

**Learner Unit Achievement Checklist**

**SEG Awards Certa Level 1 Certificate in Young Person Mentoring**

**603/2757/1**

###### Level 1 Certificate in Young Person Mentoring

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/616/7775 An Introduction to Mentoring Young People in a Professional Setting - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the role of a young person’s peer mentor.  **1.2** Identify what is required to be a good young person’s peer mentor.  **1.3** Identify the responsibilities and limitations of the role of a young person’s peer mentor. |  |  |  |  |
| **2.1** Define the term ‘Boundaries’ and why setting appropriate boundaries is important.  **2.2** Demonstrate an understanding of professional boundaries.  **2.3** Identify 3 risks associated with not setting appropriate boundaries. |  |  |  |  |
| **3.1** Demonstrate in a professional setting an understanding of confidentiality.  **3.2** Describe confidentiality and how it would be used within a peer mentor’s role.  **3.3** List 3 types of information that may be classed as confidential.  **3.4** Identify why it is important to provide confidentiality.  **3.5** Give examples of 3 instances where confidentiality must be breached. |  |  |  |  |

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**A/616/7776 An Understanding of How to Provide an Inclusive Practice - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the meaning of the term ‘equality’.  **1.2** Define the meaning of the term ‘diversity’.  **1.3** Understand the importance of promoting equality and diversity within a mentoring setting. |  |  |  |  |
| **2.1** Define the meaning of the term ‘inclusion’.  **2.2** Demonstrate the steps that can be taken in order to provide equal opportunities.  **2.3** Demonstrate knowledge of 3 forms of discrimination. |  |  |  |  |
| **3.1** Define the meaning of the term ‘stereotype’.  **3.2** Demonstrate an understanding of common stereotypes of young people.  **3.3** Explain 3 negative impacts that stereotypes can have on others.  **3.4** Demonstrate the importance of providing a non-judgmental practice. |  |  |  |  |

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**F/616/7777 An Understanding of How to Safeguard Young People Effectively - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the meaning of the term ‘safeguarding’.  **1.2** Identify the difference between safeguarding and risky behavior.  **1.3** Identify 3 different forms of safeguarding concerns. |  |  |  |  |
| **2.1** Define what constitutes abuse.  **2.2** Identify different forms of abuse.  **2.3** Identify indicators/signs of abuse. |  |  |  |  |
| **3.1** Define the responsibilities and procedures when a safeguarding concern arises. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**J/616/7778 Developing Effective Communication Skills - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify what is meant by the term ‘communication skills’.  **1.2** Identify the different types of communication skills.  **1.3** Identify ways of using communication skills effectively. |  |  |  |  |
| **2.1** Demonstrate why communication skills are important in building relationships.  **2.2** Identify how developing effective communication skills can increase confidence.  **2.3** Identify the impact on the relationship when communication skills are not used correctly. |  |  |  |  |
| **3.1** Demonstrate the ability to use effective communication skills. |  |  |  |  |

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**L/616/7779 Identifying Support Needs and How to Address Them - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify 3 different types of support needs a person may have.  **1.2** Demonstrate how to identify different support needs.  **1.3** Identify the action taken for an identified support need. |  |  |  |  |
| **2.1** Demonstrate the ability to identify local support services that can support young people in a particular local area. |  |  |  |  |
| **3.1** Understand procedures for recording and storing personal information.  **3.2** Explain the importance of making good case notes.  **3.3** Demonstrate an understanding of data protection procedures. |  |  |  |  |

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