excellent)

BESCLO 7. Institutional abuse means?
Answer: having a strict routine for getting up and going to bed and meal times, when things are done to make things easier for staff and organisation not individuals.
(Suggested judgement - excellent)

BESCLO 8. Two purposes of supervision are?
Answer: For them to check you are doing your job properly and to see if you need any training.
(Suggested judgement - acceptable)

You should find that the learners will not agree and will deliberate between judgements. You should suggest that they would find it helpful to have further distinctions and would find the use of the scoring helpful. Discuss the use of the scores 1-9 and the challenges and advantages of having more categories You can prompt discussion, however try not to get too involved or the activity can go on too long. At the end of the activity remind the learners of the following:

This discrepancy in levels is because assessment is subjective. Each person will have made certain assumptions from the information in front of them and may have given a slightly different priority to one part of the answer compared to another. We all have differing perceptions. In these examples, they have limited written information in front of them.

However, when the learners are working as mentors they will be working closely with their mentee and they will know their mentee well. When the mentee gives them a response to a BESCLO question in the MAT process they will find it easier to assess which level the mentee is at because they will have other information about how the mentee is working. They will be more familiar with the assessment process and levels. In assessing the mentee, they will be taking account how much they are progressing through the BESCLO areas, what areas they are stuck on or struggling with etc. all of which is of course, quite subjective.

60 minutes	*Activity 15* *For making assessment judgments* *Split the group into 3's and give them Handout A (marking guidance) and Handout B (blank score sheet) and Handout C (listing sample answers for BESCLO 1). Complete BESCLO 1 together then colour in the appropriate squares on the progress chart.* *Give out Handout D (BESCLO 2 and 3) and ask the participants in small groups to make a decision. Feedback – ask each group in turn to give their score and compare with the other groups to come to an overall consensus.* *Explain that this is how standardisation works. No one person is correct; it is how the group judge together that makes the decision. Explain too that the standard of answers is likely to be much lower than they would expect. It is natural to make a decision based on what we ourselves might put. Remember the people who are mentees are likely to be new and inexperienced.* *Ask each group to complete the relevant columns on the score sheet on Handout B.* *Give out Handout E (BESCLOSs 4 and 5 incomplete) and ask each small group to write in answers they may expect (good and bad) from the mentee. When they have finished exchange this Handout with another group and ask them to make a judgement and then give feedback. Ask for comments then ask each person to fill in the relevant part of the score sheet on Handout B.* *Give out Handout F (BESCLO 6,7,8) and finally ask each group to make a judgement on these sample answers. This exercise should be much faster now as mentors will be getting used to making judgements. Remember it should be the consensus that decides (after a brief discussion). If participants worry about the scores just get them to focus on the judgement areas.* *At the end of this section get participants to look though the MAT guide. They should now be able to follow the table of sample answers as an extra tool to help them make decisions.* **Ask each learner to read through their MAT guidance carefully**	Handouts 31 to 33 New handouts in excel format A, B, C, D, E, F If there is less time we also have a copy of this handout with example answers on it.	

		Each person also gets a copy of the MAT guidance booklet

15 minutes	**4.2 Assess mentee progress using a range of methods**
	The learners have now had some time to become familiar with the MAT but this is not the only way in which they will be assessing their mentee throughout the mentoring programme.
	The learners need to be aware of other ways that they can assess their mentees progress.
	What do we mean by 'assessment'? the Oxford English Dictionary defines assessment as;
	'to evaluate or estimate the nature, ability, or quality of ....'
	Assessment is an essential part of any learning process, it contributes to learning as it provides feedback as to where the learner is in their learning journey and how they are progressing. It identifies any areas of difficulty or excellence.
	
	There are two types of assessment;
	Formative assessment and Summative assessment.
	   • **Formative Assessment:**
	
	Is assessment that occurs *as the learner is learning*, it will help the mentor and mentee assess how they are progressing, which areas may need additional work, which areas they have found easy. It will help both the mentor and mentee to plan what to do next.
	   • **Summative assessment**
	
	Is an assessment that is *completed at the end of the learning* and helps check if the learner has achieved the learning outcome of the course/project. For this project, Summative Assessment assists the mentor in knowing how the mentee has progressed in their learning and understanding of the BESCLO.
	It is usually, but not always, used at the end of a teaching/training session. Summative assessment is used to quantify achievement. It is often used to provide data on the success of a teaching/training session. For all these reasons the validity and reliability of summative assessments are often valued by both the learner and the teacher /trainer. In this training they are valued by;
		
		Slide 33

	both the mentor and mentee.	
10 minutes	**_Activity 16_** _As a whole group, list on the flipchart examples of Formative Assessment and Summative Assessment in the mentoring project._	Flipchart and pens
	Here you want the learners to have listed types of 'formative' assessment such as; question and answer sessions throughout the mentoring session, observation of how the mentee carries out their role, conversations with the mentee, discussion through mentee mentor meetings, asking for a reflective account from the mentee, asking for assignments or written pieces of work or presentations etc. 'Summative' assessment in this project is the assessments completed using the MAT and the completion of the ECC Exam. In other areas this could be completed assignments, exams and tests etc. The learners need to use all of these types of assessment whilst their mentees are doing the training.	
	Activity 17 _In the same groups ask half of the groups to look at **Example A** and half to look at **Example B**. The groups should then answer the following questions:_ _Which BESCLO area is this relating to?_ _How well do you think they are meeting the BESCLO?_ _What things could you do to support them to improve their understanding of this BESCLO area._ _On completion ask each group to give feedback on the level they agreed, it is probable that each group would have had some discussion on which level was correct. Each group may not have the same level however they should not be many levels apart. If they are, they need signposting to read the guide again._	Handout 28, 29
	Example A is focused on BESCLO 3 and the mentee clearly does not have a good understanding of the balance between duty of care and risk taking, nor the negative impact of not being allowed to take risks. For 3.1 question 3 and 3.3 question 5 the scores would be low probably inadequate (=0) if this was the only information available. Example B is focused on BESCLO 7 (7.8) and BESCLO 1 as the mentee is approving bad practice which is abusive,	

	and shows that the staff are not working to the principles and values of care. The score for 7.8 would be 0. And BESCLO 1 the scores would be 2/3	
40 minutes	**4.3 Provide feedback on progress towards the BESCLO to the mentee** ***Activity 18*** *In three groups ask the learners to look at the scenarios (one per group) and then give feedback on the progress of the individual in the scenarios.* *Once all complete the groups can give feedback to the whole group on their scenario and their answers.* *Facilitate a group discussion to ensure that the learners have understood the importance of giving feedback correctly.* ***Scenario 1*** *Your mentee has not been working in the sector for long and has only recently started the BESCLO course. You have completed the training and guidance on BESCLO 1 The Values of social care. When you completed the MAT before your mentee commenced the training she scored zero on this BESCLO area.* *After the mentees training and the conversations, you felt that the mentee was grasping the values of care. However when you are working on the same shift together you observe the mentee interacting with an individual using the service. You see the mentee supporting the individual to get up and get dressed and ready for the day. You know the individual being supported takes great pride in her appearance and always has done. When the mentee is supporting the individual to get dressed the mentee is very dismissive regarding the choice of clothing for the day, she is heard saying "Well, you are not going out today so it doesn't matter what you are wearing does it?" this caused some confusion to the individual, who also requested that she was helped to make her hair look nice. However the mentee just brushed her hair randomly saying "that will do!".* *What feedback will you give and how will you give it to the mentee on their progress with BESCLO 1?* In this scenario the mentors need to pick up on the fact that the mentee was not treating the person as an individual or respecting their views and requests, as such not adhering to the key values of support. However the feedback to the mentee needs to be done carefully and	Handouts 34, 35, 36

as we have covered earlier it needs to be in a constructive way, packaged with positive feedback on areas the mentee has done well.

Scenario 2

Your mentee is progressing well up to now and moving through the BESCLO areas quite quickly. She is doing well despite having little previous experience in the sector. Although your instincts are telling you that she is rushing through things as she is completing things at more than twice the pace of others. Your mentee is now working on BESCLO area '5. Safety at work' and has completed the training. Along with the work the mentee is doing on the BESCLO areas she is also completing a number of courses through your employer that are essential for the role. There are just two courses that she hasn't completed yet, these are 'First Aid in the workplace' and 'Moving and Positioning'. The mentee has been told that until she has completed these two courses she mustn't use any of the electrical equipment or offer any First Aid.

You have arranged for a meeting with the mentee to discuss progress to date, when you ask the mentee about the employer courses, the mentee says she is still waiting for them. She quickly follows this up with the comment; "I know I haven't done the hoist training that is in the Moving and Positioning course but Thomas has shown me how to use the hoist so I am fine with that now." Then with a nervous laugh states "but I almost lost Freda this morning, she nearly fell off the hoist but I was ok in the end, I think I scared Freda though!" The mentee clearly did not see any issue with this comment.

What feedback will you give and how will you give it to the mentee on their progress with BESCLO 1?

In this scenario the mentee is clearly working in an unsafe and potentially dangerous way, and putting the individuals using the service at risk of harm. This feedback will need to be given quickly and directly. However, still remember, to give the feedback constructively and give positive feedback on things that have been done well.

	Scenario 3 *Your mentee has worked through your organisation's induction and has completed additional; First Aid, Moving and Positioning Courses. The mentee is about to start BESCLO area 4 of the training and mentoring, you need to assess the mentees progress to date on BESCLO 1, 2 and 3. You decide to use a question and answer format to assess how the mentee is doing.* *You ask the mentee to explain to you what the values of care are and he answers very well, clearly listing the values of care and what each means. The mentee starts to answer questions regarding BESCLO 2 Promote life quality for the individuals that you support. You ask what the mentee thinks about individuals taking risks?* *The mentee replies "The people we support should be kept safe at all times and it is our duty of care to ensure they come to no harm".* *You ask again "what about the individuals taking risks?". The mentee states "Individuals should not be allowed to take risks in case they get hurt", "It is just the same as working with children, they do not understand danger so we have to protect them".* *What feedback will you give to the mentee on their progress with BESCLO 3?* This mentee has been doing well however they have focused too much on the 'duty of care' to keep individuals safe and less on the individual's right to take risks. So time would need to be taken to explain the balance between duty of care and taking risks so the mentee can see that individuals should be taking risks and where potential harm might result they need to see that risk assessments need to take place. The feedback again should be done in a constructive way ensuring positive feedback is in place as well.	
20 minutes	**4.4 Make suggestions to improve performance and progress** It is important for learners to understand that as well as giving feedback to their mentees they also need to be able to support them to improve their performance and progress. **Activity 19** *Back in the same groups as the last activity and using the same scenarios. Each group must now suggest ways in which the mentee in each scenario could improve their performance and progress.*	Handout 34,35 36

	On completion each group gives feedback to the main group about their suggestions, facilitate further discussion and any additional suggestions thus all learners are sharing their knowledge and experience. Here your learners should be suggesting a range of options including; one to one work with the mentee, demonstration of particular aspect of work by mentor or other senior worker, additional information and reading for the mentee, suggested observation of practice, possible attending additional course, suggest specific research on internet or in library, suggest more thought and time taken by mentee with course and progress etc.	
10 minutes	**4.5 Record mentoring sessions** Having taken your learners through ways to assess their mentee's progress, give feedback, and support them to progress and improve etc, they also need to record what is happening in the mentor session. Important things to remember when completing the Mentoring Record, we have already covered making sure any action plans that we make are **SMART:** **Specific, Measurable, Attainable, Realistic and Time related.** Your feedback can also follow the acronym **BOOST, Balanced, Observed, Objective, Specific and Timely.** It is essential that your records are: • Clear and Concise The report is easy to read and direct and to the point • Accurate All information should be accurate • Readable Avoid hand written where possible to avoid difficulties in reading another person's hand writing • Understandable in easy language Ensure you do not use abbreviations, jargon etc • Agreed by all parties Both the mentor and mentee should agree with what has been written • Dated and Signed This helps to formalise the paper work, the record and any action plan. It also helps when referring to at future meetings etc.	Sample mentor recording form Handout 37 Slide 34 and 35 Slide 36 Handout 38 39 and 40

LO 5 Reflect upon own performance as a mentor		
Timings	*Guidance*	*Equipment*
15 minutes	**5.1 Reflect on own practice as a mentor** It is essential that the learners can reflect on their own progress and practice as mentor. This may be something that they are not used to doing, so here are some simple pointers. Reflective practice is promoted in the health and social care sector and is useful in any sector where you want or need to continue to learn. Reflective Practice is simply thinking about what you are doing and reviewing it to see if there are any areas where you have learned something and can improve. The slide shows a Reflective Circle (ref. Gibbs 1988), which is a quick and easy way to reflect. The circle consists of: • Look at what has happened? • What were you thinking and feeling? • What was good and/or bad about the experience? • What sense can you make of the situation/experience? • What else could you have done? • If it happened again what would you do differently? Some people just complete their Reflective Practice in their head however a common way to do this is using a diary or journal. This way they can note down incidents or situations, state what happened, how they felt, if they learned anything from this, could they have done something differently if so what would they do next time. This journal/diary is for them and them alone so they should be honest and open with their reflections, if something made them sad or angry then reflect why and how this could be avoided next time. Alternatively, it may be something that went really well and it is good to recognise a job well done. In completing reflective practice, it assists them in developing their role as mentor and improve their understanding and practice. As well as their own views, it is important to try and find out how others see them and their work. ***Activity 20*** *In the group as a whole, ask the learners how they can find out how they are doing? List on flipchart.*	Slide 37 Handout 41

20 minutes	Here you want the learners to be thinking of: • Getting feedback from their mentee/s. • Devising a brief questionnaire or feedback sheet for the mentees to complete. • If they start their mentoring sessions with noting the expectations and aspirations of their mentees, they can look at these at the end of the mentoring process and see what has been achieved etc. • Getting feedback from their line manager. • Asking their peers/work colleagues what they think • Look through the Mentor Meeting Records. • Look at the MAT assessment scores from MAT 1 and compare with MAT 2 to see if mentees have progressed. • Look at the ECC pass rate for their mentees. All of these factors will help the learners to reflect on their own performance as a mentor. It may also help for them to set themselves clear goals and aims of what they want for example; an outcome may be for the mentees to progress through the BESCLO and successfully achieve the ECC, it may be more than that it may be; to improve awareness of Human Rights based approaches to disabilities across their service. Having looked at these the mentor can then put in place their own action plan of how to continue their good practice and/or improve in their role.	Flipchart and pen
Summary		
20 minutes	We have now covered the Learning Outcomes of this Training Course, if there are any questions now is the time to ask. **Any questions?** It is important that the learners take time to carefully read through their handouts and MAT Guidance and MAT resource making themselves familiar with everything in readiness for starting their role as mentor. **Thanks to everyone for participating and we wish everyone success in their mentoring roles.**	

Additional Activities.

We have set out a number of additional activities that are designed to help learners consolidate their learning through completing the activities in their own time.
As a Trainer you need to think carefully about when you will issue the Additional Activities to your learners, as you need to ensure that you allocate additional time in the training for taking feedback from the learners on the Additional Activities they have completed.

A recommendation would be to ask that the Additional Activities be completed at the end of a training session and be brought to the next training session, when feedback can take place. It is important that you include the feedback sessions; this is because you need to assess the learner's knowledge and understanding and it gives the learners an incentive to complete the work.

The following pages have a range of activities that have been based on each of the Learning Outcomes.

Additional Activity 1
Linked to LO 1 Understand the role of Mentor in the Mentoring Curriculum.
The first Learning Outcome you have covered has taken you through the details of the Mentoring Curriculum and your role as a Mentor. Your handouts have detailed information that you can refer to.

Take some time to think about your new role as a Mentor and answer the questions below:
What are the key qualities that are essential for you to have to be a Mentor as part of the Mentoring Curriculum?
What are the essential knowledge and skills needed to undertake the role of Mentor as part of the Mentoring Curriculum?

Additional Activity 2
Linked to LO 2 Set up the Mentoring Training Programme
This Learning Outcome has been all about setting up the Mentoring Training Programme. You will be doing this in your workplace so you will need to think about how you will do this in your own setting, in doing so you will need to plan and prepare for this. Completing the following questions will help you:

Take some time to think about any potential barriers, problems or issues that could occur in your specific workplace as you set up this mentoring training and list them below
Now you have listed any possible barriers, how will you solve these so that you can confidently set up your mentoring contract?
Are there any areas that you will need to speak to your line manager about?

Additional Activity 3
Linked LO 3 Give Mentoring Support
This Learning Outcome covers how you can offer mentoring support.

| |
|---|
| We have talked about ways that you can give support to your mentee as they work through the BESCLO areas and how you can give feedback to your mentee on their progress. |
| **Read the scenario below, and answer the questions:**
Mentee –Bernie
Mentor -YOU
Your mentee is called Bernie. Prior to coming to work at your service she had worked as a care/support worker for older people with Dementia for 10 years. Your service is supporting adults with disabilities. The individuals in your service need support with all aspects of their personal and physical care and all have mobility problems. About 1/3 of the individuals using your service also have learning disabilities.

Bernie has been working in your service for about six weeks and until recently has appeared enthusiastic about the training and completing the ECC. She has worked through the first BESCLO area and has commenced work on BESCLO 2. Last week Bernie completed part 1 of the organisation's Health and Safety course. She has not asked any questions or for clarification on any of the BESCLO areas covered to date.

Bernie has been working on the same shift as you today and you have been able to observe her in the workplace. As you observe Bernie throughout the day you notice that although she is polite when she speaks to the people being supported she often has a patronising tone. It sometimes sounds as if she is speaking to a small child, which you feel is inappropriate. You also noticed a couple of the individuals being supported raising their eyebrows at each other when she spoke to them. You are concerned that the way she is speaking actually reflects her underlying attitudes to the individuals using your service.

Your concerns are raised further when you over hear her speaking to a colleague stating "I love working with 'them'" and " 'they' do need looking after don't they, it's such a shame! But I do love it here".

Despite this, Bernie's other work has been satisfactory. She is friendly and hardworking. |
| It is your Mentor meeting with Bernie. Make notes on the next page of how you will give feedback to Bernie at the meeting. Making a note of the important points you want to make and any support you may be able to offer: |
| **Notes for meeting Mentor with Bernie:** |
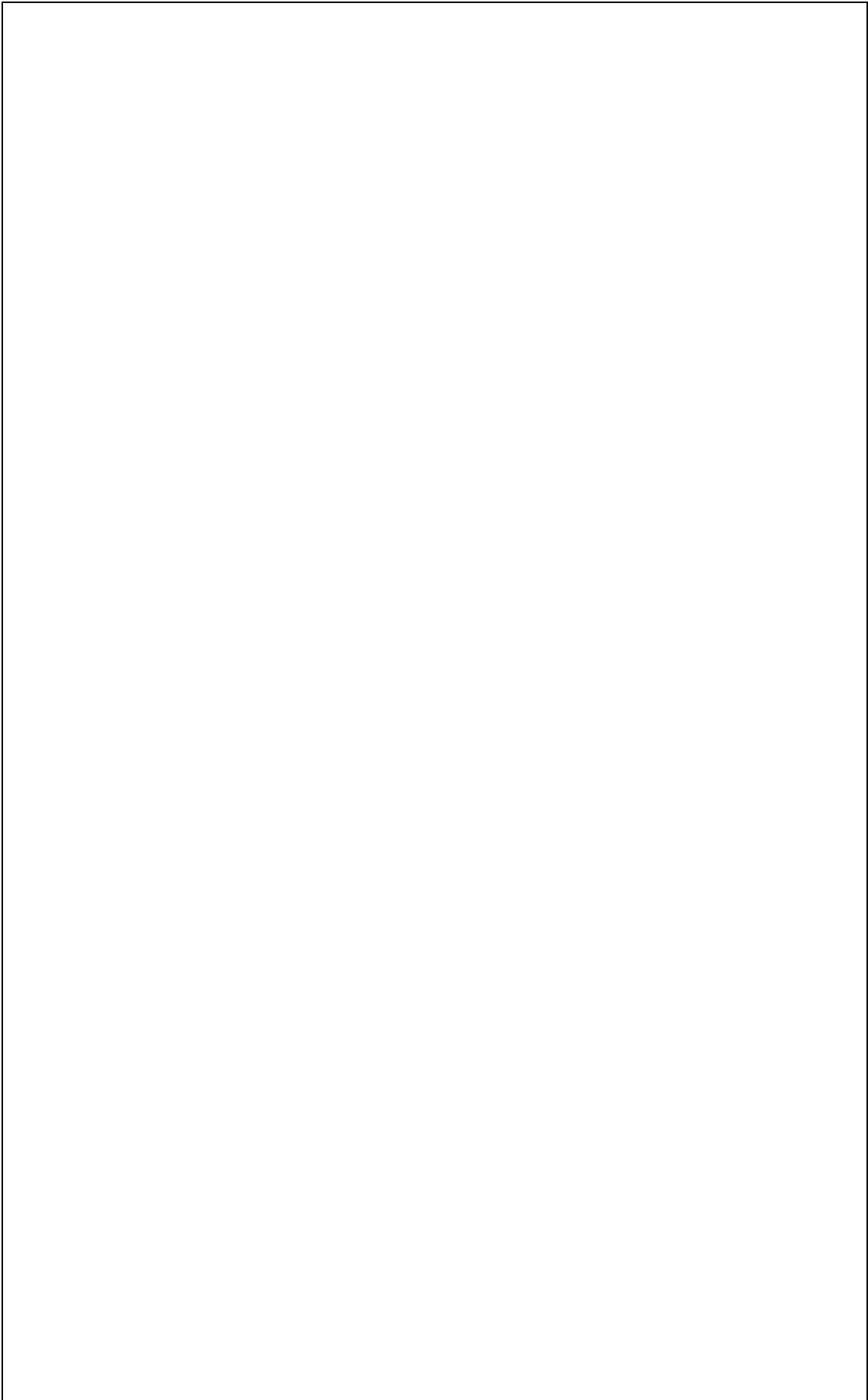
Additional Activity 4
Linked LO 4 Assess Mentee progress
This Learning Outcome is all about assessing how your mentee is progressing and how
to use the Mentors Assessment Tool (MAT).

	We want you to practice your assessment techniques and skills, so we want you to ask the question below to at least 3 of your work colleagues, making a note of their responses in the left-hand column of the table. Take some time to then decide what level you would assess their answer to be. (You can reassure your colleagues that their answers will be kept anonymous.)	
	Question: Examples of negative effects on a person that take no risks are:	
	Answer	Assessment level
Colleague 1		
Colleague 2		
Colleague 3		

Additional Activity 5
Linked LO 5 Reflect upon own performance as Mentor
This Learning Outcome is all about you the mentor being able to reflect on your own learning and practice.
Using the Reflective Cycle below, think about an activity you undertook this week and make reflective notes on each aspect as you move around the circle.
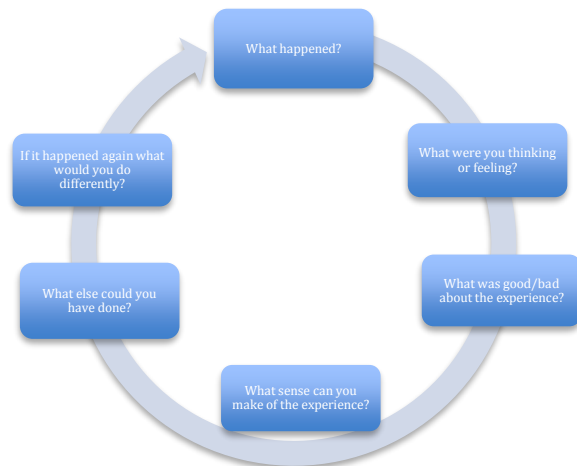
Reflective circle heading	Your comments
What happened?	
What were you thinking or feeling?	
What was good/bad about the experience? What else can you make of the experience?	
What else could you have done?	
If it happened again what would you do differently?	

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Mentor Training Course

HANDOUTS

The BESCLO Areas
Content Guide - The student has achieved this learning outcome because s/he can:

1.	The Values of Social Care

1.1 Understand the need to promote the following values at all times: individuality, rights, choice, privacy, independence, dignity, respect and partnership.

Outline what each of the following terms means when supporting individuals

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Self determination
- Participation
- Inclusion

Explain why it is important to promote these values in everyday work, link these values to their own current policy & legal frameworks (e.g. the UN Convention on the Rights of People With Disabilities) and give examples of ways this could (and should) be done

1.2 Understand the need to promote equal opportunities for the individual(s) you are supporting.

Outline the meaning of equal opportunities in relation to the individuals s/he supports.

Explain why it is important to promote equal opportunities in everyday work, and give examples of how this could be done.

Guidance note: the learning content should explain how enabling technology can facilitate equal opportunities. E.g. people using computers and special hardware and software for learning, work, communication; powered wheelchairs and scooters to move around in the community.

1.3. Understand the need to support and respect diversity and different cultures

Explain the need to support and respect diversity, including:

- aspects of everyday life that might be approached differently by people from different backgrounds.
- why it is important to support people in ways that respect these differences.
- examples of practical ways to show people that their culture and values are respected.

1.4 Understand the importance of confidentiality.

Outline the following:

- why confidentiality is important when supporting individuals
- good practices for confidentiality that s/he can use in everyday work

Guidance note: e.g. how 'new media' (such as Twitter, Facebook, mobile photo messaging etc) lower the barriers to communication, but increase the chances of confidentiality being broken. E.g. a care worker publishing pictures of service users on their own Facebook page without consent.

1.5 Understand the limits of confidentiality.

Outline why and when confidential information may sometimes need to be passed on, giving examples.

2 Promote Life Quality for the Individuals you support

2.1 Understand the importance of finding out the history, preferences, wishes, needs and abilities of the individual(s)
you are supporting.
Explain why it is important to find out the history, preferences, wishes and needs of the individual(s) s/he is supporting.

2.2 Understand the need to make sure that everything you do is based around the individual(s) you are supporting.
Explain why the individual(s) s/he supports should be at the centre of all decisions made and actions taken.
Explain why it is important to use the values of social care to promote the rights of the individuals you support.
Explain why it is not appropriate for decisions to be made and actions to be taken that benefit the organisation or the worker rather than the individual(s) being supported.

2.3 Understand the need to enable the individual(s) you support to control their own lives and make informed choices about the services they receive.
Explain why it is important to empower the individual(s) s/he supports to take control of their own lives and how this links back to the rights based approach of the United Nations Convention on the Rights of People With Disabilities & related documents
Guidance note: eg the Council of Europe Disability Action Plan, European Disability Strategy 2010-20
Give examples of how in everyday life s/he can empower the individual(s) s/he supports to take control over their own lives
Explain the meaning of informed choice
Describe ways to support the individual(s) s/he is supporting to make informed choices about the services they receive

2.4. Be aware of the impact of assistive devices on the quality of life and participation of the individuals you support.
Explain the benefits of information and communication technologies and of environmental adaptations for the empowerment, inclusion and participation of persons you support and the consequences of inappropriate, malfunctioning or broken personal equipment, eg. mobility scooter, wheelchair, hearing aid, computer, etc.
Explain the rights of persons you support to access their enabling equipment.

3 Working with Risk

3.1 Recognise that the individual(s) you support have the right to take risks.
Explain the meaning of the term risk.

Explain why people have the right to take risks, including:
- the negative effects on an individual if there is never the opportunity to take a risk
- why people who use services are often not allowed or encouraged to take risks

Describe a situation where taking a risk has brought benefits to an individual.

3.2. Identify the main principles involved in risk assessment.
List and explain the main principles of risk assessment.
3.3. Be aware of the dilemma between enabling service users to take risks and 'duty of care'.
Explain the meaning of 'duty of care' (including duty to protect others).
Describe how duty of care might conflict with the rights of service users to take risks.

3.4. Understand own responsibilities in relation to managing risk.
Describe own responsibilities in relation to managing risk, e.g., the need to be aware of and follow

any risk assessments
that have been completed.

3.5. Know how to inform the relevant people of identified risks.
Explain how to report identified risks.

4	Understand your Role as a Care Worker

4.1. Understand the value and importance of working in partnership with unpaid carers / advocates / significant others.
Explain the value and importance of working in partnership with those people who have a significant part to play in the lives of the individual(s) s/he is supporting.
Give an example of a situation where it would be important to work in partnership with such people.

4.2. Understand the importance of good teamwork.
Describe the things that support good teamwork. Explain why good teamwork is important for social care workers.
Give an example of a situation that requires care workers to work together as a team.

4.3. Understand why it is important to follow policies and procedures, legal frameworks and the aims and objectives of the organisation you work for.
Explain the reasons why it is important for workers to follow policies and procedures, legal frameworks and the aims and objectives of the organisation s/he works for.

4.4. Understand the responsibilities and limits of your relationship with the individual(s) you support.
Outline the responsibilities and limits of a worker's relationship with individuals s/he supports, including:
- her/his main responsibilities towards the individual(s) s/he supports.
- ways in which a worker's relationship with the individual(s) s/he supports must be different from other relationships.

4.5. Understand the need to be reliable and dependable.
Explain why it is important to be reliable and dependable.
Give an example of a situation where it would be important for the worker to be reliable and dependable.

5	Safety at Work

5.1. Know how to safely store and dispose of substances and articles that are harmful to health.
List potentially hazardous substances you might find in the workplace, e.g., body fluids, unused medication, household materials such as disinfectant.
Describe the main health risks associated with these substances.
List methods for safely storing and disposing of hazardous materials.

5.2. Know how to assess risks in relation to moving and positioning people and/or objects.
Explain how to assess risks relating to moving and positioning.

5.3 Know safe moving and positioning techniques in relation to people and/or objects.
Explain (not demonstrate) how to move and position people and/or objects safely, maintaining the dignity of the individual involved
Explain the advantages of using aids for moving people, such as lifts, hoists, motorised /adjustable beds, etc.

5.4. Know how and what you are not allowed to do in relation to moving and

handling at this stage of your training.
Describe the tasks relating to moving and positioning that s/he is not allowed to carry out without specialist training.
Guidance example: You must not use moving and handling equipment until you have been trained to do so.

5.5. Understand how to promote fire safety in your work.
Describe ways to promote fire safety, including:
- practices that prevent fires from starting.
- practices that prevent fires from spreading.
- Know how to evacuate a building safely.

5.6. Know what to do in response to illness or accident.
Describe how to respond to accidents and sudden illnesses, including:
- different types of accidents and sudden illnesses that may occur in her/his everyday work.
- common reasons for accidents in a support setting.
- how to respond to a minor accident/illness.
- how to respond to a major accident/serious illness.

5.7. Understand basic emergency first aid techniques.
Describe (not demonstrate) the basic emergency first aid techniques for the following:
- how to check for breathing.
- how and when to put someone in the recovery position.
- how to respond to bleeding.
- how to respond to choking.
- how to respond to a seizure.
- how to contact emergency services.

5.8. Understand what you are not allowed to do in relation to emergency first aid at this stage of your training.
Give examples of tasks relating to emergency first aid that s/he is not allowed to carry out without specialist training.
Guidance example: You must not attempt to undertake any emergency first aid that you have not been trained to offer.

5.9. Understand the main routes of infection.
Describe the main routes by which an infection can get into the body.

5.10. Know how to prevent the spread of infection.
Explain how to reduce the spread of infection, including:
- how to ensure the health or hygiene of others does not pose a risk to the individual(s) s/he supports.
- how to ensure that aspects of her/his own health or hygiene do not pose a risk to the individual(s) s/he supports, or to other people at work.
- examples of common types of personal protective clothing and equipment and when to use them.

5.11. Know how to wash hands properly.
Explain why it is important to wash hands thoroughly, and at what times this should be done.
Describe the most thorough method for hand washing.

5.12. Understand how to keep workplaces secure.
Explain why it is important to work in partnership with the individual(s) s/he is supporting to achieve security in the workplace.
Describe security measures in the work setting, including:
- how to check the identity of anyone requesting access to premises or information.
- ways to ensure that the building is secure.

- how to respond if a person is missing.
- how to respond to an emergency, e.g., a bomb threat.

5.13. Recognise possible risks to your personal safety and wellbeing in your work, and the safeguards required to minimize these.
Describe the possible risks to his/her safety in the workplace (e.g., working alone at night, transporting money,
working with individuals whose behaviour can sometimes create a risk).
Explain how to minimise the risks in each of the situations s/he describes.

5.14. Know the most common devices for the safety of the people you assist and provide examples of their use and benefits.
List the most commonly used safety devices and describe their benefits and areas of application.
Guidance note: the examples chosen by candidates may well reflect country-specific situations & practices (e.g. not many examples from independent living projects are possible)

6   Communicating Positively

6.1. Know what motivates people to communicate.
Identify factors that affect communication, including:
- examples of why people communicate.
- things that encourage communication.

6.2. Recognise the main barriers to communication.
Give examples of things that can create barriers to communication.

6.3. Understand how behaviour is a form of communication.
Explain how behaviour may be a form of communication, including:
- situations that show how a person's behaviour may be a way of communicating their needs, feelings, choices or views.
- Why behaviour may be an important form of communication for some individuals.
Explain how to recognise that conflict may be developing and how to respond appropriately.

6.4. Understand the basic forms of verbal/ non-verbal and alternative communication and how to use these in your work.
Describe how verbal, non-verbal and alternative communication can be used to promote effective communication, including:
- what 'verbal communication' means, giving examples
- what 'non-verbal communication' means, giving examples
- what 'alternative communication' means, giving examples (e.g. sign language, use of pictures and symbol systems, easyread documents etc.)
- the use of 'high' and 'low' tech devices to facilitate communication
- aspects of verbal and non-verbal communication that may differ between cultures
- how to use active listening effectively and understand the need to allow some individuals more time to communicate at their own speed
Guidance note: refer to symbols used help people navigate round buildings, or pictures / electronic tablets to help people express their needs or to remember/plan things, or referential communication practices (e.g. feeling a fluffy towel means it's bath time)

6.5. Understand how to use touch to promote communication.
Give examples of how s/he could use touch to promote positive communication.

6.6. Understand when touch is not appropriate.
Give examples of:
- types of touch that are never appropriate to use with the individual(s) s/he supports.

- situations when touch would not be appropriate to use with the individual(s) s/he supports.

6.7. Know how to record information that is understandable, relevant to purpose, clear and concise, factual and checkable.
Explain the principles of good record-keeping, including: the difference between fact and opinion, giving examples.
why it is important to ensure that all records are
- factual
- relevant to their purpose
- clear, concise and easy to understand
- signed and dated

Guidance: Where information is written, it must be legible. Where information is recorded on tape, it must be audible.

6.8. Understand the importance of, and your role in, record keeping.
Explain how record-keeping helps to support the individuals using the service, including:
- the importance of record keeping when working in a care setting.
- why s/he must use and contribute to records and reports, to make sure that an individual is supported effectively.

7   Recognise and Respond to Abuse and Neglect

7.1 Know what the following terms mean: Physical abuse, 8Sexual abuse, Emotional abuse, Financial abuse, Institutional abuse, Self-neglect, Neglect by others.
Outline what the following terms mean:
- Physical abuse
- Sexual abuse
- Emotional/psychological abuse
- Financial abuse
- Institutional abuse
- Self-neglect
- Neglect by others
- Medication abuse

Guidance note: learning should include issues related to the risks of abuse (e.g. psychological, sexual and financial) which can occur on the internet.

7.2. Recognise the signs and symptoms associated with the following: Physical abuse, Sexual abuse, Emotional abuse, Financial abuse, Institutional abuse, Neglect by self or others.
Identify the signs and symptoms associated with each of the types of abuse listed in 7.1

7.3. Understand the need to report any suspicions about the abuse or neglect of the individual(s) you support.
Explain why it is important to report any suspicions of abuse or neglect of the individuals s/he supports.

7.4. Know when and to whom suspected abuse/neglect should be reported.
Explain at what point and to whom s/he would report suspicions of abuse or neglect.

7.5. Understand how to respond to a disclosure of abuse from an individual you are supporting.
Identify the following:
- the key things that s/he must do or say if an individual discloses abuse.
- the key things that s/he must not do or say if an individual discloses abuse.

7.6. Understand your first responsibility is to the safety and well-being of the individual(s) you support.

Explain why the welfare of the individual(s) s/he supports comes before any other considerations.

7.7. Know how and when to report any resource or operational difficulties that might affect the delivery of safe care.
Guidance example: inadequate staff cover.
Explain to whom and at what point s/he would report any resource or operational difficulty that occurs in the workplace.

7.8. Know how and when and your duty to report the practice of colleagues which may be unsafe. Guidance example: not following agreed procedures or a care plan.
Explain why it would be necessary to report any practices of colleagues that s/he deems to be unsafe.

7.9. Know what to do if you have followed your organisation's policies and procedures to report suspected abuse, neglect, operational difficulties or unsafe practices, and no action has been taken.
Explain what s/he must do if s/he has reported the unsafe practices of others appropriately, and nothing has been done
about it.

8. Develop as a worker

8.1. Understand the need to gain skills and knowledge to support and develop your work.
Explain the need for continuing development as a worker,
including:
- why it is important to gain knowledge and skills to support and develop her/ his work.
- how to work with her/his line manager to agree and follow a personal development plan.

8.2. Know how to use internal and/or external supervision effectively.
Explain the purpose of internal and/or external supervision.
Describe ways in which s/he can help to make internal and/or external supervision as effective as possible.

8.3. Know the symptoms of stress.
Explain the meaning of stress, including its effects, both positive and negative.
Describe the symptoms of negative stress.

8.4. Understand ways to avoid or deal with negative stress at work.
Describe ways that negative stress can be created in work situations.
Describe ways to avoid negative stress at work.
Describe ways to reduce negative stress at work.

Template for Mentoring as part of the Mentoring Curriculum
Learning Agreement
Once signed, the following document forms a learning contract between mentor and mentee. It outlines the roles and responsibilities of each within the context of the programme aims. The contract will be available to the Mentoring Curriculum Lead, and to the line manager of the mentor and mentee within the organisation. Outside of this, confidentiality will be observed unless poor/dangerous practice is observed which could put the mentor, mentee or others at risk.
Important note: Any reference to any client in this document must be anonymised (e.g. Ms. A, Mr. B, Mrs. C) so that s/he may not be identified in any way. Protecting the confidentiality of the people we work with and support (& their families and friends) is an essential part of this project.

Organisation:	
Contract between: **Mentor:**	**Job Role:**
Mentee:	**Job Role:**

Aims:
The aims of the mentoring programme are as follows:
- To promote human rights and fundamental freedoms in the organisation's provision of care services
- To help mentees achieve any attitudinal change needed to support the provision of services based on UNCRPD principles
- To support mentees to improve their ways of working using the social model of disability
- To support the mentee to work in a person-centred way through explanation, guidance and demonstration
- To promote the BESCLO and the ECC

The roles and responsibilities of the mentor are:
- to enable the mentee to learn and develop through the provision of information, advice and guidance
- to enable the mentee to recognise and maximise potential
- to help the mentee to develop knowledge and skills in relation to the BESCLO
- to help the mentee to develop the values and attitudes that support a human rights approach to social care
- to support the mentee to improve their performance at work
- to enable the mentee to identify any barriers to improvement and work towards removing them
- to assess mentee progress towards the BESCLO using the MAT and the MAT guidance
- to observe confidentiality within agreed boundaries
- to be available for mentoring sessions as agreed
- to record and sign each mentoring session using the standardised recording template

The roles and responsibilities of the mentee are:
- to be available for mentoring and assessment sessions as agreed

- to work towards the BESCLO and improve performance at work
- to listen to and follow the advice and guidance provided by the mentor
- to ask for advice or clarification when needed
- to work towards removing any barriers to learning
- to be responsible for own learning and performance
- to record mentee comments on and sign each mentoring session using the space provided on the standardised recording template

Date mentoring starts:	Date mentoring ends:

Mentoring Plan:

Dates of mentoring sessions:

Date of first assessment:	Date of second assessment:	Date of ECC Exam:

Mentor signature:

Date:

Mentee signature:

Date:

Manager signature:

Date:

LO 3.2 Use a range of learning styles

What type of learner are you?

1. If you were finding it hard to spell an unusual word would you:
    a) Write it down so that so you can see if it looks right
    b) Spell it out loud or in your head to see if it sounds right
    c) Trace the letters in the air with your finger

2. If you have a forthcoming important exam or test how would you prepare for it?
    a) Read the textbook or notes and review pictures and charts
    b) Ask someone to ask you questions that you can answer
    c) Write out some index cards to look at

3. If you have something new to learn to use e.g. to use a computer programme or game how would you prefer to do this?
    a) Ask someone who can do it already to show you how
    b) Read the instruction booklet
    c) Start to use the program and work it out as you go along on your own

4. You are in your local city shopping on your own, you are in the queue to pay. What are you most likely to do whilst waiting?
    a) Look around at other clothes in the store
    b) Talk to the person next to you
    c) Fidget or move backwards and forwards

5. If someone said the word 'dog' to you what would you do first?
    a) See a picture of a dog in your mind
    b) Say the word dog to yourself
    c) Think about being with a dog (petting or stroking it)

6. If you were to give someone instructions to get to your home or place of work what would be the most likely way you would tell them?
    a) Describe the buildings, landmarks and surroundings that they will pass on the way
    a) Tell them the names of the streets/ roads they will travel on
    b) Ask them to follow you as it is easier to show them

7. If you went to a party what would you mostly likely remember the next day?
    a) The faces of the people who were there
    b) The music that was played
    c) The dances that you did and the food that you ate

8. When you are in a new place, how would you find your way around:
   a) Look for a map or directory of the area
   b) Ask someone for directions
   c) Just start walking around until you find what you are looking for

9. If you could choose one of the following classes which would you choose?
   a) Art
   b) Music
   c) Gym or Dance workout class

10. What kind of book/magazine do you prefer to read for pleasure?
    a) A book/magazine with lots of pictures or photographs in it
    b) A book/magazine that is mostly text
    c) A book/magazine with puzzles such as word searches or cross word puzzles in it

11. If you were choosing a workshop to attend at a conference and there were 3 on a similar subject but advertised differently which of the following would you prefer?
    a) A presentation with PowerPoint slides to support it
    b) A speech delivered by an expert in the field
    c) An interactive workshop with activities and exercises for everyone to get involved with.

Add up your scores how many a's, b's and c's do you have?

Handout 24

What type of learner are you?

Mostly a's =Visual Learners
If you scored mostly a's this indicates that you are more of Visual learner.
The visual learner has a natural preference to learn by seeing and reading images and pictures. They will find that they often remember things by sight and learn best by using things that are mainly visual. They may sometimes close their eyes to remember or visualise things, when they are learning they like to see what they are going to be learning first. Things that they will probably find easier to remember are things that create a clear image or picture in their mind. To help visual learners often they like to:
- Learn new things from writing them down themselves especially key ideas, phrases etc.
- They may use picture, images, diagrams, graphs and tables to support what they are saying
- They like to use colour and imagery in their work.
- They Like to sit near the front of the class, as they like to see what is going on
- They often like things to be neat and tidy, e.g. colour coded etc.

Mostly b's=Auditory Learner
Auditory learners learn by listening and hearing things rather than seeing things. Often they remember things they have heard much better than if it is something that they read. If someone told them how to do something they would remember and be able to recall it by the sound. Auditory learners find that they talk to themselves or hum, sometimes seeming as if they may not be paying attention but they are listening to everything that is being said. Auditory Learners can often be helped by: by:

- Letting them sit where they feel they can hear best
- Have information read out rather than handed out on paper
- Reading out instructions rather than asking them to read themselves
- Encouraging them to read out aloud if possible
- Permitting them to listening to music, they may remember times and places through the music of that time

Mostly c's=Kinaesthetic Learners
Sometimes kinaesthetic learners can be called tactile learners, as there are similarities. However, Tactile often refers to a person's need to be holding or touching something as they are learning, whilst kinaesthetic learners like to be moving and doing things. They learn far better from actually completing tasks rather than being told about or reading about them. So they like to touch, move, build, draw when they are learning. They may have problems actually sitting still sometimes. They are sporty and enjoy physical exercise, games and sports etc.

If you are a tactile learner, you learn by touching and doing. You understand and remember things through physical movement. You are a "hands-on" learner who prefers to touch, move, build, or draw what you learn, and you tend to learn better when some type of physical activity is involved. You need to be active and take frequent breaks, you often speak with your hands and with gestures, and you may have difficulty sitting still.

Kinaesthetic Learners can often be helped by:
- Having activities that actually involve moving and touching things

- They enjoy workshops that are hands on with active scenarios and examples

- They like to move, rock, wriggle, fidget when they are learning or to have a pen or pencil in their hand to play with whilst they are learning

- Sometimes using It can help because they are touching as well as reading

Remember that you although you may prefer one particular learning style the best way to really learn is by using a mixture of all learning styles, you always learn best by seeing hearing and doing!

4.5 Record Mentoring Sessions
Recording template for the Mentoring Curriculum Programme
The mentor using the template below should record each mentoring session. The mentee should include their thoughts and observations about each session in the space provided. A new template should be used each time. These records will be available to the Mentoring Curriculum Lead. They will also be available to the line manager(s) of the mentor and mentee to support personal development. Mentors should use the records when reflecting on their mentoring practice.
Important note: Any reference to any client in this document must be anonymised (e.g. Ms A, Mr B, Mrs C) so that s/he may not be identified in any way. Protecting the confidentiality of the people we work with and support (& their families and friends) is an essential part of this project.

Organisation:		
Date of mentoring session:		
Name of mentor:	**Job Role:**	
Name of mentee:	**Job Role:**	
Nature of session *(e.g. work observed, topics/materials discussed, scenarios used, information provided)*		
BESCLOs covered in the session:		
Mentor comments on mentee practice		

Advice and guidance given by mentor	
Mentee comments on the session:	
Agreed actions from the session:	**Mentor:** **Mentee:**
Signed: **Mentor:** **Date:** **Mentee:** **Date:**	

HANDOUT A for ACTIVITY 15 – extract from an Excel spreadsheet

BESCLO	No.	Sample questions	Judgement	Score (0-9)	Guidance answer
1. Values of social care	a	Ways I will promote the individuality of the people I support are by ensuring Tony can go to church when he wants and I help him speak up in residents meetings about his transport problems. I help him understand what is being said at the meetings			By supporting self-expression By remembering an individual's special interests or concerns
	b	Promoting someone's individuality matters because we are all individuals and that matters to each of us			It develops a sense of identity It builds self-esteem It prevents institutional or stereotyping approaches

HANDOUT B for ACTIVITY 15 - an illustration (to work in practice this spreadsheet must be used in Excel)

KEY																												
1st assessment																												
2nd assessment																												
	Date score 1	Date score 2		0	1	2	3	4	5	6	7	8	9				1										
TOPIC				Not there yet!	Adequate			Good			Excellent							2	3	4	5	6	7	8	9	10	
Besclo 1	2	3	1		■	■	■										1	1	0	1	1	1	1	1	1	1	5
	3	2	2		■	■	■										1	1	2	1	1	1	1	1	1	1	5
Besclo 2	6	6	3		■	■	■	■	■	■							1	1	1	1	1	1	1	1	1	1	12
	6	3	4		■	■	■	■	■	■							1	1	1	2	2	2	1	1	1	1	9
Besclo 3			5																								1
			6																								1
Besclo 4			7																								1
			8																								1
Besclo 5			9																								1
			10																								1
Besclo 6			11																								1
			12																								1
Besclo 7			13																								1
			14																								1
Besclo 8			15																								1
			16																								1

HANDOUT C for ACTIVITY 15 - sample questions in Besclo areas 2 & 3 - extract from an Excel spreadsheet

BESCLO	No.	Sample questions	Judgment	Score (0-9)	Guidance answer
2. Promoting life quality	a	I can enable an individual I support to make informed choices (about the services they receive) by **Presenting information and giving options and consequences in a way that people can understand** For example showing Rita a picture of her savings account statement and how it would change if she chooses to spend some on a holiday For example using pictures to show Peter what is happening to him and what the service can offer **Finding ways to help people discuss and contribute to a decision** For example helping George to take part in his review using the traffic light system to show when he agrees, disagrees, or doesn't understand something that has been said.			Explaining options and their consequences. Presenting information in accessible ways for the individual. Encouraging discussion about choices. Developing effective communication. Ensuring a clear system to communicate at least basic wishes.
	b	If others always make decisions for an individual, the likely effect on them will be to create Dependency and loss in independence. Sometimes it may even cause anger, for example Joseph loves to smoke but we tell him he cannot and he gets angry with us			Frustration Anger Limited expectations Withdrawal Reduced development of potential or personality Dependency encouraged, independence prevented
3. Working with Risk	a	If a person is never given the opportunity to take risks the likely effect on them will be Jack would be bored and feel stressed.			Limited experiences Lack of choice Lack of empowerment Low self-worth Lack of fulfilment Fear of risk Frustration Boredom
	b	The people I should inform about any risks I identify are The family often know the person well and have understanding of their life history.			(Relevant people identified)

HANDOUT D for ACTIVITY 15 - sample questions in Besclo areas 4 & 5 extract from an Excel spreadsheet

BESCLO	No.	Sample questions	Judgement	Score (0-9)	Guidance answer
4. Understand your role as a support worker	a	It is important to work in partnership with family carers because			It ensures best possible support for the individual. It shows respect, supports the sharing of knowledge and information about the individual's life history. It acknowledges the important part family carers play in the lives of many individuals. It gives opportunities to learn from family carers' expertise.
	b	Things that would be unacceptable with anyone I support are			To accept gifts. To expect worker's personal needs to be met. To cause harm. To have a sexual relationship.
5. Safety at work	a	Examples of hazardous substances are			Bleach and other cleaning fluids Medications Petrol Antifreeze Oil Ink
	b	Types of accidents that could happen in a support setting are			Burns Scalds Cuts Bruises Falls Broken bones Choking

HANDOUT D extra   for ACTIVITY 15 - sample questions in Besclo areas 4 & 5 with some answers
extract from an Excel spreadsheet

BESCLO	No.	Sample questions	Judge ment	Score (0-9)	Guidance answer
4. Understand your role as a support worker	a	It is important to work in partnership with family carers because It shows respect to the family and shows we value their input. This in turn promotes the sharing of information about the life history of the person and helps us all to learn from each other			It ensures best possible support for the individual. It shows respect, supports the sharing of knowledge and information about the individual's life history. It acknowledges the important part family carers play in the lives of many individuals. It gives opportunities to learn from family carers' expertise.
	b	Things that would be unacceptable with anyone I support are To hit anyone or raise voice at them in any way			To accept gifts. To expect worker's personal needs to be met. To cause harm. To have a sexual relationship.
5. Safety at work	a	Examples of hazardous substances or articles are Cleaning fluids, for example in our workplace bleach, dish washer powder, washing up liquid. Gardening aids, for example in our workplace weed killer, fertilizers, fly killer. Medication, for example in our workplace paracetamol, cold remedy			Bleach and other cleaning fluids Medications Petrol Antifreeze Oil Ink
	b	Types of accidents that could happen in a support setting are Car accident Falling Fainting			Burns Scalds Cuts Bruises Falls Broken bones Choking

HANDOUT E   for ACTIVITY 15 - an illustration   sample questions in Besclo areas 6, 7 & 8

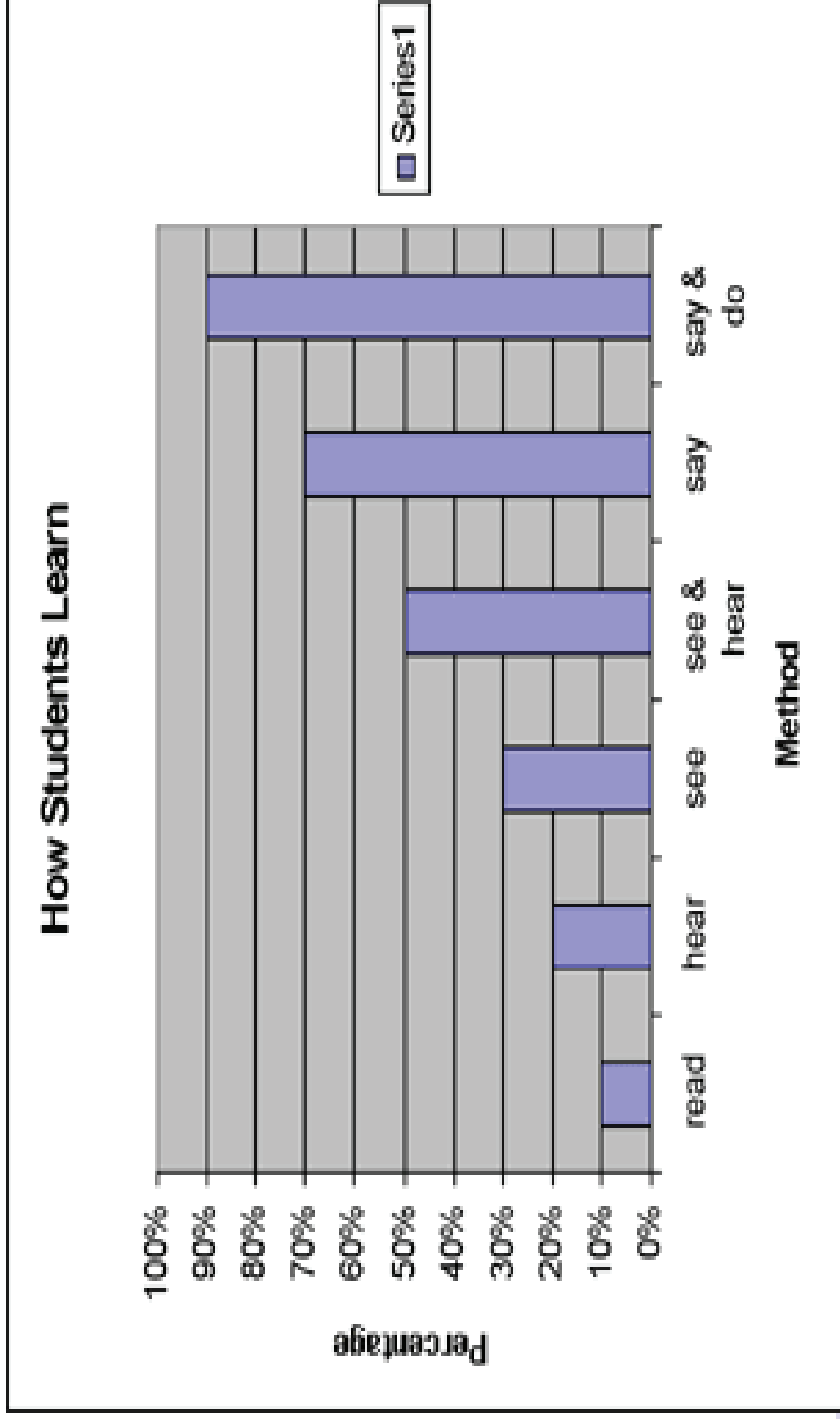| BESCLO	No.	Sample questions from each BESCLO	Judgem-ent	Score (0-9)	Guidance answer
6. Communication Positively	a	Verbal communication means Communicating using spoken word and voice to transfer message, ideas, thought and feeling.			Use of words, voice, pitch, volume, emphasis and speed to transfer message, ideas, thought and feeling
	b	Barriers to communication include Spitting and hitting someone would not help with communication			An environment that is too hot, too noisy, too cold. A lack of eye contact. Dismissive body language. Lack of verbal communication, or use of foreign language Lack of time or attention from listener, A busy environment Use of slang, jargon, technical terms. Physical, visual, hearing, learning disability. Poor mental health.
7. Recognise and respond to abuse and neglect.	a	Physical abuse means, for example Causing harm to an individual through hurting the body, using a position of power to hurt an individual's body, for example: slapping, pinching, hitting, kicking.			Causing deliberate harm to an individual through hurting the body, using a position of power to hurt an individual's body *For example* Slapping/ Pinching, Hitting, Kicking, Scalding, Force feeding, Forceful restraint, General rough handling
	b	The signs and symptoms associated with institutional abuse are Staff working to more money rather than for benefit of the users The place where users stay is dirty There are staff shortages and the staff are not happy			Passive behaviour Withdrawal Compliance Reluctance to make choices/take risks Depression Aggressive behaviour expressing frustration and powerlessness
8. Develop as a Worker	a	Purposes of supervision, in addition to stress management, are: To receive feedback, celebrate success and discuss what I could have done differently To agree personal objectives			To agree personal work objectives. To celebrate successes. To receive feedback on performance. To raise concerns or feed back to supervision. To identify training and development needs. To review the personal development plan.
	b	Symptoms of stress at work include Feeling unable to find solutions to everyday issues. Feeling lack of help and support for work issues. Lacking opportunity to talk about work concerns. Lacking strategies or techniques to manage workload. Feeling overwhelmed by work decisions and issues			Feeling unable to find solutions to everyday issues. Feeling devoid of help and support for work issues. Lacking opportunity to talk about work concerns. Lacking strategies or techniques to manage workload. Feeling overwhelmed by work decisions and issues. Unexplained sense of tiredness or fatigue. Bouts of tearfulness, irritability, or anger. Sudden reluctance to go to work.

ASSESSMENT GUIDANCE   FINAL HANDOUT

Assessment Guidance	Judgement	Score
Has only an unclear and unspecific knowledge of the topic Does not give any examples appropriate to the workplace Has little clear understanding of the topic and/or is mixed up and confused about it	Not there yet	0
Demonstrates a basic knowledge of the topic Gives at least one example appropriate to the workplace Communicates ideas and opinions in basic form using some relevant terminology	Adequate	1 to 3
Demonstrates sound knowledge and understanding of the topic Gives at least two examples appropriate to the workplace Communicates ideas issues and opinions in a clear logical way using appropriate terminology	Good	4 to 6
Demonstrates a thorough knowledge and understanding of the topic Gives a range of examples appropriate to the work place as well as other social care contexts Makes links between theory and practice Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology	Excellent	7 to 9

UNIVERSAL MENTOR TRAINING COURSE SLIDES

Part of the Mentoring Curriculum

Remember that you although you may learn best by one particular way the best way to really learn is by using a mixture of all learning styles, you always learn best by seeing, hearing and doing!

How Students Learn

ARNOLD SCHWARZENEGGER

BESCLO

2

KEY	Date(s) of MAT assessments
1st assessment	(blue)
2nd assessment	(teal)

	score 1st assessment	score 2nd assessment		0	1	2	3	4	5	6	7	8	9
				Not there yet!	Adequate			Good			Excellent		
2.1. finding someone's history, preferences, wishes, needs & abilities	1		1		■								
2.2. everything is based around the individual(s) you support	0		2	■(red)									
	3		3		■	■	■						
2.3. enable individual(s) to control their lives & make informed choices	2		4		■	■							
	1		5		■								
			6										
2.4 impact of assistive devices on the quality of life			7										

ARNOLD SCHWARZENEGGER

BESCLO

2

KEY	Date(s) of TMAT assessments
1st assessment	
2nd assessment	

Scale: 0 = Not there yet! | 1–2–3 = Adequate | 4–5–6 = Good | 7–8–9 = Excellent

	score 1st assessment	score 2nd assessment	
2.1. finding someone's history, preferences, wishes, needs & abilities	1	4	1
2.2. everything is based around the individual(s) you support	0	5	2
	3	2	3
2.3. enable individual(s) to control their lives & make informed choices	2	2	4
	1	5	5
2.4 impact of assistive devices on the quality of life		6	6
		1	7

European Mentoring in Social Care

2015-BE02-KA204-012282

Guide on the use of the MAT tool

SCT Ltd

Universal Guide to using the Mentors Assessment Tool

What is The Mentors Assessment Tool?

The Mentors Assessment Tool (MAT) was developed as part of the European Mentoring in Social Care (EMISC) project. It was designed to assist Mentors to assess workers who are preparing to undertake the European Care Certificate (ECC).

It is perfectly possible (and it was always intended) for this tool to be used outside the restrictions of the EMISC project. If you are doing this you do not need to follow all the procedures listed below, but this commentary will explain why we did what we did and how you can change it if you so wish.

In the project there were two assessments undertaken using this tool, involving at least two workers per mentor – one (or more) who was mentored and one (or more) who was not - and the results were recorded for the project:

- The first assessment needed to take place before the workers have undertaken training based on the BESCLO
- The second assessment needed to take place after the training but before they undertake the ECC examination.

In the project the Mentor offered 12 weeks of mentoring support to the worker(s) selected for mentoring, but they made a second assessment of *all* the workers identified as part of the project. This was a way of showing whether or not mentoring improved a worker's understanding of the Human Rights based approach to providing care and support, and increased the success rate for passing the ECC exam.

Of course, outside the project, you might choose not to have any workers who were not mentored, since you do not need to demonstrate comparable gains for the mentored and non-mentored workers. Also, you may choose to extend the period of mentoring for longer than 12 weeks (we would suggest you do this on a person by person basis). Finally, you don't have to put all your mentees through the ECC exam, although we would recommend that you do because it provides an objective assessment of a worker's knowledge and understanding, to complement the assessments made by your mentors. It also provides the mentees with a recognised Award at EQF level III.

Managers and line managers, may also wish to assess the value base of other workers they are responsible for, and for these people they can also use the MAT in different ways. There will be more about this later.

Contents of the Mentors Assessment Tool

The MAT, and this guide are laid out to cover each of the 8 BESCLO areas. The MAT has five sheets (or tabs in Excel) for each BESCLO area.

1. BESCLO Questions and Answers sheet.
This sheet offers questions that the Mentor can use to help to assess the mentees understanding and application of the values and attitudes covered by each BESCLO area. It also offers hints about what should be included in the mentee's answers.

2. BESCLO Question sheet.
This sheet lists the *questions only* for each BESCLO area, without the answers, and can be given to the mentee as a 'test sheet' to save time and keep the assessment process simple and straightforward. They could write down their answers for the Mentor to check, or they could give their answers to the Mentor verbally. If handed to the mentee, this sheet should be taken back before the session ends or the Mentee may simply use it to improve their score at the second assessment.

3. Assessment Guidance
This sheet is designed to help the Mentor 'score' the mentees answers and make a judgement about their level of understanding and application of the values in each BESCLO area. The Mentees 'scores' will be recorded on the Autoscore chart.

4. Autoscore chart.
This sheet is designed to provide a visual record of the progress made between the first and the second assessment of the workers undertaking the **ECC**. The results for first assessment appear colour coded in dark blue and for the second assessment in light blue. Red appears if the scores have decreased on the second assessment or if the score is 0 (= Not there yet!) The scores for each question in each BESCLO are entered into the yellow cells on the left. When using Excel on a computer the bar chart on the right will automatically appear and fill automatically.

5. Manual chart
If there is no computer available, the chart on tab 5 can be printed off and the blocks of colour filled in manually. Some people may prefer to use a non-electronic method. Ultimately, however the results will need to be sent electronically by the Mentor to the

project administrator for compilation and review, so it is important to keep a record of the scores.

The Eight BESCLO areas

This guide will now look at each BESCLO area in turn, and offer some example answers that meet each of the marking criteria. The 9-point grading system provides scope and flexibility to recognize small steps of improvement. There is also a tenth grade of zero/0 which means that the candidate really has not yet understood the topic, cannot relate it to their work and/or is confused about it. The points are there to indicate a 'feel' of how good the answer is.

The marking will, inevitably be, to some extent, subjective, in that some mentors will be more 'generous' than others, but we hope to establish some consistency within their range. Where answers for questions are necessarily short it will be difficult to differentiate into 9 levels of positive answer. All these things will be taken into account when the results are compiled for the project.

Please understand that workers undertaking an induction training program, such as the *"Best Practice in Social Care"*, for the ECC would only be expected to offer answers that fall into the "Adequate" or "Good" range. An 'excellent' answer would really only be expected from a more experienced worker.

1. The Values of Social Care

These are the main principles that any Human Rights Based care service is developed around. They are the foundations that are crucial in providing good quality support so that individuals can lead full and positive lives.

When you are assessing the worker on this area their answers/discussions need to demonstrate that they understand the values, and can promote them at all times. They need to demonstrate that they understand the need to promote equal opportunities for those they support, and that they respect diversity. They must also show you that they understand the importance and the limits of confidentiality.

Example answers/discussions for BESCLO area 1:

BESCLO 1. Question 3. Ways I will promote the rights of the people I support:	Sample score	Achievement levels and comments to explain them
•I help Tony to have his rights by asking him what he wants to do in his life	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• I help Tony to have his rights by helping him take part in residents meetings about plans for the future. • I help Tony to have his rights by helping him to speak up in the residents meetings about plans for the future. • I help Tony to have his rights by helping him to understand what is being said and to speak up in the residents meetings about plans for the future	1 2 3	**Adequate** •Demonstrates a basic knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and opinions in basic form using some relevant terminology
• I support Tony with his rights by ensuring we are able to help him go to church when he wants, to be able to speak up in residents meetings about transport problems and understanding what is being said. • I help Tony with his rights by - Supporting him to speak up in residents meetings about problems with transport and getting to church - Practising what he wants to say with him before the meeting - help him understand what is being said •I help Beth respond to people in the street who call her names by - Talking about the reasons why they do it - Practicing things to say - Showing her how she could respond to these peoples' taunts - Giving her positive feedback to help increase her confidence	4 5 6	**Good** •Demonstrates sound knowledge and understanding of the topic •Gives a range of examples appropriate to the workplace •Communicates ideas issues and opinions in a clear logical way using appropriate terminology
• Ways I promote rights in my work are - By helping people I work with access services to which they have a right For example by helping Tony worship in the church that is important to him even though our support service may need to change a little to make it happen - By advocating on behalf of an individual For example by speaking up in staff meetings to make	7	

sure senior staff know of problems Tony is having in getting to church. • Ways I promote rights in my work are: **-By helping people I work with access services to which they have a right** For example by helping Tony worship in the church that is important to him even though our support service may need to change a little to make it happen **-By advocating on behalf of an individual** For example by speaking up in staff meetings to make sure senior staff know of the problems Tony is having in getting to church **-By being a positive role model** For example by responding to aggressive behaviour and name calling in a calm but firm way and by using language that Beth may be able to use herself in a similar position. • Ways I promote rights in my work are: **-By helping people I work with access services to which they have a right** For example by helping Tony worship in the church that is important to him even though our support service may need to change a little to make it happen For example by supporting Jane to visit the local library and art gallery **-By advocating on behalf of an individual** For example by speaking up in staff meetings to make sure senior staff know of the problems Tony is having to get to church For example by checking that Ruth has all the benefits she is entitled to and liaising with her family about this **-By being a positive role model** For example by responding to aggressive behaviour and name calling in a calm but firm way and by using language that Beth may be able to use herself in a similar position **-By Challenging discriminatory behaviour** For example by making sure that the men in House 2 don't constantly leave the washing up to the women in that house For example telling Ray that the use of the word xxxx is never acceptable in the context in which he uses it.	8 9	**Excellent** •Demonstrates a thorough knowledge and understanding of the topic •Gives a range of examples appropriate to the work place as well as other social care contexts •Makes links between theory and practice •Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology

2. Promoting life quality for the individuals you support

This is also known as Person-Centred Planning.

In the past the support a person received was based on what was easiest and most convenient for the service provider and for the staff. A Human Rights based approach means ensuring that the service the person receives is based on their hopes, desires, aspirations and preferences, and not just their physical needs (for medication, or perceived safety for example). It is also about ensuring that the person is involved in the decision making about their support plan, and that it considers all aspects of their life, including their relationships, education and employment interests, spiritual and cultural beliefs, and their social life.

When assessing the workers on this area they need to show you that they understand the importance of really knowing the person they support – their history, preferences, wishes, needs and abilities. Their answers and discussion must demonstrate that they know how to ensure that the people they support are able to have as much control as possible over their own lives, and that they can support them to make informed choices whenever possible, especially about the services they receive.

Sample answers/discussions for BESCLO area 2:

BESCLO 2. Question 5. I can enable an individual I support to make informed choices (about the services they receive) by	Sample score	Achievement levels and comments to explain them
• Giving people a choice in what they want to do	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• Giving people a choice of options and ideas about what they can have	1	**Adequate**
• Giving options and consequences in a way that the person can understand. For example pictures of holiday destinations to help Rita make a choice about where she would like to go.	2	•Demonstrates a basic knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and
• Giving options and consequences in a way that the person can understand.	3	opinions in basic form using

For example showing Rita a picture of her savings account statement and showing how it would change if she chooses to spend some on a holiday		some relevant terminology
• Giving options and consequences in a way that the person can understand For example showing Rita a picture of her savings account statement and how it would change if she chooses to spend some on a holiday For example helping George to take part in his review using the traffic light system to show when he agrees, disagrees, or doesn't understand something that has been said.	4	
• Presenting information and giving options and consequences in a way that people can understand For example showing Rita a picture of her savings account statement and how it would change if she chooses to spend some on a holiday Finding ways to help people interact and contribute to a decision For example helping George to take part in his review using the traffic light system to show when he agrees, disagrees, or doesn't understand something that has been said.	5	**Good** •Demonstrates sound knowledge and understanding of the topic •Gives a range of examples appropriate to the workplace •Communicates ideas issues and opinions in a clear logical way using appropriate terminology
• Presenting information and giving options and consequences in a way that people can understand For example showing Rita a picture of her savings account statement and how it would change if she chooses to spend some on a holiday For example using pictures to show Peter what is happening to him and what the service can offer Finding ways to help people discuss and contribute to a decision For example helping George to take part in his review using the traffic light system to show when he agrees, disagrees, or doesn't understand something that has been said.	6	
• **Ensuring a clear system to communicate at least basic wishes** For example using pictures with Mary to find out what she wants to do next Taking time to explain to Jack what is in the diary and what he may want to be involved with **Explaining options and their consequences** For example showing Rita a picture of her savings account statement and how it would change if she chooses to spend some on a holiday **Presenting information in accessible ways for the individual**	7	

For example helping George to take part in his review using the traffic light system to show when he agrees, disagrees, or doesn't understand something that has been said. **• Ensuring a clear system to communicate at least basic wishes** For example using pictures with Mary to find out what she wants to do next Taking time to explain to Jack what is in the diary and what he may want to be involved with **Explaining options and their consequences** For example showing Rita a picture of her bank account and how it would change if she choose to spend some on a holiday **Presenting information in accessible ways for the individual** For example helping George to take part in his review using the traffic light system to show when he agrees, disagrees, or doesn't understand something that has been said. For example making sure the room is well lit and there is no background noise when having residents meetings involving SId and Claire.	8	**Excellent** •Demonstrates a thorough knowledge and understanding of the topic •Gives a range of examples appropriate to the work place as well as other social care contexts •Makes links between theory and practice •Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology
• Ensuring a clear system to communicate at least basic wishes For example using pictures with Mary to find out what she wants to do next Taking time to explain to Jack what is in the diary and what he may want to be involved with **Explaining options and their consequences** For example showing Rita a picture of her savings account statement and how it would change if she chooses to spend some on a holiday For example getting Rita to talk to other people who have had a hip replacement, through the doctors surgery **Presenting information in accessible ways for the individual** For example helping George to take part in his review using the traffic light system to show when he agrees, disagrees, or doesn't understand something that has been said. For example making sure the room is well lit and there is no background noise when having residents meetings involving SId and Claire **Encouraging discussion about choices** For example involving Gill's daughter in Mary's hospital visit	9	

Taking time at the end of each day to help Zak review what he has done and what he liked and didn't like, so that he can make more informed choices in future.		

3. Working with Risk

We all take risks every day, most of which have only small consequences, for example: have I got time to stop for a coffee on the way to work and risk being late, but arrive more awake?

In social care settings we use risk assessments to weigh up the positives and negatives of enabling the people we support to make new choices and have new experiences. Involving them in those risk assessments helps them to understand the risks and try to reduce them. People don't only learn from getting things right; they learn from the consequences of getting things wrong too, and this can be just as valuable. However, workers have a 'duty of care' which means they must take all reasonable steps to ensure that the person they support understands the risks they take, and isn't seriously hurt from a careless choice or action.

When assessing workers on this BESCLO area they need to show you that they recognise the individuals right to take risks, and understand their own responsibilities in relation to managing those risks. They need to show awareness of the dilemma between enabling those they support to exercise their right to take risks and the workers Duty of Care. They need to be able to identify the main principles of risk assessment, and know how and who to inform about identified risks.

Sample answers/discussions for BESCLO area 3:

BESCLO 3. Question 1. Examples of negative effects on a person that take no risks are:	Sample score	Achievement levels and comments to explain them
• People who do not take risks have a worse life than those who do	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• If we did not accept the risks of taking Julie out to town because of her fear of the traffic, she would have a worse life.	1	**Adequate** •Demonstrates a basic

• We take Julie into town, even though she is fearful of the traffic. If we did not she would never get used to traffic.	2	knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and opinions in basic form using some relevant terminology
• If we did not take Julie into town, even though she is fearful of the traffic, she would never get used to traffic and so would not be able to have other new experiences.	3	
• We take Julie into town even though she is fearful of the traffic. By doing this she is gradually getting over her fear and so we are able to do other things too, like walk to shops locally. This gradually gives her more options to choose from.	4	
• We take Julie into town even though she is fearful of the traffic. By doing this she is gradually getting over her fear and so we are able to do other things too, like walk to shops locally, go to visit her mother alone and catch a bus. This gradually gives her more options to choose from. People who do not take risks have less choice in their lives.	5	**Good** •Demonstrates sound knowledge and understanding of the topic •Gives a range of examples appropriate to the workplace •Communicates ideas issues and opinions in a clear logical way using appropriate terminology
• We take Julie into town even though she is fearful of the traffic. By doing this she is gradually getting over her fear and so we are able to do other things too like walk to shops locally. People who do not take risks have less choice in their lives. We help Jack go to bingo even though he may struggle and fall as the steps there are steep. If we did not take this risk Jack would not do something he enjoys and he would be bored and feel stressed.	6	
• We take Julie into town even though she is fearful of the traffic. Doing this is gradually getting rid of her fears and so we are able to do other things too like walk to shops locally. This is gradually giving her more choice. People who do not take risks have less choice in their lives. We help Jack go to bingo even though he may struggle and fall as the steps there are steep. If we did not take this risk Jack would not do something he enjoys and he would be bored and feel stressed. People who do not take risks have less self-worth and fulfilment in their lives.	7	
• People who do not take risks have: **Limited opportunities and experiences** For example taking Julie into town and risking her fearing the traffic helps her to get used to it. She can then do lots of other things better too.	8	**Excellent** •Demonstrates a thorough knowledge and understanding of the topic •Gives a range of examples

Low self-worth and lack of fulfilment For example we help Jack go to bingo even though he may struggle and fall as the steps there are steep. If we did not take this risk Jack would not do something he enjoyed and he would be bored and feel stressed. People who do not take risks have less self-worth and fulfilment in their lives. **Fear of risk** People who do not take risks fear more things in life and so do less. For example Zak's parents did not want him to go out because of the risk of infection. This makes Zak fearful of going out at all and his quality of life has diminished. •People who do not take risks have: **Limited opportunities and experiences** For example taking Julie into town and risking her fearing the traffic helps her to get used to it. She can then do lots of other things better too. **Lack of Choice** Not doing something because of the risk means people have less option they can choose from. For example Zara fears going out to places where she may see a dog. This has severely reduced the choice of places where she can go. It may be better that we help her get over her fear of seeing a dog rather than avoid places where there may be dogs. **Low self worth and lack of fulfilment** For example we help Jack go to bingo even though he may struggle and fall as the steps there are steep. If we did not take this risk Jack would not do something he likes and he would be bored and feel stressed. People who do not take risks have less self-worth and fulfilment in their lives. **Fear of risk** People who do not take risks fear more things in life and so do less. For example Zak's parents did not want him to go out because of the risk of infection. This makes Zak fearful of going out at all and his quality of life has become worse and worse	9	appropriate to the work place as well as other social care contexts •Makes links between theory and practice •Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology

4. Understand your role as a support worker

This BESCLO area requires the worker to understand the limits and responsibilities of their role, and the policies and principles within which they must work. They must demonstrate their awareness of the aims, objectives and values of the employer and they must know who to turn to for support and advice. They must understand how important

it is to work well with others (paid and unpaid) who are involved with the individuals to whom they offer care and support. They should be able to talk about the qualities and requirements of a good worker.

Sample answers/discussion for BESCLO area 4:

BESCLO 4. Question 1. **It is important to work in partnership with family carers because**	Sample score	**Achievement levels** and comments to explain them
• The family are important to the people we support	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• The family often know the person best.	1	**Adequate** •Demonstrates a basic knowledge of the topic
• The family often know the person well and have understanding of their life history.	2	•Gives at least one example appropriate to the workplace
• The family often know the person well and have understanding of their life history. We can all learn from each other.	3	•Communicates ideas and opinions in basic form using some relevant terminology
• It shows respect to the family and promotes the sharing of information about the life history of the person.	4	**Good**
• It shows respect to the family and shows we value their input. This in turn promotes the sharing of information about the life history of the person.	5	•Demonstrates sound knowledge and understanding of the topic •Gives a range of examples appropriate to the workplace
• It shows respect to the family and shows we value their input. This in turn promotes the sharing of information about the life history of the person and helps us all to learn from each other.	6	•Communicates ideas issues and opinions in a clear logical way using appropriate terminology
• It shows respect to the family and shows we value their input. This in turn promotes the sharing of information about the life history of the person and helps us all to learn from each other. Family carers often play a very important part in people's lives. A good relationship between family carers and professional staff ensures the best possible support for the person.	7	
• **Shows respect** It shows respect to the family and shows we value their input. **Opportunities to learn**	8	**Excellent** •Demonstrates a thorough knowledge and understanding of

This in turn promotes the sharing of information about the life history of the person and helps us all to learn from each other. **Best possible support** Family carers often play a very important part in people's lives. A good relationship between family carers and professional staff ensures the best possible support for the person. • **Shows respect** It shows respect to the family and shows we value their input. **Opportunities to learn** This in turn promotes the sharing of information about the life history of the person and helps us all to learn from each other. **Best possible support** Family carers often play a very important part in people's lives. A good relationship between family carers and professional staff ensures the best possible support for the person For example I make sure Zara's parents know when her review is and do all I can to make sure they are able to attend. We give them time to speak and remind them how valuable their input is. We always explain how we have acted on what they have said or if not why not. This has meant they are always willing to speak and we have learnt important information about the reasons for Zara's sometimes challenging and confusing behaviour	9	the topic •Gives a range of examples appropriate to the work place as well as other social care contexts •Makes links between theory and practice •Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology

5. Safety at work

This area is large and covers many topics from the safe handling of potentially harmful substances to the safe handling and moving of objects and people. It is about keeping people, including other workers, safe, and keeping the premises safe and secure. It also requires them to have some first aid knowledge and skills.

When assessing workers on this area you need to ensure they understand the safe storage and disposal of harmful substances. They must show you that they know how to respond in case of fire, illness and accidents, and that they can lift move and position people and objects without unnecessary risk to themselves or others. Importantly they must also show they understand the limits on what they are permitted to do at this early stage of their training with regard to lifting and moving and first aid. They must also understand their responsibilities in reducing the spread of infection.

Sample answers/discussion for BESCLO area 5:

BESCLO 5. Question 1. Examples of hazardous substances or articles are	Sample score	Achievement levels and comments to explain them
• Anything that is dangerous.	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• Anything that is dangerous like bleach • Bleach and Salt • Bleach and other cleaning fluids. Salt	1 2 3	**Adequate** •Demonstrates a basic knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and opinions in basic form using some relevant terminology
• Cleaning fluids, for example bleach, dish washer powder, washing up liquid. Gardening aids, for example weed killer, fertilizers, fly killer • Cleaning fluids, for example in our workplace bleach Gardening aids, for example in our workplace weed killer Medication, for example in our workplace, paracetamol • Cleaning fluids, for example in our workplace bleach, dish washer powder, washing up liquid. Gardening aids, for example in our workplace weed killer, fertilizers, fly killer. Medication, for example in our workplace paracetamol, cold remedy	4 5 6	**Good** •Demonstrates sound knowledge and understanding of the topic •Gives a range of examples appropriate to the workplace •Communicates ideas issues and opinions in a clear logical way using appropriate terminology
• **Chemicals** For example in our workplace bleach, dish washer powder, washing up liquid. **Products containing chemicals** For example in our workplace paracetamol, cold remedy **Fumes** For example in our workplace car fumes, fumes from the boiler **Dusts** For example in our workplace dust from the hen	7	 **Excellent**

enclosure **Vapours and mists** For example in our workplace vapours from the white board pens **Gases** For example in our workplace gases from the gas cooker. **Germs that cause diseases** For example in our workplace germs from used tissues, and soiled bed linen. • **Chemicals** Cleaning fluids, for example in our workplace bleach, dish washer powder, washing up liquid. **Products containing chemicals** Medication, for example in our workplace paracetamol, and cold remedy. Foam stuffing in the sofas. **Fumes** For example in our workplace car fumes, or fumes from the boiler **Dusts** For example in our workplace dust from the hen enclosure **Vapours and mists** For example in our workplace vapours from the white board pens **Gases** For example in our workplace gas from the gas cooker **Germs that cause diseases** For example in our workplace germs from used tissues and soiled bed linen • **Chemicals** Cleaning fluids, for example in our workplace bleach, dish washer powder, washing up Gardening aids, for example in our workplace weed killer, fertilizers, fly killer **Products containing chemicals** Medication, for example in our workplace paracetamol, cold remedy Foam stuffing in the sofas **Fumes** For example in our workplace car fumes, fumes from the boiler **Dusts** For example in our workplace dust from the hen enclosure **Vapours and mists** For example in our workplace vapours from the white	8 9	•Demonstrates a thorough knowledge and understanding of the topic •Gives a range of examples appropriate to the work place as well as other social care contexts •Makes links between theory and practice •Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology

board pens **Gases** For example in our workplace gas from the gas cooker		
Germs that cause diseases For example in our workplace germs from used tissues and soiled bed linen		

6. Communication Positively

Everyone needs to communicate to establish needs, wishes, choices etc., however not everyone communicates using words.

Workers need to understand the different forms of communication, what motivates people to communicate, and what barriers can prevent good and effective communication. Touch and behavior can also be used to communicate, and workers must understand the limitations and context in which touch can be used appropriately.

They must also know how and where to record information appropriately in order to ensure that continuity and the best care and support can be offered to those people they support.

When assessing workers in this area you must ensure all these topics are covered.

Sample answers/discussions for BESCLO area 6:

BESCLO 6. Question 1. Verbal communication means	Sample score	**Achievement levels** and comments to explain them
• Communicating verbally	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• Speaking	1	**Adequate** •Demonstrates a basic knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and opinions in basic form using some relevant terminology
• Speaking using words	2	
• Using spoken words to convey meaning.	3	

• Using spoken words and voice to convey meaning.	4	
• Using spoken words and voice to convey meaning, for example saying "No I will not be working tomorrow"	5	**Good** •Demonstrates sound knowledge and understanding of the topic •Gives a range of examples appropriate to the workplace •Communicates ideas issues and opinions in a clear logical way using appropriate terminology
• Communicating using spoken word and voice to transfer message For example saying "No I will not be working tomorrow" "I am sad I will not see you tomorrow"	6	
• Communicating using spoken word and voice to transfer message, ideas, thought and feeling. For example saying "No I will not be working tomorrow" "I am sad I will not see you tomorrow" **• Communicating using spoken word and voice to transfer message, ideas, thought and feeling. This also includes writing and sign language. For example saying** "No I will not be working tomorrow" "I am sad I will not see you tomorrow". **• Communicating using spoken word and voice (including pitch, volume and speed) to transfer message, ideas, thought and feeling. This also includes writing and sign language.** **For example saying** "No I will not be working tomorrow" "No I will NOT be working tomorrow" (in a loud and slow voice with emphasis on the NOT) "I will not see you tomorrow" "I will not see you tomorrow?" (Raising the pitch at the end of the sentence)	7 8 9	**Excellent** •Demonstrates a thorough knowledge and understanding of the topic •Gives a range of examples appropriate to the work place as well as other social care contexts •Makes links between theory and practice •Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology

7. Recognise and respond to abuse and neglect.

Care workers are in a powerful position when working with people who are vulnerable, and it can be all too easy to overstep the mark. This work can sometimes attract people who enjoy wielding power over others.
Workers must be able to recognise the signs and symptoms of the various types of abuse, and know how to respond. They must understand when and to whom they should report suspected abuse, and how to respond if a person they support discloses abuse to them.

When assessing this area you need to remember that they must also understand how and to whom they must report the practice of other workers if it does not follow the employer's policies, or the person's care plan. They must even understand their responsibility to report resource or operational difficulties that may be putting people at risk of abuse, and know how to report this.

Sample answers/discussions for BESCLO area 7:

BESCLO 7. Question 1. Physical abuse means, for example:	Sample score	Achievement levels and comments to explain them
• Abusing someone physically, for example bruising	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• Causing physical harm, for example hitting. • Causing physical harm, for example: hitting, kicking, punching • Causing physical harm, for example: hitting, kicking, punching, forceful restraint.	1 2 3	**Adequate** •Demonstrates a basic knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and opinions in basic form using some relevant terminology
• Causing physical harm through hurting the body, for example: hitting, kicking, punching. • Causing physical harm through hurting the body, for example: hitting, kicking, punching, forceful restraint. • Causing physical harm through hurting the body, for example: hitting, kicking, punching, forceful restraint, force feeding.	4 5 6	**Good** • Demonstrates sound knowledge and understanding of the topic • Gives a range of examples appropriate to the workplace • Communicates ideas issues and opinions in a clear logical way using appropriate terminology.
• Causing harm to an individual through hurting the body, using a position of power to hurt an individual's body, for example: slapping, pinching, hitting, kicking. • Causing harm to an individual through hurting the body, using a position of power to hurt an individual's body, for example: slapping, pinching, hitting, kicking, scalding, force	7 8	**Excellent** • Demonstrates a thorough knowledge and understanding of the topic • Gives a range of examples appropriate to the work place as well as other social care contexts • Makes links between theory and practice

feeding • Causing harm to an individual through hurting the body, using a position of power to hurt an individual's body, for example: slapping, pinching, hitting, kicking, scalding, force feeding, forceful restraint, general rough handling	9

	• Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology.

8. Develop as a Worker

To maintain and improve services both employer and employees must continuously reflect on their practice; not in isolation, but by looking at what happens in other services and researching good practice.

When assessing workers on this area they need to show commitment to keeping themselves up to date with any changes in standards or guidelines. They need to show they are willing to undertake appropriate training and can review its impact on their job role, and they should know how to make an active contribution to supervision sessions and their own Development Plan. They also need to show awareness of the signs and symptoms of stress, and know what triggers negative stress for them.

Sample answers and discussions for BESCLO area 8:

BESCLO 8. Question 4. Purposes of supervision, in addition to stress management, are:	Sample score	Achievement levels and comments to explain them
• To help me in my work	0	**Not there yet** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
• To look at what I have done and what I plan to do • To look at what I have done and what I plan to do and make a plan ahead • To look at what I have done and review this and then look at what I plan to do	1 2 3	**Adequate** •Demonstrates a basic knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and opinions in basic form using some relevant terminology
• To get feedback on what I have done in my work and to agree what my aims should be in the future.	4	**Good** • Demonstrates sound

• To receive feedback and discuss what I could have done better To agree personal objectives	5	knowledge and understanding of the topic • Gives a range of examples appropriate to the workplace • Communicates ideas issues and opinions in a clear logical way using appropriate terminology.
• To receive feedback, celebrate success and discuss what I could have done differently To agree personal objectives	6	
• To receive feedback on my work performance, celebrate success, raise concerns and discuss what I may have done differently To agree personal objectives, and from this, my training and development needs.	7	**Excellent** • Demonstrates a thorough knowledge and understanding of the topic • Gives a range of examples appropriate to the work place as well as other social care contexts
• To receive feedback on my work performance, celebrate success, raise concerns and discuss what I could have done differently To agree personal objectives, identify my training and development needs and from this adapt and develop my training plan	8	• Makes links between theory and practice • Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology.
• **To receive feedback on my work performance:** this involves celebrating success, raising any concerns on both sides and discussing what I could have done differently. **To agree personal objectives:** This involves identifying my training and development needs and from this adapting and developing my personal work and training plan, including time scales and targets.	9	

Using the MAT and this Guide outside the EMISC project

Although this MAT and this guide have been produced through the EMISC project for Mentors working in the project partner organisations, the MAT can be a useful tool for *any* Manager or supervisor responsible for front line workers.

It can help you assess the value base of the workers and to check their understanding of the Human Rights of those they support in their everyday work. This can help to identify training needs and possible areas of risk where workers are failing to meet the *UN Convention on the Rights of People with Disabilities.*

The MAT could also be used to establish how effective training has been in developing the right values in workers, or to identify potential workers with the right values during an interview process.

It can also be used for the purpose it was developed, but outside of the EMISC project. This means countries, or organisations that have not been involved in the project, but are committed to the ECC, can use the MAT as part of a mentoring process to achieve better success rates for workers about to undertake the ECC exam.

Of course, outside the project people might only want to record the results for mentees and would not want to have a parallel group of non-mentees. Being a 'non-mentee' is not exactly a popular choice! We have included recording capacity for non-mentees in the notes which follow this, but the data recording sheets and analysis will still work with only data on mentees (though obviously the analysis graphs will not be able to compare data on non-existent non-mentees!).

There is help below on how to *record the information* provided from mentoring for a single candidate and/or a group of candidates.

There is also help below on how to *analyse the results* after the second assessment is complete (and the ECC exam too, if it is done).

How to *collect / record* your assessment information your mentors' assessments

There is no *necessity* to do two assessments, but if you want to show evidence of learning gain as a result of mentoring, then you will need two sets of data in which the mentee answers questions (ideally) on identical sub areas of the BESCLO. Collecting that data from mentors is important and (usually) both mentor and mentee are keen to see how things have changed over the period of mentoring. Assessments also show up areas of weakness or confusion which managers need to tackle with more support. In extreme circumstances they could even indicate that the worker is not really suited to this kind of work for a variety of reasons. Mentors should pick this up.

If you want to take advantage of this advice on an easy way to record all this mentoring data please make sure you can access the following Excel files:

MAT 1st+2nd Assessm group record example.xls
MAT 1st+2nd Assessm group record BLANK.xls

A simple way to do this is to use the Excel spreadsheet supplied (MATS 1st +2nd Assessm group record BLANK). This has capacity for up to 15 candidates but more can easily be added by copying and pasting more data columns on the far right or using duplicates of the blank master sheet (much simpler!). Don't be concerned about the #DIV/0! Sign – this is just Excel indicating it cannot complete a calculation and it will change when you give it some data to work on.

You simply pick up the numerical scores from each BESCLO area on the BESCLO area assessment sheets completed by the mentor and enter them in the spaces on this sheet below the name of the candidate. Do this for the first assessment and then later/after a period of mentoring for the second assessment. The spreadsheet will do the rest, calculating the percentage learning gain and highlighting where things have gone backwards. It also calculates a simple score per BESCLO area. Do keep in mind that you can only really use this effectively for comparison purposes *if each assessment is identical*. For example – if you assess the candidate on 4 sub areas in the first assessment of BESCLO area 5, but you cover and record scores for all 14 areas in the second assessment – then you will probably get a distorted result. You should really only count the scores *from the same 4 sub areas* in the second assessment record.

You can also use this assessment group recording sheet as the source data to cut and paste results into the more complicated data analysis sheets if you wish to use them too and the end of the second assessment.

An example of what results might look like is to be found on MATS 1st +2nd Assessm group record e.g., where assessment for Donald Trump, Hillary Clinton and Maria Callas have been assessed.

How to *analyse* your MATS data

The EMISC project has produced an analysis tool based on Excel which will automatically analyse your results data.

To take advantage of the recording and analysis possibilities explained below and to see how it all works, please make sure you can access the following files.

Data analysis spreadsheets
MATS data sheet completed example v1.xls
MATS data sheet completed example v2.xls

 …   and when you actually want to enter data the one you should use is
MATS - data entry sheet blank cycle 4.xls

The spreadsheet is complex and involves many calculations and for that reason we have broken it down into two phases. The first phase is **data entry** and the second phase involves **doing all the calculations**.

Depending on how powerful your computer is, it may appear that the programme has crashed after you have added some information. It might seem as if nothing will work anymore. Just wait! It *will* work, but it takes time. It *might* help to make *one* click on an empty cell elsewhere on the page and this might make it work quicker if the data entry is just a simple change, but don't go on clicking or trying to move on to other instructions, because it simply won't work until it has finished calculating.

Phase 1 Data entry
1. Open the spreadsheet 'MATS - data entry sheet blank cycle 4.xls', click 'enable macros' if/when asked to do so. (Always do this, if asked.)
2. Note there are 5 tabs along the bottom of the sheet. They function as follows:
   a. People data FILL IN – this is in effect a kind of 'front sheet' which you have to fill in *just once*. You enter details of your mentors and mentees (and non-mentees if you have any) and (if you wish) details of any 'senior trainers' – who are the people who trained your mentors. Each of the fill in boxes can

be expanded by inserting extra rows if needed *inside the coloured areas*. Don't add rows at the bottom as these will not register for calculations.

b. Mentee data fill in 1 – this has capacity for 20 candidates. (If you need more than this then open a separate spreadsheet for the extra capacity.) The red cell A11 should say 'CALCS off' – and just above it are two more buttons 'Disable Calcs' and 'Enable Calcs'. **Don't touch these** until you are ready! Pressing that 'Enable Calcs' button will turn to 'CALCS on' and there will be a long wait while all the calculations are done. You will (in future) note that names of the *mentees* you entered on the People data FILL IN tab will appear across the top of the columns, which are currently empty. The same will apply to the names of mentors and trainers, linked to the candidate(s) they supported.

c. Non- Mentee data fill in tab – this functions exactly like the tab for mentees except that it contains only the names of any non-mentees entered on the People data FILL IN sheet.

d. New Graphs tab – by all means click on it if you are curious – you can't damage it. It starts off by being blank and then produces graphs when you have entered data and pressed 'Calcs on'

e. New Summaries tab – this is just a summary sheet which you don't need to look at, unless you want precise answers to questions like 'What was the percentage of People With Fewer Opportunities (PWFO) who passed/failed the exam?' This tab provides the statistical basis for the graphs.

3. The data sheets (tabs 2 and 3 for mentees and non-mentees) simply record the scores noted in the first and second assessments and in the ECC exam (if the person did the exam). These scores are recorded in each of the 8 areas of the BESCLO. In assessments by the mentor. I

4. It is probable that questions were not asked about every sub area of the BESCLO (e.g. BESCLO 5 on safety has 14 subsections). We recommend that you test at least half of the subsections in each BESCLO area. This analysis spreadsheet will automatically produce a total score and an average score for each BESCLO area, irrespective of how many sub areas you report results on.

5. Take special notice of the boxes in row 15. The default setting is 'NO'. The data you enter will NOT be included in the calculations unless / until you use the toggle next to the 'NO" above the second assessment cell and turn it to 'Yes'. You must do this for each candidate you want to have included in the calculations.

6. Now have a look at 'MATS data sheet completed example v1'. When you have completed your own data entry in phase 1, your sheet will now look like this (though the names will be different!). You can see for each candidate who they were mentored by and who trained them and what all their scores were. Make sure you NOW toggle the row 15 boxes on your own data sheet to get the data included in the calculations. Do this for all mentees (and non-mentees if you have any). If you have exam results data entered for a candidate, do it for the exam

boxes in row 15 too. You might find the 'switch' will not happen until you move on to the next cell – this is normal. Don't change the default 'No' Row 15 setting for empty columns to 'yes' – you will just distort the statistics with 'phantom candidates' for whom there are no results.

7. At this point (i.e. *before* you press enable calcs) **we suggest saving a copy of you datafile under a different version name (e.g. XXX v2)** so you can always come back to that if something goes wrong. (It happens – always keep a backup copy.) Then go back to your original data file and move on to Phase 2.

Phase 2 Doing the calculations

1. Now that you have finished entering all the data for the first and second assessments, and the exam (if done) – you can press the 'Enable calcs' button and go and have a cup of coffee. You might think your computer has frozen but it has not. Calculations can take 10 - 30 minutes depending on your computer's power. If you try to do other work on your computer on another programme you will find it is probably very slow indeed.

2. When you do this all the data you have entered to tabs 2 & 3 will have 'disappeared' by the time it is finished. Don't panic it is still there, but hidden from sight. (NB Did you remember to switch all those row 15 box to 'yes' from 'NO'? if not, go back, take a copy of you backup file (see 6 above) – call it v3 and now change those boxes).

3. When it is finished you should click on the New Graphs tab to see your results, which are also summarised in more detail on the New Summaries tab.

4. Look at the 'MATS data sheet completed example v2' to show you what it looks like now

Ready to make a start?

If you now feel you are ready to make a start, open up 'MATS - data entry sheet blank cycle 4.xls' and you can begin to put in all the information about your trainers, mentors, mentees and non-mentees on the front sheet.