Ascentis Level 2 Certificate in Learning Support

Specification

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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LEARNING SUPPORT SUITE

Introduction

This qualification has been designed to provide the skills required to support other learners in a wide range of contexts.

Aims

The aims of the qualification are to enable learners:

1   understand how to support other people to learn

2   to recognise a range of challenging issues that may affect people's ability to learn

3   identify ways in which you can help others to overcome these issues

Target Group

The Learning Support qualification may be right for learners who:

- would like to understand how to support others to learn
- need to understand how ability to learn can be affected by a wide range of personal, social or environmental factors
- are not currently working in a learning support environment but are considering doing to in the future – in school, further education or other environments
- would like to gain the skills and knowledge necessary to support learners in a wide range of settings

Ofqual Qualification Number:

601/6327/6 Ascentis Level 2 Certificate in Learning Support

Rules of Combination

601/6327/6 Ascentis Level 2 Certificate in Learning Support				
Learners must achieve 15 credits. 6 from the mandatory unit in group A and 9 from the optional units in group B				
A(Mandatory unit) - This unit is mandatory - a total of 6 credits				
Title	Level	Credit Value	GLH	Unit ref
Preparing to support learning	Level 2	6	30	R/504/0067
B(Optional units) - 9 credits are required from any of the units in group B				
Title	Level	Credit Value	GLH	Unit ref
Prejudice and Discrimination	Level 2	3	24	A/504/8843
Mentoring Practice	Level 2	2	16	A/505/1287
Negotiation Skills	Level 2	2	16	A/505/4643
Dyslexia Awareness	Level 2	3	24	D/505/9074
Dyspraxia Awareness	Level 2	3	24	D/506/4744
Autistic Spectrum Disorder	Level 2	3	24	F/505/7348
Introduction to Mentoring	Level 2	1	8	H/505/8671
Attention Deficit Hyperactivity Disorder Awareness	Level 2	3	24	H/507/2876
Facilitate learning and development for individuals	Level 3	6	25	J/502/9549
Mentoring Skills	Level 2	3	24	J/505/1289
Awareness of Asperger Syndrome	Level 2	3	24	K/507/2877
Recognising and Dealing with Bullying	Level 2	2	16	M/505/0802
Understanding Different Approaches to the Use of Counselling Skills	Level 3	3	24	M/507/2878
Equality and Diversity	Level 2	3	24	R/505/1974
Understanding skills needed to be a peer educator	Level 2	1	8	R/506/5373
Understanding Roles and Responsibilities of a Peer Educator	Level 2	2	18	T/505/8674
Developing Personal Learning Skills	Level 2	3	24	Y/506/5374

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 2 Certificate in Learning Support is 79.

Total Qualification Time

The total qualification time for Level 2 Certificate in Learning Support is 150.

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 Certificate can lead to the Ascentis Level 2 Diploma in Learning Support, Level 3 qualifications in Education and Training.

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.

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 a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

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 Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition[1].* Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

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. Tracking Sheets are in a separate document.

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. 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

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

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.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Mandatory Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Facilitate learning and development for individuals
Unit Reference Number: J/502/9549

Credit Value of Unit: 6   **GLH of Unit:** 25   **Level of Unit:** 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand principles and practices of one to one learning and development	1.1. Explain purposes of one to one learning and development
	1.2. Explain factors to be considered when facilitating learning and development to meet individual needs
	1.3. Evaluate methods for facilitating learning and development to meet the needs of individuals
	1.4. Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
	1.5. Explain how to overcome individual barriers to learning
	1.6. Explain how to monitor individual learner progress
	1.7. Explain how to adapt delivery to meet individual learner needs
2. Be able to facilitate one to one learning and development	2.1. Clarify facilitation methods with individuals to meet their learning and/or development objectives
	2.2. Implement activities to meet learning and/or development objectives
	2.3. Manage risks and safeguard learners participating in one to one learning and/or development
3. Be able assist individual learners in applying new knowledge and skills in practical contexts	3.1. Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
	3.2. Explain benefits to individuals of applying new knowledge and skills
4. Be able to assist individual learners in reflecting on their learning and/or development	4.1. Explain benefits of self-evaluation to individuals
	4.2. Review individual responses to one to one learning and/or development
	4.3. Assist individual learners to identify their future learning and/or development needs

Assessment Method

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Preparing to support learning
Unit Reference Number: R/504/0067

Credit Value of Unit: 6   **GLH of Unit:** 30   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand learning support practice in lifelong learning contexts	1.1. Describe the importance of learning for achieving personal goals and participating in life, learning and work
	1.2. Identify different contexts for learning support practice
	1.3. Describe the contribution of learning support in the provision of learning opportunities
	1.4. Describe how to work with learners and others to support learning in a particular lifelong learning context
	1.5. Identify national and local policy and regulatory requirements related to learning support practice
2. Understand the values and principles of inclusive learning support	2.1. Identify values and principles which underpin learning support practice
	2.2. Describe key features of an inclusive learning environment
	2.3. Describe key features of independent learning
	2.4. Describe ways of working with learners that promote inclusive and independent learning
	2.5. Explain the importance of communication for inclusive learning
	2.6. Explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work
3. Understand how to support learning	3.1. Describe key responsibilities and contribution of a learning support practitioner throughout a learning programme
	3.2. Describe how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning
	3.3. Describe how to use learning support activities to engage and motivate learners
	3.4. Describe ways in which resources can be used to meet the individual needs of learners
4. Be able to evaluate and improve learning support practice	4.1. Describe the effectiveness of an observed learning support session
	4.2. Identify own strengths and development needs in relation to learning support practice
	4.3. Plan opportunities to meet own development needs in relation to learning support practice

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	4.4. Identify opportunities to meet own development needs in literacy, language, numeracy and ICT

Assessment Method

N/A

Equivalences

N/A

Group B Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Prejudice and Discrimination
Unit Reference Number: A/504/8843

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the meaning of the terms 'prejudice' and 'discrimination'.	1.1. Define the terms 'prejudice' and 'discrimination'.
	1.2. Explain the difference between prejudice and discrimination.
2. Know about stereotypical attitudes.	2.1. Describe different stereotypes.
	2.2. Outline positive and negative factors in relation to stereotypes.
3. Know about the origins of attitudes.	3.1. Examine how attitudes have been formed.
	3.2. Identify ways in which attitudes may be challenged.
4. Know the consequences of prejudice and discrimination.	4.1. Describe ways in which prejudice may manifest itself.
	4.2. Describe how discrimination may be positive and negative.
	4.3. Explain how discrimination can lead to disadvantage.
	4.4. Describe how prejudice may be positive and negative.
	4.5. Explain how prejudice can lead to disadvantage.
5. Know the importance of Equal Opportunities Policies.	5.1. Explain the meaning of Equal Opportunities.
	5.2. Describe the value of Equal Opportunities Policies.

Assessment Method

N/A

Equivalences

J/500/5588 - Understanding Prejudice and Discrimination

UNIT SPECIFICATIONS

Unit Title: Mentoring Practice
Unit Reference Number: A/505/1287

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

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 an 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. Describe how good practice has been implemented within a mentoring relationship.
	1.5. Give examples of any difficulties which arise.
	1.6. Describe how these have been dealt with within the mentoring relationship.
2. Understand how to review own practice as a mentor.	2.1. Review own practice as a mentor.
	2.2. Give examples of how to improve own practice.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Negotiation Skills
Unit Reference Number: A/505/4643

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

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the process of negotiation.	1.1. Define the stages of the negotiation process.
	1.2. Describe factors which must be taken into account before commencing negotiations.
2. Know how to use negotiation techniques.	2.1. Describe the benefits of win:win negotiation.
	2.2. Assess two techniques for negotiation and give examples of their uses.
	2.3. Describe two examples of how to overcome barriers in negotiation.
	2.4. Illustrate how to use a specified negotiation technique to negotiate on a given subject.
3. Understand how to improve own negotiation skills.	3.1. Assess own negotiation skills.
	3.2. Produce an action plan for the development of own negotiation skills.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Dyslexia Awareness
Unit Reference Number: D/505/9074

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what is meant by 'dyslexia'.	1.1. Define the term 'dyslexia'.
	1.2. Describe the key characteristic features of dyslexia.
2. Know how dyslexia is diagnosed.	2.1. Give examples of typical signs of dyslexia.
	2.2. Describe different methods of assessment used to determine if an individual has dyslexia.
3. Know how dyslexia can affect individuals.	3.1. Describe the possible social, emotional and behavioural effects of dyslexia on an individual.
	3.2. Describe ways in which dyslexia affects learning.
4. Know about ways to support the learning of individuals with dyslexia.	4.1. Describe different ways to support the learning of individuals with dyslexia.
5. Know about sources of information for individuals with dyslexia and those supporting them.	5.1. Outline key sources of information, advice and guidance, giving examples of the types of support on offer.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Dyspraxia Awareness
Unit Reference Number: D/506/4744

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what is meant by 'dyspraxia'.	1.1. Define the term 'dyspraxia'.
	1.2. Describe the key characteristic features of dyspraxia.
2. Know how dyspraxia is diagnosed.	2.1. Give examples of typical signs of dyspraxia.
	2.2. Describe different methods of assessment used to determine if an individual has dyspraxia.
3. Know how dyspraxia can affect individuals.	3.1. Describe the possible social, emotional and behavioural effects of dyspraxia on an individual.
	3.2. Describe ways in which dyspraxia affects an individual's ability to participate and function in everyday activities and to engage in learning.
4. Know about ways to support the learning of individuals with dyspraxia.	4.1. Describe different ways to support the learning of individuals with dyspraxia.
5. Know about sources of information for individuals with dyspraxia and those supporting them.	5.1. Outline key sources of information, advice and guidance, giving examples of the types of support on offer.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Autistic Spectrum Disorder
Unit Reference Number: F/505/7348

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by Autistic Spectrum Disorder (ASD).	1.1. Define Autistic Spectrum Disorder (ASD).
	1.2. Describe significant conditions on the autistic spectrum.
	1.3. Describe the Triad of Impairment and identify associated characteristics.
	1.4. Describe sensory difficulties that individuals with autism or Asperger Syndrome may experience.
2. Understand the social and emotional impact of ASD for the individual and the family.	2.1. Describe social and emotional implications of ASD for the individual and the family.
	2.2. Describe the influence society's reaction to ASD may have on both the individual and the family.
	2.3. Describe effects ASD may have on education and learning.
3. Understand the causes of challenging behaviour.	3.1. Describe behaviours associated with ASD.
	3.2. Describe possible causes, triggers and accelerators of challenging behaviour.
4. Know how to manage problem behaviours associated with ASD.	4.1. Describe strategies to help ASD individuals cope with everyday situations.
	4.2. Describe ways to develop social and communication skills of an individual with ASD

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Mentoring
Unit Reference Number: H/505/8671

Credit Value of Unit: 1	GLH of Unit: 8	Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by mentoring.	1.1. Define the principle of mentoring.
	1.2. Describe the key qualities, values and skills of a mentor and give examples of where they can be applied.
	1.3. Identify self-development needs in order to meet the qualities and skills of a mentor.
2. Understand the need to respect individuality and difference within the mentoring relationship.	2.1. Give examples of how life events might influence a person's identity, views and behaviour towards other people.
	2.2. Explain why it is important to be non-judgemental and accepting differences in others.

Assessment Method

N/A

Equivalences

T/600/5208

UNIT SPECIFICATIONS

Unit Title: Attention Deficit Hyperactivity Disorder Awareness
Unit Reference Number: H/507/2876

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what is meant by 'attention deficit hyperactivity disorder' (ADHD)	1.1. Define the term 'attention deficit hyperactivity disorder' (ADHD)
	1.2. Describe the key features of ADHD
2. Know about the causes of and treatments for ADHD	2.1. Outline the causes of ADHD, according to the main causation theories
	2.2. Outline the medications used to treat ADHD and the common side effects
	2.3. Outline behavioural therapies used to treat ADHD
3. Know how ADHD is assessed	3.1. Identify the assessment methods most commonly used for ADHD
4. Know how ADHD can affect individuals	4.1. Describe the possible physical, social, emotional and behavioural effects of ADHD on an individual
	4.2. Describe ways in which ADHD affects an individual's ability to participate and function in everyday activities and to engage in learning
5. Know about ways to support the learning of individuals with ADHD	5.1. Describe ways in which individuals with ADHD can be supported by adaptations to: •teaching and learning resources •the learning environment
	5.2. Describe effective ways to encourage positive learning behaviour for individuals with ADHD.

Assessment Method

Portfolio

Equivalences
N/A

UNIT SPECIFICATIONS

Unit Title: Mentoring Skills
Unit Reference Number: J/505/1289

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the stages of the 'mentoring' relationship.	1.1. Describe the stages of a typical mentoring relationship. 1.2. Define 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. Describe a range of communication skills which would make mentees feel comfortable. 2.2. Perform one of these communication skills. 2.3. Describe the impact of the environment on the mentoring relationship. 2.4. Describe ways of dealing with potential barriers to a good mentoring relationship.
3. Understand the boundaries of a mentoring relationship.	3.1. Discuss why a 'contract' is important for a mentoring relationship. 3.2. Assess the importance of mentoring guidelines. 3.3. Describe potential ethical issues that may arise. 3.4. Describe the process for ending a mentoring relationship.
4. Understand when and to whom referrals should be made.	4.1. Describe key referral routes. 4.2. Describe situations when mentees may benefit from being referred to other professionals.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Awareness of Asperger Syndrome
Unit Reference Number: K/507/2877

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the characteristics of Asperger Syndrome	1.1. Describe the three main impairments associated with Asperger syndrome
	1.2. Describe the ways in which the main impairments associated with Asperger syndrome can manifest themselves for different
	1.3. Describe the relationship between Asperger syndrome and autism
	1.4. Outline some of the common co-occurring learning difficulties that can be experienced by individuals with Asperger syndrome
2. Know how Asperger Syndrome can affect individuals	2.1. Describe the possible social, emotional and behavioural effects of Asperger Syndrome on an individual
	2.2. Describe ways in which Asperger Syndrome affects learning
3. Know about ways to support the learning of individuals with Asperger Syndrome	3.1. Describe different ways to support the learning of individuals with Asperger Syndrome
4. Know about sources of information for individuals with Asperger Syndrome and those supporting them	4.1. Outline key sources of information, advice and guidance
	4.2. Give examples of the types of support on offer for individuals with Asperger Syndrome and those supporting them

Assessment Method

Portfolio

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising and Dealing with Bullying
Unit Reference Number: M/505/0802

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

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the terms bullying and victim.	1.1. Describe three different forms of bullying.
	1.2. Comment on what is meant by being a victim.
2. Know how to recognise the effects of bullying.	2.1. Describe three examples of the effects of bullying, for example, on attitudes or behaviour.
	2.2. Comment on the emotions that may be experienced by a bully when bullying.
	2.3. Describe two ways in which the self- esteem of the victim can be raised.
3. Understand strategies for dealing with bullying.	3.1. Describe two interventions that can help the bully and the victim.
4. Know where to access help and support.	4.1. Describe three sources of help and support.

Assessment Method

As a Level 2 unit it is expected that the learner for the majority of the assessment will be acting independently with any support being minimal. Practical tasks should normally be in a real environment.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Different Approaches to the Use of Counselling Skills
Unit Reference Number: M/507/2878

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

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different approaches to using counselling skills	1.1. Describe a range of different approaches to helping
	1.2. Explain the key concepts underlying each approach
	1.3. Judge which client issues are most likely to benefit from each of the different approaches
	1.4. Outline potential cultural barriers to each of the approaches chosen
2. Be able to apply counselling skills and techniques	2.1. Demonstrate a range of skills/techniques relevant to any of the approaches identified
	2.2. Evaluate the advantages and disadvantages of the skills and techniques associated with different approaches

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Equality and Diversity
Unit Reference Number: R/505/1974

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the term 'equality'	1.1. Define the term 'equality'
2. Understand the term 'diversity'	2.1. Define the term 'diversity'
3. Know organisations that work on equality issues	3.1. Describe the remit of different organisations working on equality issues
4. Understand the importance of equality and diversity	4.1. Illustrate ways in which diversity can benefit society
	4.2. Differentiate between inequality and discrimination
	4.3. Assess the possible effects of discrimination on individuals, organisations and communities
	4.4. Describe the impact of stereotyping on equality and diversity
	4.5. Describe ways in which stereotyping can be challenged
5. Understand equality and diversity legislation.	5.1. Describe key points of equality and diversity legislation

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Skills needed to be a Peer Educator
Unit Reference Number: R/506/5373

Credit Value of Unit: 1	**GLH of Unit:** 8	**Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand skills and qualities needed to deliver peer education.	1.1. Identify skills and qualities needed to take part as a peer educator.
	1.2. Describe skills required in delivering, supporting and motivating learners through peer education.
	1.3. Distinguish knowledge, skills and qualities that need to be developed in order to help achieve personal goals.
2. Understand the role of communication skills in peer education.	2.1. Identify communication skills needed to be a peer educator.
	2.2. Describe the use of communication skills in peer education in helping the learning process.
	2.3. Describe the role of presentation skills in relation to peer education activities.
3. Be able to produce a personal development plan.	3.1. Identify skills needing developing for involvement in a peer education activity.
	3.2. Identify personal qualities that need to be developed in order to become involved in peer education.
	3.3. Use support to produce a personal development plan to prepare for involvement with the chosen activities.

Assessment Method

N/A

Equivalences

F/601/7734 Understanding Skills needed to be a peer educator

UNIT SPECIFICATIONS

Unit Title: Understanding Roles and Responsibilities of a Peer Educator
Unit Reference Number: T/505/8674

Credit Value of Unit: 2   **GLH of Unit:** 18   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the role of peer education within a host organisation	1.1. Describe the host organisation's policies and procedures in relation to the peer education role
	1.2. Agree with an appropriate person the roles and responsibilities of being a peer educator within a host organisation
	1.3. Identify the people in the organisation the peer educator is accountable to
2. Understand roles and responsibilities to others of a peer educator	2.1. Identify who the peer educator is responsible to
	2.2. Describe responsibilities of the peer educator in making the programme accessible to different learners
	2.3. Identify the value of sources of support for peer educators
3. Understand implications of becoming a peer educator	3.1. Define the boundaries within which a peer educator works
	3.2. Describe the importance of communications to the role of the peer educator
	3.3. Identify the need to share own learning needs with others

Assessment Method

N/A

Equivalences

L/601/7736

UNIT SPECIFICATIONS

Unit Title: Developing Personal Learning Skills
Unit Reference Number: Y/506/5374

Credit Value of Unit: 3   **GLH of Unit:** 24   **Level of Unit:** 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand learning styles	1.1. Describe key learning styles
	1.2. Describe how different methods of learning and assessment are suited to different learning styles
2. Understand own learning style	2.1. Explain why it is important to recognise own learning style in relation to learning and assessment
	2.2. Identify own learning style
	2.3. Describe own preferred methods of learning and assessment
3. Understand own personal development in relation to learning	3.1. Reflect on own previous learning experiences and the ways in which they have impacted on own goals and attitudes to study
	3.2. Describe the challenges associated with developing own learning
4. Be able to evaluate on own performance in relation to learning	4.1. Set personal short-term and long-term goals in relation to improving learning skills
	4.2. Describe how feedback from others can aid self-evaluation
	4.3. Identify own strengths and areas for development in relation to the achievement of personal learning goals

Assessment Method

N/A

Equivalences

F/504/2719 Developing Personal Learning Skills

Summary Record of Achievement

601/6327/6 Ascentis Level 2 Certificate in Learning Support

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Preparing to support learning	Level 2	6			

Learner Name _____

Minimum Credit Value of Qualification   15

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) _____

Summary Record of Achievement
Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification _____

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) _____