

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

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## **Qualification Guidance**

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**Level 1 Certificate – 603/2757/1**

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## About Us

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Skills and Education Group Awards (Certa)<sup>1</sup> continually invest in high quality qualifications, and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

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The [Skills and Education Group Awards](#) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

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The specification code is C9926-01.

Version	Date	Details of change
1.3	January 2020	New qualification guide
1.4	January 2021	Updated review date

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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<sup>1</sup> Certa Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to Certa Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Introduction

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The SEG Awards Certa Level 1 Certificate in Young Person Mentoring is a nationally recognised qualification. It prepares learners for Peer Mentor Volunteering placements within Young People's Services. It equips them with some skills and knowledge that can help with the voluntary role as a mentor.

## Aims

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The Level 1 Certificate is designed ideally for learners who access Young People's Services.

A substantial portion of the learning will focus on developing skills, knowledge and understanding in Young Person Mentoring, so that all learners are effectively prepared for further study or a future career in Young People's Support Work.

## Pre-requisites

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There are no specific entry requirements to study for these qualifications.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Qualification Structure and Rules of Combination

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### Rules of Combination: Level 1 Certificate in Young Person Mentoring

Learners must achieve 15 credits by completing all of the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
An Introduction to Mentoring Young People in a Professional Setting	T/616/7775	L1	3	27
An Understanding of How to Provide an Inclusive Practice	A/616/7776	L1	3	27
An Understanding of How to Safeguard Young People Effectively	F/616/7777	L1	3	27
Developing Effective Communication Skills	J/616/7778	L1	3	27
Identifying Support Needs and How to Address Them	L/616/7779	L1	3	27

## Assessment

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Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## **Practice Assessment Material**

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## **Teaching Strategies and Learning Activities**

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

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This qualification will lead to voluntary placements within Young People's Services. It will support learners who are starting on their journey to a career in Young People's Support Work, which may also support their application into further education.

## **Tutor/Assessor Requirements**

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Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

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These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>								
Level 1 Certificate in Young Person Mentoring – 603/2757/1								
<b>Qualification Purpose</b>	It prepares learners for Peer Mentor Volunteering placements within Young People’s Services. It equips them with some skills and knowledge that can help with the voluntary role as a mentor.							
<b>Age Range</b>	Pre 16		16-18	✓	18+	✓	19+	✓
<b>Regulation</b>	The above qualifications are regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>							
<b>Type of Funding Available</b>	See LARS (Learning Aims Reference Service)							
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges							
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
<b>Operational Start Date</b>	01/01/2018							
<b>Review Date</b>	31/12/2024							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	135							
<b>Total Qualification Time (TQT)</b>	150							
<b>Skills and Education Group Awards Sector</b>	Health and Social Care							
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care							
<b>Support from Trade Associations/Stakeholder Support</b>								
<b>Administering Office</b>	See Skills and Education Group Awards web site							



## An Introduction to Mentoring Young People in a Professional Setting

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<b>Unit Reference</b>	<b>T/616/7775</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>27 hours</b>
<b>Unit Summary</b>	This unit will ensure that learners understand the key requirements of a peer mentoring role. They will gain knowledge and skills in working within pre-determined boundaries and within a professional work setting.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.5)</b> <i>The learner can</i>
1. Understand what is meant by 'peer mentoring'.	<p>1.1 Define the role of a young person's peer mentor.</p> <p>1.2 Identify what is required to be a good young person's peer mentor.</p> <p>1.3 Identify the responsibilities and limitations of the role of a young person's peer mentor.</p>
2. Understand the importance of setting professional boundaries.	<p>2.1 Define the term 'Boundaries' and why setting appropriate boundaries is important.</p> <p>2.2 Demonstrate an understanding of professional boundaries.</p> <p>2.3 Identify 3 risks associated with not setting appropriate boundaries.</p>
3. Understand the need for confidentiality in a professional setting.	<p>3.1 Demonstrate in a professional setting an understanding of confidentiality.</p> <p>3.2 Describe confidentiality and how it would be used within a peer mentor's role.</p> <p>3.3 List 3 types of information that may be classed as confidential.</p> <p>3.4 Identify why it is important to provide confidentiality.</p>



	3.5 Give examples of 3 instances where confidentiality must be breached.
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## An Understanding of how to Provide an Inclusive Practice

<b>Unit Reference</b>	<b>A/616/7776</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>27 hours</b>
<b>Unit Summary</b>	This unit will enable a learner to understand equality, diversity and inclusion and how it can impact on their ability to deliver an inclusive practice.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Understand the importance of equality and diversity within a mentoring setting.	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. Understand the importance of providing an inclusive practice that promotes equal opportunities and avoids discrimination.	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. Understand the need to respect individuality and the negative impact of stereotyping.	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.

## An Understanding of How to Safeguard Young People Effectively

<b>Unit Reference</b>	<b>F/616/7777</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>27 hours</b>
<b>Unit Summary</b>	This unit provides an introduction to safeguarding and abuse and provides learners with the confidence to follow procedures if a concern arises.
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.1) <i>The learner can</i></b>
1. Understand what constitutes safeguarding young people.	1.1 Define the meaning of the term 'safeguarding'. 1.2 Identify the difference between safeguarding and risky behaviour. 1.3 Identify 3 different forms of safeguarding concerns.
2. Understand the different forms of abuse.	2.1 Define what constitutes abuse. 2.2 Identify different forms of abuse. 2.3 Identify indicators/signs of abuse.
3. Understand the roles and responsibilities around safeguarding young people.	3.1 Define the responsibilities and procedures when a safeguarding concern arises.

## Developing Effective Communication Skills

<b>Unit Reference</b>	<b>J/616/7778</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>27 hours</b>
<b>Unit Summary</b>	This unit will allow learners to develop their communications skills, teaching them their importance when building relationships and enabling them to understand the effect of poor communication.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
1. Understand different types of communication skills and their purpose.	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. Understand the importance of using effective communication skills to build positive relationships.	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. Understand the ability to utilise effective communication skills.	3.1. Demonstrate the ability to use effective communication skills.

## Identify Support Needs and How to Address Them

<b>Unit Reference</b>	<b>L/616/7779</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>27 hours</b>
<b>Unit Summary</b>	This unit will enable learners to identify support needs and to be able to signpost them to the correct organisation. It will also introduce them to the importance of accurate record keeping.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Be able to identify the potential support needs that a young person may present with.	<p>1.1 Identify 3 different types of support needs a person may have.</p> <p>1.2 Demonstrate how to identify different support needs.</p> <p>1.3 Identify the action taken for an identified support need.</p>
2. Be able to identify local support services.	2.1 Demonstrate the ability to identify local support services that can support young people in a particular local area.
3. Understand the importance of recording personal information.	<p>3.1 Understand procedures for recording and storing personal information.</p> <p>3.2 Explain the importance of making good case notes.</p> <p>3.3 Demonstrate an understanding of data protection procedures.</p>

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Skills and Education Group Awards website.

## **Certification**

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the web site.

## **Exemptions**

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This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

# Glossary of Terms

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## **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

## **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.