



**Unit Title:** Understanding Mentoring and Peer Support  
**Unit Level:** One  
**Unit Credit Value:** 3  
**GLH:** 27  
**Unit Code:** GB7/1/NE/001  
**Unit Review Date:** 30/09/2022  
*This unit is not part of a regulatory framework*

<b>Purpose and Aim of the Unit:</b>	The purpose of the unit is to develop learners' understanding of mentoring and peer support. Specifically the unit aims to enable learners to develop knowledge of the role of mentors and peer supporters and the range of skills necessary to undertake such activities.
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This unit has 4 learning outcomes.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the role of a mentor.	1.1. Describe what is meant by the term 'mentor'. 1.2. List the skills necessary to undertake the role of a mentor.
2. Understand the role of a peer supporter.	2.1. Describe the role of a peer supporter. 2.2. List the skills necessary to undertake the role of a peer supporter.
3. Understand different support strategies.	3.1. Identify strategies that may be used to support people. 3.2. Give an example of when each support strategy identified in 3.1 may be used.
4. Understand the purpose of evaluation in mentoring.	4.1. State when evaluation might take place. 4.2. Describe the importance of evaluation. 4.3. Give an example of an evaluation.

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## **ASSESSMENT INFORMATION**

One Awards promotes the use of a range of methods to assess the skills and knowledge of learners. Please refer to the Assessment Definitions document (available on the One Awards website) which provides guidance on the use of assessment activities at different levels, the evidence which could be generated from these activities and ways in which the assessment activities could be managed.

When planning assessment tasks for this unit, Centres should ensure that the selected assessment methods are relevant to the subject, the assessment criteria and the needs of learners.

All assessment practice for this unit should take an active account of equality and diversity issues. Centres should refer to the guidance in the One Awards Access to Fair Assessment Policy (available on the One Awards website).

## **USAGE AND COPYRIGHT NOTICE**

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