

**UNIT TITLE:** Understanding the Role of Young People as Peer Mentors

**LEVEL:** One  
**CREDIT VALUE:** 3  
**GLH:** 27  
**NOCN UNIT CODE:** PT1/1/QQ/008  
**ACCREDITED UNIT NO:** R/500/5092

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. Recognise the role a peer mentor. (SLIr/L1.3; SLc/L1.3; Wt/L1.1, L1.4)	1.1. Identify the role of a peer mentor. 1.2. State the boundaries of the role. 1.3. State the appropriate signposting mechanism of a peer mentor in a given situation.
2. Recognise why peer mentoring is important to young people. (SLc/L1.3; Scd/L1.1; Wt/L1.1, L1.4)	2.1. List at least 3 benefits to a young person of working with a peer mentor. 2.2. Identify how peer mentoring will benefit the community. 2.3. Give at least 2 examples of the importance of confidentiality in the peer mentoring role. 2.4. Give at least 2 examples of the limits of confidentiality in the peer mentoring role.
3. Appreciate the role of peer mentor with young people within the local community. (SLc/L1.3; SLIr/L1.1; SLd/L1.1, L1.2)	3.1. Identify own role as a peer mentor in the local community. 3.2. List at least 3 advantages of being a peer mentor to a young person.
4. Recognise ways to assess own work with young people in the role of peer mentor. (SLIr/L1.1; SLc/L1.3; Wt/L1.5)	4.1. Identify ways to assess own work as a peer mentor. 4.2. Give 3 reasons for assessing own work as a peer mentor. 4.3. Plan and use a basic format for assessing own work as a peer mentor.

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Mapped to the Adult Literacy Core Curriculum, 2001.

Please note: Achievement of this unit does not provide evidence against the Care Standards Act requirements.

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**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key:** **P = Prescribed** – this assessment method *must* be used to assess the unit.  
**O = Optional** – this assessment method *could* be used to assess the unit.

Case study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary	O	Practice file	

**Signposting Key Skills**

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	
Information Technology		Problem solving	
Application of Number		Improving Own Learning and Performance	✓