Ascentis Level 1 Award in Mentoring

Specification

Ofqual Number:	**601/6324/0**
Ofqual Start Date:	01/08/2015
Ofqual Review Date:	31/07/2027
Ofqual Certification Review Date:	31/07/2028

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Version and Date	Change Detail	Section
November 2026 v2	Learner Declaration of Authenticity added	Tracking Sheets

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

And

- **An Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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ASCENTIS LEVEL 1 AWARD IN MENTORING

Introduction

This qualification has been designed to provide the skills needed to become an effective mentor. The qualification will allow learners to try out their own mentoring skills, learning the boundaries of the mentoring role and the benefits that mentoring can bring to other people and the community.

Aims

To provide the skills and knowledge for learners to become effective mentors. Learners will also develop some basic skills to help assess their own effectiveness as a mentor.

Target Group

This qualification is for learners who:

- Are considering working as a mentor, coach or classroom assistant in the future and would like a brief introduction into the mentoring role
- Would like to develop basic mentoring skills to enable them to progress to higher levels of vocational learning designed to support other people
- Need to practice and develop interpersonal skills

Ofqual Qualification Number: **601/6324/0**

Rules of Combination

601/6324/0 Ascentis Level 1 Award in Mentoring				
All three units are mandatory - a total of 6 credits				
A (Mandatory units) - All three units are mandatory - a total of 6 credits				
Title	Level	Credit Value	GLH	Unit ref
Mentoring Practice	Level 1	2	16	D/507/2875
Introduction to Mentoring	Level 1	1	8	R/507/2873
Mentoring Skills	Level 1	3	24	Y/507/2874

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 1 Award in Mentoring is 48.

Total Qualification Time

The total qualification time for Level 1 Award in Mentoring is 60.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18, 19+

Opportunities for Progression

The primary purpose of this qualification is to give learners skills to progress to the next level of vocational learning in mentoring, coaching or learning support. Although it does not provide the skills to work as a professional mentor, this Level 1 Award will allow progression to further learning in a range of qualifications including the Ascentis Level 2 Certificate in Learning Support.

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

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Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If you wish to deliver it in any other nation, please contact development@ascentis.co.uk

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the User Resources area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition.* Full details of this procedure, including how to make an application, are available from the User Resources area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

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Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. You will receive a visit from your Ascentis Quality Reviewer usually at the beginning of the academic year. This and external verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should hold a subject related qualification at a minimum of the level above in the area in which they are making assessment decisions / delivering the qualification or recent, extensive and relevant experience in the sector in which the qualification resides. Advice can be sought from the Ascentis office about relevant qualifications and appropriate levels of experience.

Assessors and Internal Quality Assurers should ideally be qualified to make assessment / quality assurance decisions. They should preferably hold a relevant qualification such as:

Assessors:

- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Quality Assurers:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Legacy qualifications such as V1 or D34

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or a PGCE. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes. Refresher training is available from Ascentis for anyone in this role.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Centre staffing will be checked as part of the centre approval process, which will ask for copies of CVs and teaching certificates.

Unit Title: Mentoring Practice
Unit Reference Number: D/507/2875

Credit Value of Unit: 2 **GLH of Unit:** 16 **Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use mentoring skills and demonstrate good practice	1.1. Write a simple action plan for use with a client
	1.2. Use the action plan with a client
	1.3. Maintain an effective mentoring relationship over a given period of time
	1.4. Demonstrate good practice has been implemented when mentoring
	1.5. Give examples of a difficulty which arise when mentoring
	1.6. Describe how the difficulty was managed within the mentoring relationship
2. Understand how to review own practice as a mentor	2.1. Identify at least 2 mentoring skills used well and 2 which need further development
	2.2. Outline the main skills used to fulfil their mentoring role effectively
	2.3. Outline 2 possible ways to improve own performance as a mentor

Assessment Method

N/A

Equivalences

N/A

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Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

- The content of a specific, measurable, achievable, realistic, and timely (SMART) action plan for use with the mentee, a negotiation agreement, and implementation of the SMART action plan.
- The characteristics of an effective professional relationship with the mentee with agreed goals, regular contact, and mutual respect.
- Professional boundaries in the mentor/mentee relationship, such as agreeing goals, exercising mutual respect, observing confidentiality, using appropriate language (e.g., no swearing), setting times/dates when contact can be made, giving notice if either party cannot attend a meeting, and not accepting gifts or loans. Please note this list is not exhaustive and there may be other examples that could be included.
- Good practice in mentoring, such as modelling professional behaviour (e.g., appropriate communication and respect), good organisation and timekeeping skills, and adhering to boundaries (listed above).
- Difficulties that could arise during mentoring, such as a change in the mentee's circumstances that may impact the achievement of goals. Examples of this could include a life event, such as bereavement, an illness, job loss or change, moving house, having a baby, relationship issues, or divorce.
- Managing difficulties that arise, such as helping the mentee negotiate and extend a deadline, signposting them to appropriate agencies/bodies for further support (e.g., bereavement counselling, employment agencies, health services), and extending one's own knowledge of support sources to help manage any difficulties.
- Personal reflective skills to recognise mentor's own strengths and areas for development in mentoring. These could include: reflective listening skills to enable support to be tailored to the mentee's needs, relevant subject/qualification knowledge to ensure appropriate guidance is given to the mentee, respect for others to help the mentee feel valued and willing to engage in the relationship, and strong written communication skills to enable accurate record keeping. Please note this list is not exhaustive and there are many other personal skills a mentor may need.
- Ways to improve personal mentoring skills. This could include carrying out research, shadowing colleagues, attending standardisation meetings with colleagues if available, and pursuing further mentoring qualifications.
- Effective written and verbal communication skills, including professional vocabulary.

Unit Title: Introduction to Mentoring
Unit Reference Number: R/507/2873

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'mentoring'.	1.1. Identify the key stages in the mentoring process
	1.2. List the main personal skills a mentor should have and state why they should have them
	1.3. Identify their own skills against the personal skills that are needed to be a mentor
	1.4. Identify the skills you may need to develop in order to be an effective mentor
2. Understand the need to respect individuality and difference.	2.1. Give an example of how a life event might influence a person's behaviour towards other people
	2.2. State why it is important to be non-judgemental and accept differences in others

Assessment Method

N/A

Equivalences

N/A

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. ▪ The definition of the term ‘mentoring’. ▪ The roles of mentor and mentee. ▪ The four phases of the mentoring process: preparation, negotiating, enabling growth, and closure. ▪ The personal skills needed to be a mentor and why they are needed, including reflective listening skills to enable support to be tailored to the mentee’s needs, relevant subject/qualification knowledge to ensure appropriate guidance is given to the mentee, respect for others to help the mentee feel valued and willing to engage in the relationship, and strong written communication skills to enable accurate record keeping. Please note this list is not exhaustive and there are many other personal skills a mentor may need. ▪ Reflection on mentor’s own personal skills, carrying out a skills audit to help identify areas for development, drawing on personal and peer experience, developing the ability to source support and learning to enhance own skills as a mentor. ▪ The influences and circumstances that can have an impact on an individual and affect their ability to relate to others or succeed (e.g., life events like bereavement, illness, and job loss). ▪ The importance of being non-judgemental and accepting differences in others to help build the necessary rapport and empower the mentor (with specific reference to the Equality Act 2010).

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Unit Title: Mentoring Skills
Unit Reference Number: Y/507/2874

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the stages of the 'mentoring' relationship	1.1. Outline the stages of a typical mentoring relationship
	1.2. List the records that need to be kept regarding an ongoing mentoring relationship
2. Understand a range of techniques to make mentees feel comfortable and at ease	2.1. Identify at least 3 communication skills which could be used when mentoring
	2.2. Use one of these communication skills
	2.3. State how the environment can affect the mentoring relationship
	2.4. Identify at least 3 potential barriers to a good mentoring relationship and say how they can be addressed
3. Understand the boundaries of a mentoring relationship	3.1. Explain why a 'contract' is important for a mentoring relationship
	3.2. Explain the importance of clear mentoring guidelines
	3.3. Outline the importance of confidentiality in a mentoring context
	3.4. State how to end a mentoring relationship effectively
4. Understand when and to whom referrals should be made	4.1. Identify key referral routes or agencies
	4.2. Give 2 examples of situations when a mentor should refer matters to another person or organisation

Assessment Method

N/A

Equivalences

N/A

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Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

- The four phases of the mentoring process: preparation, negotiating, enabling growth, and closure.
- The importance of records that need to be kept for the mentoring process. These records can include: personal data of mentor/mentee (such as phone number, email address), written or voice recorded summaries of meetings, the action plan, the appeals procedure (including contact details), and evaluation of the mentoring process.
- Effective written communication skills to create records, such as, clarity of expression, conciseness, and being specific.
- Other communications skills useful in the mentoring process, such as active listening, appropriate questioning techniques, recognition of non-verbal cues, and appropriate responses.
- Use of the above communication skills to develop the relationship with the mentee, establish their needs, and check understanding.
- Suitable environments for mentoring meetings, taking into consideration the ways in which the environment can impact the mentoring relationship. For example, a quiet, calm, and comfortable setting can enable the mentee to feel at ease and be productive, whereas a busy or noisy area may make the mentee feel uncomfortable and unable to complete work effectively.
- Potential barriers (e.g., lack of trust, incompatibility, not feeling valued, or respected) to the mentor/mentee relationship, and ways to overcome these, such as open discussion of any issues that arise.
- The importance of a mentoring 'contract' to help provide guidelines for both parties, including a record of the support and the boundaries which have been agreed.
- The importance of confidentiality in the mentor/mentee relationship in order to build trust and adhere to the General Data Protection Regulation (GDPR), and how to maintain this while following safeguarding guidelines.
- How to end a mentoring relationship effectively. Steps should include:
  1) Review of mentee's progress.
  2) Discussion of goals met and how well they have been met.
  3) Discussion of any goals not achieved, the reasons why, and what to do next.
  4) Feedback from both mentor and mentee on how the relationship worked.
  5) Future plans for the mentee.
- Situations when support outside the mentor/mentee relationship is needed, such as if a mentee has a health problem, becomes homeless, or loses their job. Extending own knowledge of support sources (e.g., Citizens Advice Bureau, social services, National Careers Service, health centres, housing associations) to direct mentees to, if required.

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Summary Record of Achievement
Ascentis Level 1 Award in Mentoring

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Mentoring Practice	1	2			
Introduction to Mentoring	1	1			
Mentoring Skills	1	3			

Learner Name _____

Minimum Credit Value of Qualification 6

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Tracking Sheet
D/507/2875
Mentoring Practice

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Write a simple action plan for use with a client				
1.2. Use the action plan with a client				
1.3. Maintain an effective mentoring relationship over a given period of time				
1.4. Demonstrate good practice has been implemented when mentoring				
1.5. Give examples of a difficulty which arise when mentoring				
1.6. Describe how the difficulty was managed within the mentoring relationship				
2.1 Identify at least 2 mentoring skills used well and 2 which need further development				
2.2. Outline the main skills used to fulfil their mentoring role effectively				
2.3. Outline 2 possible ways to improve own performance as a mentor				

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

Learner Signature_____ **Date** _____

The evidence stated above has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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Tracking Sheet
R/507/2873
Introduction to Mentoring

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the key stages in the mentoring process				
1.2. List the main personal skills a mentor should have and state why they should have them				
1.3. Identify their own skills against the personal skills that are needed to be a mentor				
1.4. Identify the skills you may need to develop in order to be an effective mentor				
2.1 Give an example of how a life event might influence a person's behaviour towards other people				
2.2. State why it is important to be non-judgemental and accept differences in others				

Learner Declaration of Authenticity

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The evidence stated above has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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Tracking Sheet
Y/507/2874
Mentoring Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the stages of a typical mentoring relationship				
1.2. List the records that need to be kept regarding an ongoing mentoring relationship				
2.1 Identify at least 3 communication skills which could be used when mentoring				
2.2. Use one of these communication skills				
2.3. State how the environment can affect the mentoring relationship				
2.4. Identify at least 3 potential barriers to a good mentoring relationship and say how they can be addressed				
3.1 Explain why a 'contract' is important for a mentoring relationship				
3.2. Explain the importance of clear mentoring guidelines				
3.3. Outline the importance of confidentiality in a mentoring context				
3.4. State how to end a mentoring relationship effectively				
4.1 Identify key referral routes or agencies				
4.2. Give 2 examples of situations when a mentor should refer matters to another person or organisation				

Learner Declaration of Authenticity

I confirm that:

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The evidence stated above has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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