

Title	Facilitate the Peer Support programme in schools		
Level	3	Credits	4

Purpose	<p>This unit standard is intended for senior students in secondary schools who are leaders in the Peer Support programme.</p> <p>People credited with this unit standard are able to: describe the Peer Support programme; plan a Peer Support session in accordance with the needs of the participants and the topic; demonstrate leadership skills during the facilitation of a Peer Support group session; and evaluate own leadership skills during the facilitation of a Peer Support group session.</p>
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Classification	Core Generic > Social and Cooperative Skills
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Available grade	Achieved
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Explanatory notes

- 1 *The Peer Support programme, Te Aka Tautoko Akonga*, is a personal development programme for secondary students led by senior students.

Senior students are trained to help younger students develop the skills, knowledge and confidence to get along with people around them. The result is a network of personal support for young people who are new to secondary school.

The programme helps senior students to give emotional and moral support to younger peers. All students involved benefit from the process – Peer Support develops leadership skills among the students who provide support, and it raises the self-esteem and confidence of younger students at a time of change when they may be vulnerable.

- 2 The Peer Support programme for secondary schools is supported and sponsored by the Peer Support Trust of New Zealand Incorporated, and the District Committees of the six Rotary Districts.
- 3 Student Leader's Manual *The Peer Support Programme for New Zealand Secondary Schools*, underpins the knowledge and skills in this unit standard. All activities associated with this unit standard must meet the standards set out in this manual, which can be ordered from:
 New Zealand Peer Support Trust
 PO Box 6078
 Upper Riccarton
 Christchurch 8442
 The order form can be downloaded from www.peersupport.org.nz.

4 Definitions

Leader refers to a senior student who leads a Peer Support session – there are normally two leaders for every session.

Participants refer to junior students who take part in Peer Support activities under the guidance of a leader.

Teacher-leader refers to the teacher or other adult in the school community who trains, guides, and supports the leader in their implementation of the Peer Support programme.

Supervising teacher refers to the teacher or other adult who supervises the session and evaluates the leader's performance.

Activity refers to a component part of the Peer Support programme.

Session refers to a meeting of a group of participants who are taking part in an activity.

- 5 Assessment against this unit standard must be conducted as part of Peer Support activity, not in a simulated or role-played situation.

Outcomes and evidence requirements

Outcome 1

Describe the Peer Support programme.

Evidence requirements

- 1.1 The Peer Support programme is described in terms of its structure, aims and values.
- 1.2 The description includes the roles of the leaders, the teacher-leader, the supervising teacher, the school, and Rotary.
- 1.3 The positive effects of the programme are described in terms of the benefits to the leaders, the participants, and the school.

Outcome 2

Plan a Peer Support session in accordance with the needs of the participants and the topic.

Evidence requirements

- 2.1 A Peer Support session is planned to meet the needs of the participants and the topic.

Range planning includes but is not limited to – objectives, discussion questions on the topic, activities, and equipment.

Outcome 3

Demonstrate leadership skills during the facilitation of a Peer Support group session.

Evidence requirements

3.1 Leadership skills are demonstrated during the facilitation of a peer support session.

Range leadership skills include but are not limited to – meeting session objectives, maintaining order, keeping within time constraints, effective use of resources, knowledge of the topic, familiarity with the exercises, showing respect for difference including cultural difference.

3.2 Communication skills are demonstrated in terms of the appropriateness of language used for topic and participants.

Range may include but is not limited to – clarity of explanations and instructions, interpretation, use of appropriate body language, variety of voice patterns.

3.3 Active listening skills are demonstrated.

Range attending, questioning, reflecting, paraphrasing, summarising.

3.4 Management skills are demonstrated in terms of encouraging participants to contribute in the session, to work co-operatively and to show respect for differences of opinion.

3.5 Problem solving skills are demonstrated in terms of problem identification, generation of potential solutions, choice of solution, implementation of solution, and evaluation of effectiveness of solution.

Outcome 4

Evaluate own leadership skills demonstrated during the facilitation of a Peer Support group session.

Evidence requirements

4.1 Participants' feedback is gathered and reflected upon.

4.2 Recommendations for improvement to future sessions are documented.

Status and review information

Registration date	16 July 2010
Date version published	16 July 2010
Planned review date	31 December 2015

Accreditation and Moderation Action Plan (AMAP) reference	0023
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This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Consent requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.