



Ascentis Level 2 Certificate in

Skills for Further Study in Social Science and
Humanities

Specification

Ofqual Number: 601/7058/X

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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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ASCENTIS LEVEL 2 CERTIFICATE IN SKILLS FOR FURTHER STUDY IN SOCIAL SCIENCE AND HUMANITIES

Introduction

This qualification has been designed to help learners develop the essential and transferable knowledge and skills required in order to progress primarily to Level 3 qualifications in the social sciences and humanities.

Aims

The aims of the qualification are to enable learners:

- 1 to progress to further learning
- 2 to develop study skills
- 3 to develop skills and knowledge in the areas of Social science and humanities

Target Group

This qualification is for learners who:

- have gaps in your skills or knowledge, perhaps because their schooling was interrupted or disrupted, or because they are returning to study after some time away from formal learning;
- are interested in a career in the social sciences and are not yet ready to access a Level 3 qualification or Apprenticeship;
- need to build the confidence, skills, knowledge and understanding needed to progress on to Level 3
- need to build a foundation of knowledge and understanding in an unfamiliar vocational area.

Ofqual Qualification Number: 601/7058/X

Rules of Combination

Ascentis Level 2 Certificate in Skills for Further Study in Social Science and Humanities

The learner must achieve 25 credits. 15 credits must come from group A. A maximum of 10 credits may be selected from group B and a maximum of 10 credits will count from the units in group C

A (Mandatory optional units)

Title	Level	Credit Value	GLH	Unit ref
Research Methods in Sociology	Level 2	3	30	A/507/0700
History: Period Study	Level 2	3	24	H/504/2390
Development of Social Policy	Level 2	3	30	J/507/0697
Ethical Issues in Social Policy	Level 2	3	30	L/507/0698
Social Psychology	Level 2	3	30	M/507/0693
Introduction to Sociology	Level 2	3	30	R/507/0699
Investigative - Geography	Level 2	3	24	T/504/2653
Psychology	Level 2	3	24	T/505/0378
Psychopathology	Level 2	3	30	T/507/0694
Introduction to History	Level 2	3	24	Y/504/9742

B (Optional Units - group1)

Title	Level	Credit Value	GLH	Unit ref
Critical Thinking	Level 2	3	24	A/505/1967
Punctuation and Grammar	Level 2	2	16	A/505/2133
Setting Learning Goals	Level 2	3	24	A/505/2147
Spreadsheets	Level 2	3	24	A/505/2150
Working in a Group	Level 2	3	24	A/505/2164
Information Literacy	Level 2	3	24	D/505/1976
Plagiarism	Level 2	1	7	F/505/2117
Working with Data and Probability	Level 2	3	24	F/505/2165
Measures and Shape	Level 2	3	24	H/505/2112
Research Project	Level 2	3	14	H/505/2143
Portfolio Building	Level 2	1	7	J/505/2118
Reading and Understanding	Level 2	3	24	J/505/2135
Note Taking	Level 2	3	24	K/505/2113
Oral Communication Skills	Level 2	3	24	M/505/2114
Study Management	Level 2	2	14	M/505/2162
Revision and Exam Skills	Level 2	3	24	M/505/2310
Equality and Diversity	Level 2	3	24	R/505/1974
Action Planning for Own Development	Level 2	2	16	T/505/1952
Word Processing	Level 2	3	24	T/505/2163
Calculations	Level 2	3	24	Y/505/1958
Essay Writing	Level 2	3	21	Y/505/1975
Spelling	Level 2	3	24	Y/505/4326

C (Optional Units - group 2)				
Title	Level	Credit Value	GLH	Unit ref
Introduction to Humanities	Level 2	3	24	A/505/1998
Introduction to Education	Level 2	3	24	F/505/1985
Introduction to Literature	Level 2	3	24	K/505/2001
Introduction to Computer Studies	Level 2	3	24	T/505/1983

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 2 Certificate in Skills for Further Study in Social Science and Humanities is 165.

Total Qualification Time

The total qualification time for Level 2 Certificate in Skills for Further Study in Social Science and Humanities is 250.

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 and 19+

Opportunities for Progression

The primary purpose of this qualification is to give learners skills to help them progress to the next level of vocational learning in social sciences and humanities. Learners can progress to further learning including:

- Level 3 Access to HE Diploma (Social Science)
- Level 3 Access to HE Diploma (Humanities)
- Level 3 Access to HE Diploma (Education)
- Level 3 Award in Education and Training

Whilst this qualification is not designed to provide occupational competence, the skills, knowledge and understanding may allow learners to progress into entry level roles within social work, nursing, healthcare, education or social care.

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.

Enquiries and Appeals Procedure

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.

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. Examples of tracking sheets are found in Appendix 2.

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

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas in which they are making assessment decisions/delivering these qualifications.

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.

A (MANDATORY OPTIONAL UNITS) UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Research Methods in Sociology

Unit Reference Number: A/507/0700

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about using theoretical approaches in sociology	1.1. Describe the differences between positivist and interpretive approaches
	1.2. Identify the advantages and disadvantages of each approach
	1.3. Explain the relationship between: <ul style="list-style-type: none">•the theoretical approach•the research task•the choice of research method
2. Know about research methods	2.1. Identify the advantages and disadvantages of qualitative and quantitative research methods
	2.2. Describe the use of triangulation (multistrategy) research
3. Understand ethical research	3.1. Explain the ethical considerations of data collection
4. Be able to appreciate the use of secondary data in sociological research	4.1. Describe the use of secondary data in sociological research

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: History: Period Study
Unit Reference Number: H/504/2390

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 key characteristics of a particular period.	1.1. Outline the importance of, a particular period to include: <ul style="list-style-type: none">• main issues• events• people.
2. Understand factors affecting events, in a particular period.	2.1. Describe factors influencing events. 2.2. Outline the consequences of these events.
3. Understand how the interpretation of history is open to debate and controversy.	3.1. Describe how events in history can be viewed in different ways by different people.
4. Understand concepts of change and continuity over time.	4.1. Outline the major changes and continuities during the period of time studied.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Development of Social Policy
Unit Reference Number: J/507/0697

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the influence of the law on social policy	1.1. Describe the main features of the Poor Law (1834) 1.2. Explain its influence on social policy today
2. Understand the development of social policy	2.1. Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Ethical Issues in Social Policy
Unit Reference Number: L/507/0698

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about ethics	1.1. Explain what is meant by ethics 1.2. Identify an ethical dilemma and the key issues surrounding it
2. Understand current legislation and policies relating to an ethical dilemma	2.1. Describe the key points of the legislation and policies relevant to the chosen ethical dilemma
3. Be able to appreciate competing views in an ethical debate	3.1. Identify different views on the chosen ethical dilemma 3.2. Draw own conclusion(s)

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Social Psychology
Unit Reference Number: M/507/0693

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about alternative approaches to social psychology	1.1. Define the terms: (a) 'social psychology' (b) 'critical social psychology' (c) 'humanistic social psychology'
	1.2. Compare and contrast the following approaches to social psychology: (a) 'social psychology' (b) 'critical social psychology' (c) 'humanistic social psychology'
2. Understand social psychological theory in relation to self	2.1. Assess psychological data in relation to one area of social psychology and self
	2.2. Describe examples of social psychological research methods used
3. Understand social psychological theory in relation to groups	3.1. Interpret psychological data for group dynamics in relation to one area of social psychology
	3.2. Give examples of social psychological research methods used when working with groups
4. Know about research methods used in social psychology	4.1. Describe differences between the research methods used in critical and humanistic social psychology

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Sociology
Unit Reference Number: R/507/0699

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about sociological topics	1.1. Describe a range of sociological topics
2. Know about key theories in the study of sociology	2.1. Describe a range of sociological theories
	2.2. Compare the key differences between sociological theories
3. Be able to carry out sociological research	3.1. Select an area of sociological interest for research
	3.2. Choose appropriate research methods
	3.3. Carry out research on a sociological issue
	3.4. Identify problems that arise during research

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Investigative - Geography
Unit Reference Number: T/504/2653

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 how to plan a geographical enquiry.	1.1. Pose a geographical question. 1.2. Decide on relevant secondary data. 1.3. Determine primary data to be collected.
2. Understand how to gather, record and present appropriate evidence.	2.1. Collect primary data. 2.2. Select secondary data. 2.3. Present data effectively using maps and graphs.
3. Be able to interpret evidence.	3.1. Describe collected data. 3.2. Identify patterns and anomalies. 3.3. Interpret these patterns.
4. Be able to draw conclusions.	4.1. Answer the geographical question posed. 4.2. Use findings to justify the conclusion. 4.3. Comment on the validity of the conclusion and suggest improvements.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Psychology

Unit Reference Number: T/505/0378

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 psychological terminology	1.1. Define the following terms in relation to psychology: (a) falsifiable (b) verifiable (c) theoretical approach
2. Know about the role of ethics within psychological research	2.1. Identify current ethical guidelines relating to psychological research
	2.2. Describe why ethical approaches to psychological research are required
	2.3. Outline ethical issues found in psychological theory
3. Know about psychological methods of investigation	3.1. Describe different psychological methods of investigation

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Psychopathology
Unit Reference Number: T/507/0694

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about classification of mental illness	1.1. Outline how the World Health Organisation currently classifies mental illnesses 1.2. Give examples of the strengths and weaknesses of using international classification for mental illness
2. Understand a psychopathological spectrum	2.1. Describe the symptoms of one psychopathological spectrum 2.2. Describe sub-categories found within a psychopathological spectrum
3. Know about attitudes toward specific psychopathological disorders	3.1. Describe stigmas and stereotypes associated with a named psychopathological disorder

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to History
Unit Reference Number: Y/504/9742

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 primary and secondary sources	1.1. Explain what is meant by: a) primary sources b) secondary sources
	1.2. Describe the strengths and weaknesses of each type of source in terms of reliability and validity
	1.3. Distinguish between first and second hand information in each type of source
2. Know the impact of bias in the study of history	2.1. Explain the effect of bias in historical writing

Assessment Method

N/A

Equivalences

N/A

B (OPTIONAL UNITS – GROUP 1)

UNIT SPECIFICATIONS

Unit Title: Critical Thinking

Unit Reference Number: A/505/1967

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 nature and importance of critical thinking.	1.1. Describe the characteristics of critical thinking. 1.2. Describe the importance of critical thinking in and outside academic study.
2. Understand key terms relating to critical thinking.	2.1. Use key terms in critical thinking.
3. Understand the nature of assumption, bias and stereotyping in argument and point of view.	3.1. Give examples of assumption, bias and stereotyping.
	3.2. Illustrate how assumption, bias and stereotyping may impact on argument and point of view.
4. Understand how structure and style impact on argument.	4.1. Give examples of structure and style which impact on argument.
5. Be able to form an argument.	5.1. Form a logical argument.
6. Be able to question an argument or point of view.	6.1. Ask critical questions of an argument or point of view.
	6.2. Answer critical questions with reference to an argument or point of view.

Assessment Method

Portfolio of evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Punctuation and Grammar
Unit Reference Number: A/505/2133

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 punctuation to aid understanding.	1.1. Use capital letters correctly in a range of contexts.
	1.2. Use a range of punctuation that can end sentences.
	1.3. Use commas, semi-colons, colons and speech marks appropriately.
2. Be able to use grammar correctly.	2.1. Use subordinate clauses appropriately in own writing.
	2.2. Use tenses appropriately showing subject and verb agreement and correct construction of tenses.
	2.3. Use pronouns so that their meaning is clear.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Setting Learning Goals
Unit Reference Number: A/505/2147

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 purpose of own learning.	1.1. Describe the possible impact of learning on own development.
	1.2. Describe the possible impact of learning on own personal life and community.
	1.3. Define own learning goals and objectives.
2. Be able to make learning choices.	2.1. Describe and comment on own past learning experiences.
	2.2. Describe own preferred learning style and methods.
	2.3. Make learning choices based on own goals, learning style and experiences.
3. Be able to set learning goals.	3.1. Formulate learning goals which are specific, measurable, attainable and relevant.
	3.2. Assess own skills in relation to learning goals.
	3.3. Describe the commitment required to meet own learning goals.
4. Be able to review own progress and achievement.	4.1. Assess own progress against learning outcomes and goals.
	4.2. Assess own learning experience.
5. Be able to plan future learning and development.	5.1. Research opportunities for personal and professional development.
	5.2. Set targets for own future learning and development.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Spreadsheets

Unit Reference Number: A/505/2150

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different uses for spreadsheets.	1.1. Describe different uses for spreadsheets.
2. Be able to use formatting techniques to enter data into a spreadsheet.	2.1. Set up a spreadsheet for a specific purpose.
	2.2. Enter data into a spreadsheet and adjust cell sizes to suit.
	2.3. Format text in a spreadsheet, using font style and colour.
	2.4. Format cell borders, shading and alignment in a spreadsheet.
	2.5. Format date and currency cells in a spreadsheet.
3. Be able to use multiple worksheets within a spreadsheet.	3.1. Set up a workbook using more than one worksheet.
	3.2. Name worksheets within a workbook.
	3.3. Insert and delete worksheets in a workbook.
	3.4. Use copy and paste facility between worksheets in a workbook.
	3.5. Link cells between worksheets in a workbook.
4. Be able to use formulae in a spreadsheet to calculate data.	4.1. Use basic formulae in a spreadsheet to calculate values based on single cells.
	4.2. Perform calculations on groups of cells in a spreadsheet.
	4.3. Use relative and absolute referencing in a spreadsheet.
	4.4. Use formulae in a spreadsheet to compare cell values.
5. Be able to present data in graphical form.	5.1. Produce graphs and charts using spreadsheet data.
	5.2. Edit the format of graphs and charts to suit own purpose.
6. Be able to sort and manage data in a spreadsheet.	6.1. Sort data in a spreadsheet by single and multiple column headings.
	6.2. Apply filters to a spreadsheet, to extract data.
7. Be able to print a spreadsheet.	7.1. Print a workbook, worksheet and selection from a spreadsheet.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Working in a Group
Unit Reference Number: A/505/2164

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 characteristics of groups.	1.1. Describe, with examples, characteristics of effective groups.
	1.2. Describe possible advantages and disadvantages of working in a group.
	1.3. Give examples of roles played by members of a group.
2. Be able to plan work with a group.	2.1. Use team working skills to plan group activities.
	2.2. Negotiate own role and contribution to group work.
	2.3. Negotiate the roles and contribution of group members.
	2.4. Negotiate ground rules when planning activities with a group.
3. Be able to work in a group.	3.1. Work to a plan to carry out group activities.
	3.2. Respond appropriately to feedback on own contribution and group activity.
	3.3. Support others during group activities.
	3.4. Coordinate own work with that of others to complete group activities.
4. Be able to review own group working experience.	4.1. Assess the activities completed by own group.
	4.2. Assess the performance of own group.
	4.3. Assess own performance as a group member.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Information Literacy
Unit Reference Number: D/505/1976

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 about information sources.	1.1. Identify available information sources for specific purposes.
	1.2. Describe the tools which can be used to find information.
	1.3. Describe the benefits and limitations of different sources of information for specific purposes.
2. Be able to prepare for gathering information for a specific purpose.	2.1. Use techniques to clarify what information is required.
	2.2. Use techniques to search relevant information from different sources.
	2.3. Produce an action plan breaking down tasks and actions to be taken.
	2.4. Prepare criteria against which to assess the relevance of information.
3. Be able to gather required information.	3.1. Search information sources with reference to information required for specific purposes.
	3.2. Assess located information against own devised criteria.
	3.3. Select, organise and store and label information for efficient retrieval.
4. Be able to communicate information according to purpose and audience.	4.1. Combine and summarise information, ideas and data for specific purposes.
	4.2. Use an appropriate referencing system to acknowledge information sources.
	4.3. Communicate summarised information in a format suitable for audience and purpose.

Assessment Method

Portfolio of evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Plagiarism

Unit Reference Number: F/505/2117

Credit Value of Unit: 1

GLH of Unit: 7

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand definitions of plagiarism.	1.1. Describe different definitions of plagiarism. 1.2. Describe the difference between plagiarism and copyright infringement.
2. Understand how plagiarism may be used in different contexts.	2.1. Give examples of contexts in which work might be plagiarised.
3. Understand what constitutes plagiarism.	3.1. Describe the types of activity that plagiarism includes. 3.2. List different types of plagiarism.
4. Understand terms used in relation to plagiarism and its avoidance.	4.1. Describe the meaning of terms used in relation to plagiarism and its avoidance.
5. Know how plagiarism can be avoided in own work.	5.1. Describe ways in which plagiarism can be avoided in own work.
6. Be able to avoid plagiarism in own work.	6.1. Use correct and appropriate citation methods in own work.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Working with Data and Probability
Unit Reference Number: F/505/2165

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. Be able to extract and interpret information from tables, charts diagrams and line graphs.	1.1. Extract and interpret information from tables and charts.
	1.2. Extract and interpret information from bar charts, pie charts, and line graphs with more than one line.
	1.3. Identify the effect of different scales on diagrams, graphs and charts.
	1.4. Identify trends from the slopes of a line graph.
2. Understand the difference between discrete and continuous data.	2.1. Describe what is meant by discrete data.
	2.2. Give examples of discrete data.
	2.3. Describe what is meant by continuous data.
	2.4. Give examples of continuous data.
3. Be able to collect, organise and represent discrete and continuous data in tables, charts, diagrams and line graphs.	3.1. Organise and represent given data sets in suitable ways.
	3.2. Organise and represent collected data in suitable ways.
	3.3. Use suitable scales when representing data in charts, diagrams and line graphs.
	3.4. Label charts, graphs and diagrams appropriately.
4. Be able to find the mean, median and mode and use them as appropriate to compare two sets of data.	4.1. Use the terms mean, median and mode correctly.
	4.2. Find the mean for collected or given data.
	4.3. Find the median of collected or given data sets.
	4.4. Find the mode of collected or given data sets.
5. Be able to find the range and use it to describe the spread within sets of data.	4.5. Compare two sets of data using the mean, median and mode.
	5.1. Calculate the range of given data sets as the difference between the highest and lowest values in the set.
6. Understand probability.	5.2. Calculate and compare the ranges of collected data.
	6.1. Use the vocabulary of probability appropriately.
	6.2. Describe what is meant by independent events.
	6.3. Give examples of independent events.
	6.4. Describe what is meant by combined events.
7. Be able to represent the outcomes of combined events using diagrams and tables.	6.5. Give examples of combined events.
	7.1. Display the outcomes of combined events in tables.
	7.2. Display the outcomes of combined events in tree diagrams.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Measures and Shape
Unit Reference Number: H/505/2112

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. Be able to calculate, measure and record time.	1.1. Measure and record durations of time using appropriate measuring instruments.
	1.2. Convert between units of time.
	1.3. Calculate durations of time.
	1.4. Calculate durations of time using 12 and 24 hour clock times.
2. Be able to measure and compare temperature, including reading scales and conversion tables.	2.1. Measure temperature using thermometers with scales in degrees Centigrade and degrees Fahrenheit.
	2.2. Compare temperatures on the same scale.
	2.3. Convert between temperatures in degrees Centigrade and degrees Fahrenheit, using conversion tables.
3. Be able to estimate, measure and calculate with length, distance, weight and capacity.	3.1. Estimate lengths, distances, weights and capacities, in appropriate metric or imperial units.
	3.2. Measure lengths, distances, weights and capacities, in appropriate metric or imperial units, using appropriate measuring instruments.
	3.3. Convert between metric units for length, weight and capacity.
	3.4. Convert between imperial units for length, weight and capacity.
	3.5. Identify approximate equivalences between common metric and imperial units of measurement for length, distance, weight and capacity.
	3.6. Convert between common metric and imperial units of measurement for length, distance, weight and capacity, using approximate conversion factors and conversion tables.
	3.7. Calculate with units of measure in the same system in practical contexts.
4. Be able to use scale and find dimensions from scale drawings.	4.1. Find real length using simple scales, identifying the units from the scale.
	4.2. Find real length using scales written as ratios.
	4.3. Work out actual measurements from simple plans and scale drawings with different scales.
	4.4. Work out distances from a scale on a map.
5. Be able to use compound measures and rate of	5.1. Calculate miles per gallon

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
exchange.	5.2. Calculate distance, time and average speed, using the formula: speed = distance/time.
	5.3. Calculate density using the formula: Density = mass/volume.
	5.4. Use exchange rates to convert between different currencies.
6. Be able to recognise and use common 2D representations of 3D objects.	6.1. Identify 3D objects represented in 2D form.
	6.2. Identify parallel lines, on diagrams and in practical situations.
	6.3. Use the properties of parallel lines to solve everyday problems.
7. Be able to find the perimeters of regular and composite 2D shapes, using a given formula.	7.1. Find the perimeter of regular and composite shapes.
	7.2. Find the perimeters of regular and composite shapes, where some lengths are missing and must be calculated from information on other edges.
	7.3. Work out the circumference of different circles using the given formula: $C = \pi d$ and $C = 2\pi r$ with π as 3.14.
8. Be able to find areas of regular and composite shapes, using given formulae.	8.1. Find the areas of regular shapes, using given formulae.
	8.2. Find the areas of composite shapes, by breaking them down into regular shapes.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Research Project
Unit Reference Number: H/505/2143

Credit Value of Unit: 3

GLH of Unit: 14

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the objectives of a research project.	1.1. Outline the objectives of a viable research project.
2. Be able to identify and use secondary data for research.	2.1. Identify sources of secondary data. 2.2. Use secondary data to support points made in writing and discussion.
3. Be able to identify and use primary data for research.	3.1. Identify sources of primary data. 3.2. Use primary data as appropriate, to illustrate points made in writing and discussion.
4. Be able to generate primary data.	4.1. Use a range of methods to generate primary data.
5. Be able to produce a research report.	5.1. Produce a structured research report in an appropriate format and style using standard conventions. 5.2. Produce a research report describing findings in relation to own research question.
6. Be able to present research.	6.1. Use images or examples to illustrate points made in writing and discussion. 6.2. Present information orally to a group in a tone and manner suited to the audience.
7. Be able to review own research process.	7.1. Assess own research process, identifying what went well and areas for development.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Portfolio Building
Unit Reference Number: J/505/2118

Credit Value of Unit: 1

GLH of Unit: 7

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what a portfolio is.	1.1. Describe the principles of portfolio building.
2. Know what a portfolio can be used for.	2.1. Describe possible uses for different types of portfolio.
	2.2. Describe different contexts in which a portfolio may be required.
3. Know how to build a portfolio suitable for own requirements and context.	3.1. Select appropriate methods to evidence own learning, work or experience.
	3.2. Outline the structure and contents for a portfolio to meet own requirements and context.
4. Be able to build a portfolio suitable for own needs and context.	4.1. Build and organise a portfolio to meet own requirements and context.
	4.2. Review own portfolio in the light of constructive feedback.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Reading and Understanding
Unit Reference Number: J/505/2135

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. Be able to interpret source material.	1.1. Describe key points from different types of source material.
	1.2. Summarise facts and opinions from source material.
	1.3. Describe points of view from source material.
	1.4. Identify the inferred meaning of texts.
	1.5. Give examples of bias in source material.
2. Be able to extract information from source material for specific purposes.	2.1. Use reading strategies to extract information from written and visual source material.
	2.2. Summarise information from source material.
	2.3. Use information from source material for different purposes.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Note Taking

Unit Reference Number: K/505/2113

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 reasons for making notes.	1.1. Explain reasons for making notes. 1.2. Describe how notes can be used.
2. Be able to use note taking methods.	2.1. Make notes from a variety of sources. 2.2. Use different note taking methods according to specific tasks.
3. Be able to store and retrieve own notes.	3.1. Use an appropriate system to store own notes. 3.2. Retrieve own notes for specific purposes.
4. Be able to use notes for specific purpose.	4.1. Use own notes to complete specific tasks.
5. Be able to review own note taking.	5.1. Review own note taking technique with reference to tasks completed.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Oral Communication Skills
Unit Reference Number: M/505/2114

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. Be able to speak to an audience.	1.1. Plan and prepare to speak to an audience. 1.2. Structure and time own presentation. 1.3. Use tone and register appropriate to audience. 1.4. Use appropriate body language when speaking to an audience. 1.5. Use audio-visual aids when speaking to an audience.
2. Be able to respond to questions.	2.1. Respond to questions in relation to own prepared presentation.
3. Be able to engage in discussion.	3.1. Make contributions to clarify or move discussion forward. 3.2. Acknowledge points made by others in discussion.
4. Understand information presented orally.	4.1. Summarise points of information from oral presentations and discussions.
5. Be able to communicate orally in different contexts.	5.1. Express ideas and opinions orally. 5.2. Establish rapport when communicating orally in one-to-one and group situations. 5.3. Use appropriate and relevant vocabulary when communicating orally in different contexts.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Study Management
Unit Reference Number: M/505/2162

Credit Value of Unit: 2

GLH of Unit: 14

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the nature and importance of study management.	1.1. Describe the characteristics of good study management. 1.2. Describe the advantages of good study management.
2. Be able to establish a study environment.	2.1. Establish an environment conducive to study. 2.2. Take into account own physical and psychological needs when managing own study environment.
3. Be able to manage own study.	3.1. Produce a study plan to meet own needs and those of own course of study. 3.2. Set priorities for study, taking into account deadlines and logical progression. 3.3. Set realistic timescales for study, with room for flexibility. 3.4. Set and meet own study goals.
4. Be able to review own study management.	4.1. Describe own experience of using a study plan, with reference to setting and achieving study tasks and goals. 4.2. Describe how own study management may be improved.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Revision and Exam Skills
Unit Reference Number: M/505/2310

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 purposes of academic examinations.	1.1. Describe the purposes of academic examinations.
2. Be able to establish a study environment.	2.1. Establish and maintain an environment which is conducive to study.
3. Be able to plan own revision.	3.1. Plan own revision according to a schedule.
4. Be able to use revision techniques.	4.1. Use a variety of revision techniques to suit own needs and the demands to be met.
5. Know how to maintain personal health and well-being when undertaking academic revision and examination.	5.1. Describe the importance of maintaining own health and well-being when undertaking academic revision and examination.
	5.2. Describe measures which can be taken to maintain own health and well-being when undertaking academic revision and examination.
6. Be able to use exam techniques.	6.1. Prepare for an exam, taking into account own physical, psychological and resource needs.
	6.2. Use time management and planning skills in exam conditions.
	6.3. Follow instructions in exam conditions.
7. Be able to review own revision and exam skills.	7.1. Review revision and exam skills, with reference to own experience.

Assessment Method

Portfolio of Evidence

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.
5. Understand equality and diversity legislation.	4.5. Describe ways in which stereotyping can be challenged.
	5.1. Describe key points of equality and diversity legislation.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Action Planning for Own Development

Unit Reference Number: T/505/1952

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 recognise own skills, knowledge and ability.	1.1. Describe own skills and knowledge. 1.2. Define own current ability level in relation to particular skills and knowledge.
2. Be able to match own skills, knowledge, ability and personal requirements with possible career paths.	2.1. Describe a variety of careers which may be suitable, with reference to own skills, knowledge and ability. 2.2. Illustrate how personal requirements may be a factor in own career choice. 2.3. Compare the requirements of different careers in terms of personal, experiential and qualification achievement.
3. Know routes available for own learning and development, in relation to possible career paths.	3.1. Compare possible routes for own learning and development, in relation to a selected career path.
4. Be able to plan own development.	4.1. Prepare a SMART action plan for own learning and career development.
5. Be able to action own development.	5.1. Use own action plan to initiate own learning and development.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Word Processing
Unit Reference Number: T/505/2163

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. Be able to enter, edit and combine text and other information in word processed documents.	1.1. Identify what types of information are needed in documents.
	1.2. Enter text and other information into a document accurately and efficiently.
	1.3. Select and use appropriate templates for different purposes.
	1.4. Select and use a range of editing tools to amend document content.
	1.5. Combine or merge information within a document from a range of sources.
	1.6. Store and retrieve document and template files effectively, in line with local guidelines.
2. Be able to structure information within word processed documents.	2.1. Identify document requirements for structure and style.
	2.2. Identify what templates and styles are available and when to use them.
	2.3. Organise information in a structure appropriate to the document.
	2.4. Select and apply styles to text.
3. Be able to use word processing software tools to format and present documents to meet requirements.	3.1. Format a document to aid meaning.
	3.2. Select and use appropriate techniques to format characters and paragraphs.
	3.3. Select and use appropriate page and section layouts to present and print documents.
	3.4. Check documents meet needs, using IT tools and making corrections as necessary.
	3.5. Respond appropriately to quality problems with documents so that outcomes meet needs

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Calculations

Unit Reference Number: Y/505/1958

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. Be able to add, subtract, multiply and divide whole numbers of any size, and numbers with up to three decimal places.	1.1. Add, subtract, multiply and divide whole numbers and numbers with up to three decimal places, without a calculator.
	1.2. Add, subtract, multiply and divide whole numbers using mental calculation methods.
	1.3. Identify multiples and factors in relation to whole number multiplication and division.
2. Be able to use fractions.	2.1. Order fractions, expressing them with a common denominator.
	2.2. Express one quantity as a fraction of another, using the appropriate units.
	2.3. Add fractions with different denominators.
	2.4. Subtract fractions with different denominators.
3. Be able to use percentages.	3.1. Express one number as a percentage of another by changing a fraction to a percentage.
	3.2. Express percentages as fractions out of 100.
	3.3. Find percentage parts of quantities and measurements without a calculator.
	3.4. Increase and decrease quantities by given percentages in practical contexts.
4. Be able to convert between fractions, decimals and percentages.	4.1. Change fractions to decimals and percentages.
	4.2. Change decimals and percentages to fractions.
	4.3. Order a mix of fractions, decimals and percentages.
5. Be able to calculate ratio and direct proportion.	5.1. Write ratios in the form 3:2.
	5.2. Work out the number of parts in a given ratio and the value of one part.
	5.3. Calculate quantities involved in mixtures, using ratio as number of parts, in everyday situations.
	5.4. Use direct proportion to scale quantities up or down, in everyday situations.
6. Be able to evaluate expressions and make whole number substitutions in given formulae to produce results.	6.1. Carry out calculations in the correct order (BODMAS).
	6.2. Match expressions in words and symbols, for example, $V = lwh$ and $\text{Volume} = \text{length} \times \text{width} \times \text{height}$.
	6.3. Identify the operation of multiplication when there is no operator between a number and one or more variables, for example, $2ab = 2 \times a \times b$.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	6.4. Identify the operation of multiplication when there is no operator between a number and a bracket.
	6.5. Evaluate simple formulae involving a single variable.
	6.6. Evaluate simple expressions involving more two and three variables.
	6.7. Evaluate simple expressions involving brackets.
7. Be able to use a calculator to calculate with fractions, decimals and percentages.	7.1. Use the add, subtract, multiply, divide, fraction and percentage, square and square root functions on a calculator appropriately and correctly.
	7.2. Use memory on a calculator, for simple two-stage calculations.
	7.3. Use the constant function on a calculator, for repetitive calculations.
	7.4. Round calculated answers to an appropriate degree of accuracy.
8. Be able to use strategies to check calculations.	8.1. Estimate to check that answers are reasonable, using approximate number calculations.
	8.2. Check that answers are reasonable, using knowledge of content.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Essay Writing

Unit Reference Number: Y/505/1975

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand an essay task.	1.1. Describe what is asked in terms of different essays. 1.2. Define the meanings of essay titles. 1.3. Propose structures for different essay types.
2. Be able to plan an essay.	2.1. Prepare a detailed essay plan, taking into account identified requirements.
3. Be able to research information for the purpose of essay writing.	3.1. Locate, summarise and record information for the purpose of essay writing. 3.2. Use a referencing system to acknowledge use of research sources.
4. Be able to present information in essay form.	4.1. Structure an essay to meet requirements of task. 4.2. Express ideas in essay form, using appropriate vocabulary and avoiding plagiarism. 4.3. Develop points in an essay. 4.4. Consistently use correct standard punctuation and grammar in an essay.
5. Be able to review and revise own essays.	5.1. Review and revise own essay writing.

Assessment Method

Portfolio of evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Spelling

Unit Reference Number: Y/505/4326

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 own spelling strengths and weaknesses.	1.1. Identify own spelling difficulties and classify these. 1.2. Describe the nature of own spelling difficulties.
2. Be able to locate spellings.	2.1. Use a variety of sources to locate spellings. 2.2. Find and correct errors in own writing when proof-reading.
3. Be able to use spelling rules.	3.1. Outline common spelling rules. 3.2. Use a range of spelling rules.
4. Be able to use strategies to spell accurately.	4.1. Use appropriate strategies to overcome particular spelling difficulties. 4.2. Systematically group words to be learned. 4.3. Prioritise words to be learned. 4.4. Review effectiveness of strategies used.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

C (OPTIONAL UNITS - GROUP 2) UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Introduction to Humanities

Unit Reference Number: A/505/1998

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what fields the study of humanities may include.	1.1. Define the term 'humanities'. 1.2. Describe the subjects that may be included in humanities study.
2. Understand historical and current debate in relation to the study of humanities.	2.1. Describe how culture and context impact on humanities study. 2.2. Describe current debates relating to the study of humanities.
3. Understand methods and approaches used in the study of humanities.	3.1. Illustrate methods and approaches used in humanities study.
4. Understand how humanities study may impact on own life and work.	4.1. Describe, with examples, how humanities study may impact on own life and work.
5. Understand how humanities study may impact on cultural and global issues.	5.1. Describe how the study of humanities may impact on cultural and global issues.
6. Be able to use methods and approaches to study an area of humanities.	6.1. Select an area of study in a humanities subject.
	6.2. Apply appropriate methods to research a humanities 'question'.
	6.3. Report on own humanities research findings.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Education
Unit Reference Number: F/505/1985

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand definitions of education.	1.1. Give examples of different definitions of education.
2. Understand what is studied in education.	2.1. Describe what is studied in education.
3. Know careers available in education.	3.1. Describe different careers available in education.
4. Know skills and qualities needed for careers in education.	4.1. Describe the skills and qualities needed to work in education.
	4.2. Assess own skills and qualities in terms of pursuing a career in education.
5. Understand different approaches to education.	5.1. Outline the main approaches to education.
	5.2. Describe two approaches to education.
6. Understand principles of education.	6.1. Describe key education principles.
7. Know how principles of education can be applied.	7.1. Describe ways in which education principles may be applied in practice.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Literature
Unit Reference Number: K/505/2001

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 studied in literature.	1.1. Describe what is studied in literature.
2. Understand different literary forms.	2.1. Describe the main literary forms.
	2.2. Describe the content, structure and form of two contrasting literary texts.
	2.3. Compare examples of how language is used as a medium of literature.
3. Understand research methods used in literature.	3.1. Describe methods used to research literature.
	3.2. Describe the meaning of 'literary criticism'.
4. Know applications for the study of literature.	4.1. Describe applications for the study of literature.
	4.2. Describe careers relevant to the study of literature.
5. Understand literature in a historical or cultural context.	5.1. Describe the historical or cultural context of a literary work.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Computer Studies
Unit Reference Number: T/505/1983

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 about the capability of a range of computer applications.	1.1. Compare the functionality of a range of computer applications.
	1.2. Describe the advanced features of a specific computer application.
	1.3. Describe the limitations of computer applications designed for specific purposes.
2. Be able to solve problems using computing tools and techniques.	2.1. Use computer tools and techniques to solve a range of identified problems.
	2.2. Organise a range of files into directories and sub-directories.
	2.3. Design and test own computing solution to an identified problem.
	2.4. Review and amend own computing solution for an identified problem.
	2.5. Use appropriate terminology to describe computing tools and functions.
3. Know about the place of computing in society.	3.1. Illustrate aspects of the social and economic impact of computing.
4. Be able to integrate use of computers into own studies and interests.	4.1. Use computing tools, techniques and applications in an area of own study or interest.
5. Know about careers available in computer studies.	5.1. Describe available careers in computing.

Assessment Method

Portfolio of evidence

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

Ascentis Level 2 Certificate in Skills for Further Study in Social Science and Humanities – Group A Mandatory Units

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

Learner Name _____

Minimum Credit Value of Qualification 25

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) _____

APPENDIX 1

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 25

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) _____

Tracking Sheet

A/507/0700

Research Methods in Sociology

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the differences between positivist and interpretive approaches				
1.2. Identify the advantages and disadvantages of each approach				
1.3. Explain the relationship between: *the theoretical approach *the research task *the choice of research method				
2.1 Identify the advantages and disadvantages of qualitative and quantitative research methods				
2.2. Describe the use of triangulation (multistrategy) research				
3.1 Explain the ethical considerations of data collection				
4.1 Describe the use of secondary data in sociological research				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

H/504/2390

History: Period Study

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the importance of, a particular period to include: * main issues * events * people.				
2.1 Describe factors influencing events.				
2.2. Outline the consequences of these events.				
3.1 Describe how events in history can be viewed in different ways by different people.				
4.1 Outline the major changes and continuities during the period of time studied.				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

J/507/0697

Development of Social Policy

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the main features of the Poor Law (1834)				
1.2. Explain its influence on social policy today				
2.1 Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

L/507/0698

Ethical Issues in Social Policy

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by ethics				
1.2. Identify an ethical dilemma and the key issues surrounding it				
2.1 Describe the key points of the legislation and policies relevant to the chosen ethical dilemma				
3.1 Identify different views on the chosen ethical dilemma				
3.2. Draw own conclusion(s)				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

M/507/0693

Social Psychology

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the terms: (a) 'social psychology' (b) 'critical social psychology' (c) 'humanistic social psychology'				
1.2. Compare and contrast the following approaches to social psychology: (a) 'social psychology' (b) 'critical social psychology' (c) 'humanistic social psychology'				
2.1 Assess psychological data in relation to one area of social psychology and self				
2.2. Describe examples of social psychological research methods used				
3.1 Interpret psychological data for group dynamics in relation to one area of social psychology				
3.2. Give examples of social psychological research methods used when working with groups				
4.1 Describe differences between the research methods used in critical and humanistic social psychology				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

R/507/0699

Introduction to Sociology

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe a range of sociological topics				
2.1 Describe a range of sociological theories				
2.2. Compare the key differences between sociological theories				
3.1 Select an area of sociological interest for research				
3.2. Choose appropriate research methods				
3.3. Carry out research on a sociological issue				
3.4. Identify problems that arise during research				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

T/504/2653

Investigative - Geography

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Pose a geographical question.				
1.2. Decide on relevant secondary data.				
1.3. Determine primary data to be collected.				
2.1 Collect primary data.				
2.2. Select secondary data.				
2.3. Present data effectively using maps and graphs.				
3.1 Describe collected data.				
3.2. Identify patterns and anomalies.				
3.3. Interpret these patterns.				
4.1 Answer the geographical question posed.				
4.2. Use findings to justify the conclusion.				
4.3. Comment on the validity of the conclusion and suggest improvements.				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

T/505/0378

Psychology

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the following terms in relation to psychology: (a) falsifiable (b) verifiable (c) theoretical approach				
2.1 Identify current ethical guidelines relating to psychological research				
2.2. Describe why ethical approaches to psychological research are required				
2.3. Outline ethical issues found in psychological theory				
3.1 Describe different psychological methods of investigation				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

T/507/0694

Psychopathology

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline how the World Health Organisation currently classifies mental illnesses				
1.2. Give examples of the strengths and weaknesses of using international classification for mental illness				
2.1 Describe the symptoms of one psychopathological spectrum				
2.2. Describe sub-categories found within a psychopathological spectrum				
3.1 Describe stigmas and stereotypes associated with a named psychopathological disorder				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Y/504/9742

Introduction to History

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by: a) primary sources b) secondary sources				
1.2. Describe the strengths and weaknesses of each type of source in terms of reliability and validity				
1.3. Distinguish between first and second hand information in each type of source				
2.1 Explain the effect of bias in historical writing				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require Tracking Sheets for the Optional Groups please contact development@ascentis.co.uk