

**Unit Title:** Developing Mentoring Skills  
**Unit Level:** Two  
**Unit Credit Value:** 3  
**GLH:** 24  
**Unit Code:** GB7/2/NE/005  
**Unit Review Date:** 30/09/2022  
*This unit is not part of a regulatory framework*

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| <b>Purpose and Aim of the Unit:</b> | The purpose of the unit is to enable learners to develop the skills required to undertake a mentoring role. |
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This unit has 6 learning outcomes.

| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>   |
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| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Understand the role of a mentor.  | 1.1. Describe the role of a mentor.<br>1.2. Describe the differences between a mentor, a counsellor, a friend and a colleague.<br>1.3. Identify the boundaries of a mentoring relationship.<br>1.4. Explain the concept of confidentiality within a mentoring relationship.  |
| 2. Understand relevant policies and procedures.                                | 2.1. Explain how the following policies and procedures are relevant to a mentor:<br>(a) health and safety;<br>(b) safeguarding;<br>(c) equal opportunities;<br>(d) confidentiality.<br>2.2. Identify sources of help when a policy issue arises.   |
| 3. Be able to use good communication skills.                                   | 3.1. Explain what is meant by 'active listening'.<br>3.2. Identify three barriers to active listening.<br>3.3. Participate in a listening exercise.<br>3.4. Demonstrate how to give effective feedback.  |
| 4. Know skills needed to build and manage an effective mentoring relationship. | 4.1. Describe the three stages of a mentoring relationship.<br>4.2. Give two examples of how to build rapport at the start of a mentoring relationship.<br>4.3. Explain the importance of keeping the mentoring relationship focused.<br>4.4. Demonstrate how to help a mentee set and achieve goals.<br>4.5. Explain the importance of an appropriate ending to a mentoring relationship. |

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| Learning Outcomes   | Assessment Criteria  |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 5. Know ways to support a mentee.   | 5.1. Identify three possible issues facing a mentee and suggest ways in which a mentor might offer support.<br>5.2. List three possible agencies for signposting mentees to further support. |
| 6. Know own strengths and development needs for undertaking a mentoring role. | 6.1. Identify own skills relevant to a mentoring role.<br>6.2. Identify own development needs relevant to a mentoring role.  |

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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).

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