



Group Award Specification for:
Mentoring Award

Group Award Code: GP0J 44

Validation date: May 2018

Date of original publication: June 2018

Version: 01

Contents

1	Introduction.....	1
2	Qualification structure.....	2
	2.1 Structure.....	2
3	Aims of the qualification.....	2
	3.1 General aims of the qualification.....	2
	3.2 Specific aims of the qualification.....	2
4	Recommended entry to the qualification.....	3
5	Additional benefits of the qualification in meeting employer needs.....	3
6	Guidance on approaches to delivery and assessment.....	4
	6.1 Sequencing/integration of units.....	4
	6.2 Support materials.....	4
	6.3 Resource requirements.....	4
7	General information for centres.....	5
8	General information for learners.....	7

1 Introduction

This Mentoring award has been designed to recognise the knowledge and skills developed by mentors when taking part in organised mentoring programmes. For the purposes of this award, an organised mentoring programme will involve:

- ◆ A Mentoring Programme Co-ordinator, who is responsible for organising and overseeing the mentoring activity within an organisation.
- ◆ One-to-one mentoring, with each mentee being assigned a single mentor.
- ◆ A standard confidentiality agreement that must be signed by the mentor and mentee at the start of the programme.
- ◆ Agreed safeguards, to protect the mentor and mentee during their mentoring relationship.

There are a wide range of settings in which mentoring may be taking place and sometimes the term 'mentoring' is used to describe less formal arrangements, such as 'buddying' or 'befriending'. For this award though, it is essential that those undertaking the units are involved in a properly organised and managed mentoring programme.

In developing this award, SQA has worked with training organisations, charities and service providers, to establish what may be seen as common practice in the delivery of mentoring programmes across these sectors. The result is an award that can be delivered in many different settings, including education, employment, rehabilitation, reducing drug dependence, harm reduction, etc. The award can be delivered in a broad range of mentoring contexts, assuming it is delivered as part of an organised mentoring programme (as defined above).

The award provides an opportunity to recognise the skills developed by mentors during the programme. The fact that a mentor will have to reflect on their own experiences and share those experiences with mentees they are trying to help, can have many benefits. Performing the role of mentoring can increase confidence, self-esteem and self-worth, while also developing skills such as leadership, communication and empathy.

Any learner that has been accepted onto an organised programme as a mentor, may be a suitable learner for this award. It will be important for the staff in centres delivering this award to go through a careful selection process to determine the suitability of potential mentors before they join the programme.

2 Qualification structure

This award is made up of 2 SQA unit credits and it comprises 12 SCQF credit points.

2.1 Structure

In order to achieve the award, learners must achieve both of the units listed below. There are no optional units in this award.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J02R	44	Mentoring: An Introduction	1	6	4
J02S	44	Mentoring in Practice	1	6	4

3 Aims of the qualification

The main aims of this award are to:

- ◆ prepare mentors for the process and some of the basic techniques involved in mentoring.
- ◆ provide a route to certification for those developing skills through their involvement in organised mentoring programmes.
- ◆ create a standard approach to the delivery of mentoring programmes across organisations delivering mentoring qualifications.

3.1 General aims of the qualification

- ◆ To cover the underpinning knowledge and understanding needed to successfully perform the role of a mentor.
- ◆ To demonstrate the skills required to be a successful mentor.
- ◆ To ensure that learners:
 - understand their responsibilities but also the benefits they can gain from being part of an organised mentoring programme.
 - know what to expect and how to react at different points and how to assist the mentee for the duration of the mentoring relationship.

3.2 Specific aims of the qualification

- ◆ Learners will understand the types of mentoring and some techniques they can use as a mentor.
- ◆ They will understand the role the mentor and mentee has and the responsibilities each have to each other and to the programme.
- ◆ They will be aware of the limits and boundaries that must exist in a mentoring relationship to protect all parties.
- ◆ They will understand the importance of bringing an end to a mentoring relationship and how this should be achieved.
- ◆ They will demonstrate the application of their mentoring skills in a mentoring relationship.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

It will be important for this award to be accessible and manageable for most of those who might take part in and benefit from an organised mentoring programme. For that reason, the content of the units and the complexity of the tasks learners are expected to complete have been set at a level that anticipates minimal entry qualifications.

It will increase learners' chances of success in the award if they have already achieved some units and/or courses at SCQF level 3 and 4, or equivalent (as a minimum) before they start. However, centres should also take into account a learners life experience and their ability to communicate effectively, to reflect and to empathise with others.

5 Additional benefits of the qualification in meeting employer needs

Although this award is not designed specifically to prepare learners for work or the skills they may require in a given workplace, learners will develop a variety of transferrable skills by completing this award. Learners will develop and improve their skills in communication, leadership, self-organisation, team working and empathy, among others.

For some learners the most important benefits of their involvement in an organised mentoring programme will be seen through regaining self-respect, improving self-confidence and gaining new perspective on issues that have affected them in the past. The effect of these benefits on the wellbeing of the individual will also improve their employability by making them potentially more positive and resilient.

It will be important for learners to be continually reminded of the skills they are developing and to discuss and describe these skills. The ability to explain what skills they have developed and used will be of great help in future job interviews, job applications and CVs.

6 Guidance on approaches to delivery and assessment

The two units in the award have been designed so that one covers the underpinning knowledge, while the other covers the practical skills required by mentors.

The assessment of the unit, *Mentoring: An Introduction* must be carried out using the e-assessment provided by SQA on its SOLAR e-assessment system. Centres that have never used SOLAR before should visit the SOLAR website (www.sqasolar.org.uk) and follow the instructions titled 'System/Subject Access' in the 'Centre' section.

6.1 Sequencing/integration of units

It is recommended that the unit, *Mentoring: An Introduction* is completed first, before the learner is assigned a mentee and begins mentoring. The second unit, *Mentoring in Practice*, follows the process of mentoring from the beginning to the end of the mentoring relationship. This second unit should allow the learner and assessor to collect evidence as the learner carries out the role of mentor.

Evidence for the *Mentoring in Practice* unit should be collected as the learner progresses through a 'real life' mentoring relationship. However, where the relationship is likely to continue over a longer period of time it will be possible to demonstrate the skills involved in ending the mentoring relationship through simulated exercises and role play. This should potentially allow learners to complete their award and gain certification before the mentoring relationship ends.

6.2 Support materials

Learner support packs covering both of the units in the award are available on the Mentoring award section of the SQA secure website. Learners should use these packs as the basis for their studies and centres should use the packs as a reference tool to support their delivery of the qualification.

The unit, *Mentoring: An Introduction* must be assessed using the e-assessment available on SOLAR. Learners should be encouraged to use formative assessment questions available in the 'Open Assess' section of the SOLAR website that relate to Mentoring. The formative assessment questions will help learners:

- ◆ get used to using the on-screen assessment system.
- ◆ practice using the navigation tools within the e-assessment.
- ◆ practice answering the type of questions they can expect to face in their summative assessment.

6.3 Resource requirements

Each centre will need to have access to one or more PC(s) or laptop(s) that can be used by learners in quiet and secure surroundings. Access to the internet will also be required. The technical requirements for accessing the e-assessment material are given on the 'Centres' section of the SOLAR website.

<https://www.sqasolar.org.uk/mini/27322.html>

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All centres delivering this award must use the SOLAR assessments provided to generate their evidence for the first unit. For the second unit (*Mentoring in Practice*) evidence can be collected and recorded using the SOLAR assessment provided or using the forms contained within the Tutor Guide available from the SQA secure website.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

8 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The Mentoring award will help you gain recognition for the skills you will develop as a Mentor in an organised mentoring programme. As well as assisting other people by giving them your help as a mentor, you will be developing and using new skills, which could improve your employment prospects, help you access new learning opportunities, or simply improve your social skills.

Normally, learners will volunteer to act as mentors and it's important that if you do volunteer, you take the role seriously. You must remember at all times that the welfare of the person you are mentoring is the most important thing. You will be expected to sign a confidentiality agreement covering anything that may be discussed during your mentoring sessions.

The Mentoring award is made up of two units:

- 1 *Mentoring: An Introduction*
- 2 *Mentoring in Practice*

The first unit covers the knowledge and theory, while the second unit covers the practical skills required to be a mentor. The award will cover a range of knowledge and skills including:

- ◆ The types of mentoring available and some of the techniques you can use as a mentor.
- ◆ The responsibilities the mentor and the mentee have to each other and to the programme.
- ◆ The limits and boundaries that must exist in a mentoring relationship to protect all parties.
- ◆ How to end a mentoring relationship in an appropriate manner.
- ◆ The application of your mentoring skills in a mentoring relationship.