Ascentis Level 2 Certificate, Extended Certificate and Diploma in

Education Professions

Specification

Ofqual Number:
Certificate 601/6233/8
Extended Certificate 601/6238/7 - Withdrawn
Diploma 601/6235/1

Certificate -
Ofqual Start Date: 01/08/2013
Ofqual Review Date: 31/07/2021
Ofqual Certification Review Date: 31/07/2022

Extended Certificate -
Ofqual Start Date: 01/08/2013
Ofqual End Date: 31/07/2019
Ofqual Certification End Date: 31/07/2020

Diploma -
Ofqual Start Date: 01/08/2013
Ofqual Review Date: 31/07/2021
Ofqual Certification Review Date: 31/07/2022

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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TABLE OF CONTENTS

Education Units

Level 1

Level 2

APPENDICES

ASCENTIS CERTIFICATE, EXTENDED CERTIFICATE AND DIPLOMA IN EDUCATION PROFESSIONS

Introduction

The Ascentis Level 2 Certificate, Extended Certificate and Diploma in Education Professions are designed to help learners make an informed choice about a career in Education and Training. Achievement of these qualifications could act as progression towards programmes of study at Level 2 or Level 3 such as an Apprenticeship programme or the Access to HE Diploma.

There are several features of these qualifications that make them very appropriate for their target learners

- Assessment is through the building up of a portfolio of evidence, allowing flexibility in terms of the learner putting together evidence most appropriate to their learning situation
- A flexible optional structure that allows learners and tutors to choose learning that is relevant to their specific needs
- Units available at both Level 1 and Level 2
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of the qualifications are to enable learners

1   To promote the skills required for learner self-confidence and further study

2   To encourage learners to consider a career in education and training

3   To reward the achievement of learners for the skills that they have developed.

Target Group

These qualifications are aimed at learners wishing to develop skills in Education and Training and may wish to go onto further study or work in this area

Ofqual Qualification Number

Certificate in Education Professions	**601/6233/8**
Extended Certificate in Education Professions	**601/6238/7**
Diploma in Education Professions	**601/6235/1**

Rationale for the Rules of Combination

To achieve the **Level 2 Certificate in Education Professions** learners must achieve a minimum of 13 credits, with a minimum of 4 credits from the Personal and Social Development optional units and a minimum of 9 credits from the Education optional units. At least 7 credits must be at Level 2.

To achieve the **Level 2 Extended Certificate in Education Professions** learners must achieve a minimum of 25 credits, with a minimum of 7 credits from the Personal and Social Development optional units and a minimum of 18 credits from the Education optional units. At least 13 credits must be at Level 2.

To achieve the **Level 2 Diploma in Education Professions** learners must achieve a minimum of 37 credits, with a minimum of 10 credits from the Personal and Social Development optional units and a minimum of 27 credits from the Education optional units. At least 19 credits must be at Level 2.

Rules of Combination

Ascentis Level 2 Certificate, Extended Certificate and Diploma in Education Professions				
			Certificate: 13 credits Extended Certificate: 25 credits Diploma: 37 credits	
Personal and Social Development Units				
Title	Level	Credit Value	GLH	Unit ref
Developing Self	Level 2	2	20	K/508/5547
Healthy Living	Level 2	3	30	A/508/5553
Individual Rights and Responsibilities	Level 2	1	10	D/508/5559
Managing Your Own Money	Level 2	2	20	M/508/5579
Identity and Cultural Diversity	Level 2	2	20	F/508/5568
Carrying Out Own Volunteering Role	Level 2	1	10	F/508/5571
Time Management	Level 2	3	24	H/508/5577
Counselling Skills and Personal Development	Level 2	4	30	J/507/7407
Research Skills for Academic Study	Level 2	2	15	M/508/5582
IT Communication Fundamentals	Level 2	2	15	T/508/5583
Database Software	Level 2	4	30	M/502/4402
Using the Internet	Level 2	4	30	F/508/5585
Presentation Software	Level 2	4	30	J/508/5586
Spreadsheet Software	Level 2	4	30	L/508/5587
Word Processing Software	Level 2	4	30	R/508/5588

Education Units				
Title	Level	Credit Value	GLH	Unit Ref
The Role of Family Learning	Level 1	2	10	L/502/1713
Understanding Rights and Responsibilities of Citizenship	Level 1	3	27	K/508/5631
Understanding Young People, Law and Order	Level 1	3	27	M/508/5632
Developing Early Literacy, Language and Numeracy Skills	Level 1	1	10	T/502/1723
Supporting a Child's Learning in School	Level 1	2	20	F/502/1725
Schools as Organisations	Level 2	3	20	D/508/5626
Safeguarding the Welfare of Children and Young People	Level 2	2	20	K/601/3323
Child and Young Person Development	Level 2	2	15	H/508/5627
Using Counselling Skills	Level 2	4	30	L/507/7392
Preparing to Support Learning	Level 2	6	30	Y/507/0154
Introduction to Counselling Skills Theories	Level 2	4	30	J/507/7391
Contribute to the Development of Babies and Young Children	Level 2	2	16	H/508/5630
Introduction to Education	Level 2	3	24	H/508/5644
Effective Learning	Level 2	4	30	K/508/5645

Credits from equivalent Units
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

Credits from exemptions
Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.

For any units of the same title at different levels credit can only be taken from one of the units to count towards achievement of the full qualification.

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 87 GLH for Certificate, 174 GLH for the Extended Certificate and 269 GLH for Diploma.

Total Qualification Time

The total qualification time for the Level 2 Certificate in Education Professions is 130.
The total qualification time for the Level 2 Extended Certificate in Education Professions is 250.
The total qualification time for the Level 2 Diploma in Education Professions is 370.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification.

Recommended Prior Knowledge, Attainment and / or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

These qualifications are suitable for young people aged 14 – 19 and adult learners.

Opportunities for Progression

It is intended that these qualifications will help learners towards the following progression routes

- Vocational or subject specific learning at Level 2 or above. Further study at Level 2 including the Ascentis Access to HE Diploma, Apprenticeships and higher level Ascentis qualifications
- Employment

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. 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 these qualifications. 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

These qualifications are available in England, Wales and Northern Ireland. They are only offered in English. If a centre based overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of these qualifications 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.

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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

Overview

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 full qualifications, 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

- Records of observation
- Written or oral responses to questions
- Records of discussions
- Photographs or video
- Worksheets
- Tape recordings
- Role play

Practical activities should be appropriate to the cohorts of learners and units. Learners can carry out activities in a simulated environment as it is not a requirement for a learner to be work based.

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 for these qualifications are available to download as a separate document from www.ascentis.co.uk .

An example Observation Record Form is 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

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.

Health and Safety

A centre must have completed a full risk assessment of all areas of activity and identified potential risks. Where a risk exists, all practicable actions must be taken to eliminate or reduce this risk so that it is as low as possible.

Personal and Social Development Units

UNIT SPECIFICATIONS

Developing Self

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 2**

Introduction

In this unit you will be introduced to ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Take an active role in their self-development	1.1 Describe how they will contribute to own self-development
	1.2 Describe how their own attitudes and behaviours could be a barrier to progress in self - development
	1.3 Describe what would help to motivate them to progress in self development
	1.4 Select an area for self-development and explain how this choice will contribute to their personal development
	1.5 Agree what will show progress in the selected area for self-development
2 Be able to plan for their self-development	2.1 Agree ways to minimise barriers to self-development and to make the most of opportunities for change
	2.2 Prepare a plan for their identified area of self-development including activities, targets and timelines
	2.3 Plan how and when to review their progress towards achieving their targets
3 Review their self-development and plan for the future	3.1 Work through activities, and reflect on key experiences or incidents
	3.2 Review their self-development plan and how successful they have been in dealing with the barriers they identified before
	3.3 Suggest improvements and amendments to the plan
	3.4 Explain how they will continue with their self-development in the future

Indicative Content
Take an Active Role in Self Development ▪ List the things about yourself which are considered to be strengths, skills, qualities and abilities and state where these would be applied in everyday life ▪ Show and record how you have used these attributes on two or more occasions ▪ List three things which will make you want to improve your skills and abilities ▪ List something you think is a weakness and state why this should be changed ▪ State how this change could be made

Plan Self Development

- Name something which you want to improve and create an action plan with targets
- Follow the plan with regular reviews
- Keep a record of your progress

Review your Self Development Plan

- Reflect on your development plan and identify what was successful and what did not work and would need to be changed another time
- Think about how you might continue to develop yourself in the future
- Record your thoughts

UNIT SPECIFICATIONS

Healthy Living

Credit Value of Unit: 3   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your own lifestyle.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
1 Recognise the characteristics and benefits of a healthy lifestyle	1.1	Describe the factors that may have an impact on an individual's health and well-being
	1.2	Explain the benefits of a healthy lifestyle
2 Produce and follow a plan to lead a healthy lifestyle	2.1	Describe changes in their own activities that would lead to a healthier lifestyle
	2.2	Produce an action plan to implement positive changes towards a healthier lifestyle
	2.3	Give reasons for the choice of activities
	2.4	Follow action plan
3 Review the activities undertaken	3.1	Identify successful activities and those that haven't gone well and explain the reasons for this
	3.2	Explain how the activities or lifestyle changes have had a positive effect on own well being
	3.3	Suggest further activities or lifestyle changes which could contribute to a healthier lifestyle
4 Recognise behaviours that endanger health and understand ways to manage risks to health	4.1	Describe the problems that can result from alcohol abuse
	4.2	Describe the problems that can result from drug abuse
	4.3	Describe the problems that can result from practising unsafe sex
	4.4	Describe strategies which young people can use to resist pressures to take risks with their own health
	4.5	Identify sources of help, advice and support for dealing with dangers to health

Indicative Content
Characteristics and benefits of a healthy lifestyle ▪ A balanced diet ▪ Stop smoking and drinking ▪ Regular exercise ▪ Work / life balance ▪ Reduce stress ▪ Feeling fitter ▪ Able to do more ▪ Positive outlook ▪ Ability to think more clearly ▪ More energy

Learners need to be able to produce and follow a personal action plan that will lead to a healthier lifestyle, giving reasons for their choices. They then need to review the plan and be able to explain how their choices had an effect on lifestyle and how they could improve on this.

Behaviours that endanger health

- Drinking alcohol
- Drug abuse
- Unsafe sex
- Smoking
- Over eating
- Poor diet, lack of vitamins and minerals, poor growth and bone formation

Strategies to avoid the pressures

- Be direct and confident , just say No
- Use humour, when asked if you want to smoke a quick witty response will often end the conversation, e.g. "No, I'm not a chimney", "No thanks, that cigarette doesn't go with my outfit"
- Plan with a friend what you will say and stick together
- Move to another room or move away
- Change the topic by asking an unrelated question

Sources of help, advice and support

www.thecoolspot.gov
www.stopalcoholabuse.gov
www.youthhealthtalk.org
www.nhs.uk/change4life
www.talktofrank.com

- Local GP
- Local support groups
- Family and friends

UNIT SPECIFICATIONS

Individual Rights and Responsibilities

Credit Value of Unit: 1   **GLH of Unit: 10**   **Level of Unit: Level 2**

Introduction

In this unit you will identify and be aware of rights and responsibilities as an individual.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand their individual rights	1.1 Describe their rights as an individual
	1.2 Describe barriers which may prevent them from exercising their rights
	1.3 Investigate sources of information about rights and responsibilities and present their findings
2 Understand their individual responsibilities	2.1 Describe their responsibilities to themselves
	2.2 Describe their responsibilities to others
	2.3 Identify and demonstrate how they take responsibility for themselves

Indicative Content
Personal Rights   - Find out what the term 'right' means   - List examples of your basic rights   - List how an individual can use their personal rights in the community   - List examples of barriers that might prevent you from exercising your rights   - Find out about the government and local council and the support services they provide   - List services that the government is responsible for providing   - List services that the local council is responsible for providing   - List who is responsible for helping with a range of community problems   **Personal Responsibilities**   - Find out what the term 'responsibility' means   - List examples of your basic responsibilities   - List a range of actions or activities that show you being responsible in the community   - List how a person can take personal responsibility

UNIT SPECIFICATIONS

Managing Your Own Money

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 2**

Introduction

In this unit you will be introduced to the basic elements of managing your personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to produce a budget	1.1 Carry out suitable calculations to plan outgoings and income
2 Know ways to buy and invest on credit	2.1 Identify different sources of credit
3 Understand the responsibilities of using credit for outgoings and investing	3.1 Describe the responsibilities of using credit for outgoings and investing
4 Understand the potential problems of using credit	4.1 Describe the potential problems of using credit

Indicative Content
Personal Budget   ▪ List a range of income and expenditure   ▪ Find a way of recording income and expenditure   ▪ List household expenditure items in order of priority   ▪ Understand the term disposable income   ▪ Find out about and list ways to save money   ▪ Check your budget using a calculator   ▪ Think about problems that would happen if you spend more than your income   **Credit**   ▪ Credit cards   ▪ Bank loans   ▪ Responsibilities – to pay on time, not to borrow more than you can repay   ▪ Potential problems – you can easily be tempted to spend more than you can afford, inability to make repayments, high interest charges add to the amount owed

UNIT SPECIFICATIONS

Identity and Cultural Diversity

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 2**

Introduction

In this unit you will learn to understand about identity and cultural diversity.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the meanings of the terms social diversity and inclusion	1.1 Describe the key features of social diversity
	1.2 Define the term social inclusion
	1.3 Describe the key features of diversity (e.g. ethnicity, gender)
	1.4 Identify bodies who work on equality / diversity issues (e.g. CEHR)
2 Understand equality, discrimination and prejudice	2.1 Give examples of inequality in a range of situations
	2.2 Explain the differences between discrimination and prejudice
	2.3 Give examples of positive and negative stereotyping
3 Understand the diversity of communities	3.1 Describe the common characteristics of a range of diverse groups in society
	3.2 Explain how society can benefit from a diverse society

Indicative Content
Key features   - Gender   - Race   - Language   - Sexual orientation   - Religious beliefs   - Ethnicity   - Age   **Different Bodies that Work on Equality/Diversity Issues**   - IDEA (Improvement and Development Agency)   - EFLG (Equality Framework for Local Government)   - ACAS (Advisory, Conciliation and Arbitration Service)   - Skills for Business Network   - Investors in People   - EHRC (The Equality and Human Rights Commission)   **Diverse cultural groups**   - Age and discrimination   - Disability   - Gender equality   - Race equality   - Religion and belief   - Sexual orientation

UNIT SPECIFICATIONS

Carrying Out Own Volunteering Role

Credit Value of Unit: 1   **GLH of Unit: 10**   **Level of Unit: Level 2**

Introduction

In this unit you will learn and understand about volunteering and carrying out a volunteering role.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand their volunteering role	1.1 Describe their responsibilities as a volunteer within the organisation or project
	1.2 Identify the person they report to and identify the agreed limits of their volunteering responsibility
	1.3 Describe the importance of working within agreed limits
2 Comply with organisational standards	2.1 Identify the policies, procedures and codes of conduct that affect their own role
	2.2 Describe how these govern their work
	2.3 Comply with organisational standards when carrying out own role
3 Carry out agreed tasks to the required standards	3.1 Check that their own tasks met the required standards
	3.2 Ask for advice or help as necessary
	3.3 Meet agreed deadlines

Indicative Content
Understanding their role and responsibilities These will depend on the type of volunteer work undertaken. The learner needs to be able to list the ones that are most appropriate to their own role. The following are common to all volunteer roles ▪   Show respect – for colleagues and people you are trying to help ▪   Be courteous, helpful, tactful, honest ▪   Attend training sessions ▪   Work as part of a team ▪   Be reliable ▪   Attend all meetings as asked ▪   Complete the tasks you have agreed to ▪   Air any grievances immediately to the appropriate person ▪   Provide friendship and support ▪   Support learning ▪   Identify person to report to **Following organisational standards** **Policies and Procedures** ▪   Confidentiality ▪   Equal Opportunity ▪   Health & Safety ▪   Grievance ▪   Any other "role specific" policies and procedures

Dress, behaviour, timekeeping

- Find out the dress code for the organisation
- Behave in the right manner, use appropriate language, be aware that drink and drugs can affect how you work and also have legal implications
- Make sure you know your exact hours of work, start and finish times and make sure you arrive on time. Do not take holidays without first confirming it is acceptable with your supervisor
- Understand about personal hygiene

Carrying out agreed tasks to the required standards

- Confirm you understand instructions and carry them out to the expected standard
- Who to ask for advice
- When and how to ask for advice
- Make sure that all tasks are completed on time

UNIT SPECIFICATIONS

Time Management

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

Introduction

This unit is about understanding the principles of time management.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know how he / she spends his / her time	1.1 Estimate the number of hours he / she spends over a three-day period on the following ▪ Sleeping ▪ Eating ▪ Working ▪ Studying ▪ Socialising
	1.2 Assess each of the activities against the following criteria ▪ Productive time ▪ Maintenance time ▪ Leisure time
	1.3 Assess how he / she uses time effectivity
2 Understand time management	2.1 Describe what is meant by time management
	2.2 Illustrate how he / she uses time management skills for his / her use of time for two priorities in his / her daily life
3 Know how to use time management as a way of reducing stress	3.1 Describe two examples of physical symptoms of stress
	3.2 Describe two examples of emotional reactions to stress
	3.3 Describe examples of ways people suffering with stress behave
	3.4 Describe how time management can help reduce stress
	3.5 Assess its effectiveness

Indicative Content
How Learner Spends his / her Time The learner must record the number of hours he / she spends ▪ Sleeping ▪ Eating ▪ Working ▪ Studying ▪ Socialising The record must be clear, accurate and provide all of the above information. The unit deals with understanding the different ways the learner can use his / her time. In order to show understanding the learner must

Give two examples of activities for each of the following uses of time

- Productive time
- Maintenance time
- Leisure time

- and also show whether these are an effective use of their time.

Understand Time Management

The learner also needs to:

Outline what is meant by time management

- Focus
- Concentration on tasks
- Prioritising
- Planning
- Distractions
- Interruptions
- Goal setting
- Contingencies
- To do lists
- Taking on too much

Identify how they use time management skills for their daily life

- Studying
- Work
- Hobbies
- Home
- Friends

Using Time Management as a way of Reducing Stress

Modern life is full of hassles, deadlines, frustrations and demands. Poor time management can result in stress. The learner must show they understand what is meant by stress and how good time management can help to reduce this. The learner must:

Give two examples of physical symptoms of stress

- Lack of energy
- Aches and pains
- Nausea
- Dizziness
- Rapid heartbeat

Give two examples of emotional reactions to stress

- Anger
- Agitation
- Aggression
- Depression
- Moody
- Irritable
- Short temper
- Sense (?)
- Loneliness
- Isolation

Give examples of ways people suffering with stress behave

- Eating more
- Eating less
- Neglecting responsibilities
- Nail biting
- Pacing the floor

Identify how time management can help reduce stress.

Outline a plan of his / her time that will avoid hectic and potentially stressful schedules, or the sense of time dragging.

UNIT SPECIFICATIONS

Counselling Skills and Personal Development

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

This unit provides learners with the opportunity to reflect on their personal and future development and identify potential sources of support.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know how to develop self-understanding.	1.1 Identify own values and beliefs
	1.2 Outline how values and beliefs could have an effect on helping relationships
	1.3 Identify own motivation for helping others
	1.4 Identify own blocks to listening and learning
	1.5 Describe benefits of giving and receiving feedback for personal development
2 Know personal qualities relevant to the helping role	2.1 Identify own personal skills and qualities which are strengths in relation to a helping relationship
	2.2 Identify areas for development in personal skills and qualities in relation to helping relationships
	2.3 Describe how to develop skills and qualities in the future
3 Know how to meet own support needs	3.1 Identify own support needs in order to contribute to a helping relationship
	3.2 Describe how to access own support
	3.3 Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills
4 Know how self-reflection contributes to personal development	4.1 Describe own observations, thoughts, feelings and concerns when using counselling skills
	4.2 Explain the benefits of self-reflection ▪ Personal development ▪ The use of counselling skills

Indicative Content
Know how to develop self-understanding Importance of self-awareness; self-counselling and becoming self-aware; analysing own beliefs and values; effects of values and beliefs on attitudes towards others; effect of making assumptions; overcoming stereotypes; own motivations for helping others (rewards and costs, impact of these on counselling (helping) relationship and on personal relationships – time etc.); importance of good listening skills; active listening; blocks to listening (psychological blocks, e.g. filtering information, judging / comparing what is being said, day dreaming, 'mind-reading', i.e. 'knowing' what is being said etc.); using feedback from others (for better self-understanding, how you appear to others); giving feedback (help others become more self-aware, practise giving feedback which will be useful in counselling). **Know personal qualities relevant to the helping role** Skills and personal qualities useful in counselling (helping) role: empathy, understanding and acceptance, being genuine, positive regard for others, respect, ability to challenge, listening skills, ability to question beliefs and attitudes, reflection and self-awareness, moral attitudes and ethics; identifying own skills and

qualities; importance of continuing development and learning; identifying areas for development; opportunities for development (courses, group work, counselling supervision, reflection, feedback).

Know how to meet own support needs

Reasons why support is needed (emotionally draining, may be stressful, to provide knowledge in new or difficult areas, to provide best service for client, professionalism, personal development etc.); defining own needs; support available (personal, professional, colleagues, supervision, own reflection, written resources etc.); issues of confidentiality linked to support mechanisms (e.g. confidentiality in supervision relationship); group and individual supervision; use of group and individual support; issues that may arise (personal, professional, requiring specialist knowledge / help etc.).

Know how self-reflection contributes to personal development

Importance of self-reflection – highlights own thoughts, feelings, attitudes, concerns and allows examination of these; keeping reflective diaries / notes; benefits to personal development – increased self-awareness, increased knowledge, improve counselling skills, become more accepting and empathetic etc.; benefits for use of counselling skills – better able to empathise and support client; better able to put aside own feelings; more knowledgeable to help clients etc.

UNIT SPECIFICATIONS

Research Skills for Academic Study

Credit Value of Unit: 2   **GLH of Unit: 15**   **Level of Unit: Level 2**

Introduction

Learning Outcomes	Assessment Criteria	
The learner will be able to	The learner can	
1 Understand how to plan research on a given topic.	1.1	Define the purpose and form of research to be undertaken
	1.2	Select a range of sources to use to carry out research.
2 Be able to assess the reliability of a range of different types of information sources.	2.1	Assess different types of information sources, commenting on their reliability
3 Know how to utilise information to inform own writing	3.1	Describe ways of using information to inform own writing.
	3.2	Describe the importance of acknowledging sources.
	3.3	Describe the use of footnotes, endnotes, references and bibliographies.
4 Be able to utilise information to inform own writing.	4.1	Use research information to inform own writing.

Indicative Content

UNIT SPECIFICATIONS

IT Communication Fundamentals

Credit Value of Unit: 2   **GLH of Unit: 15**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Select and use a variety of sources of information to meet needs	1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements
	1.2 Describe different features of information
	1.3 Recognise copyright and other constraints on the use of information
2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose	2.1 Access, navigate and search Internet sources of information purposefully and effectively
	2.2 Use appropriate search techniques to locate relevant information
	2.3 Use discrimination to select information that matches requirements and is fit for purpose
	2.4 Evaluate information to make sure it matches requirements and is fit for purpose
3 Select and use IT to communicate and exchange information safely, responsibly and effectively	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience
	3.2 Use IT tools to manage an address book and schedule activities
	3.3 Manage storage of IT-based communications
	3.4 Describe how to respond to common IT-based communication problems
	3.5 Respond appropriately to common IT-based communication problems

Indicative Content

UNIT SPECIFICATIONS

Database Software

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Create and modify non-relational database tables	1.1 Identify the components of a database design
	1.2 Describe the field characteristics for the data required
	1.3 Create and modify database tables using a range of field types
	1.4 Describe ways to maintain data integrity
	1.5 Respond appropriately to problems with database tables
	1.6 Use database tools and techniques to ensure data integrity is maintained
2 Enter, edit and organise structured information in a database	2.1 Create forms to enter, edit and organise data in a database
	2.2 Select and use appropriate tools and techniques to format data entry forms
	2.3 Check data entry meets needs, using IT tools and making corrections as necessary
	2.4 Respond appropriately to data entry errors
3 Use database software tools to run queries and produce reports	3.1 Create and run database queries using multiple criteria to display or amend selected data
	3.2 Plan and produce database reports from a single table non-relational database
	3.3 Select and use appropriate tools and techniques to format database reports
	3.4 Check reports meet needs, using IT tools and making corrections as necessary

Indicative Content

UNIT SPECIFICATIONS

Using the Internet

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
1 Connect to the Internet	1.1	Identify different types of connection methods that can be used to access the Internet
	1.2	Identify the benefits and drawbacks of the connection method used
	1.3	Get online with an Internet connection
	1.4	Use help facilities to solve Internet connection problems
2 Use browser software to navigate webpages effectively	2.1	Select and use browser tools to navigate webpages
	2.2	Identify when to change settings to aid navigation
	2.3	Adjust browser settings to optimise performance and meet needs
	2.4	Identify ways to improve the performance of a browser
3 Use browser tools to search for information from the Internet	3.1	Select and use appropriate search techniques to locate information efficiently
	3.2	Describe how well information meets requirements
	3.3	Manage and use references to make it easier to find information another time
	3.4	Download, organise and store different types of information from the Internet
4 Use browser software to communicate information online	4.1	Identify opportunities to create, post or publish material to websites
	4.2	Select and use appropriate tools and techniques to communicate information online
	4.3	Use browser tools to share information sources with others
	4.4	Submit information online
5 Understand the need for safety and security practices when working online	5.2	Work responsibly and take appropriate safety and security precautions when working online
	5.3	Describe the threats to information security when working online
	5.4	Manage personal access to online sources securely
	5.5	Describe the threats to user safety when working online
	5.6	Describe how to minimise internet security risks
	5.7	Apply laws, guidelines and procedures for safe and secure Internet use
	5.8	Explain the importance of the relevant laws affecting Internet users

Indicative Content

UNIT SPECIFICATIONS

Presentation Software

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation
	1.2 Enter text and other information using layouts appropriate to type of information
	1.3 Insert charts and tables into presentation slides
	1.4 Insert images, video or sound to enhance the presentation
	1.5 Identify any constraints which may affect the presentation
	1.6 Organise and combine information of different forms or from different sources for presentations
	1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2 Use presentation software tools to structure, edit and format slide sequences	2.1 Identify what slide structure and themes to use
	2.2 Select, change and use appropriate templates for slides
	2.3 Select and use appropriate techniques to edit slides and presentations to meet needs
	2.4 Select and use appropriate techniques to format slides and presentations
	2.5 Identify what presentation effects to use to enhance the presentation
	2.6 Select and use animation and transition effects appropriately to enhance slide sequences
3 Prepare slideshow for presentation	3.1 Describe how to present slides to meet needs and communicate effectively
	3.2 Prepare slideshow for presentation
	3.3 Check presentation meets needs, using IT tools and making corrections as necessary
	3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs

Indicative Content

UNIT SPECIFICATIONS

Spreadsheet Software

Credit Value of Unit: 4 | **GLH of Unit: 30** | **Level of Unit: Level 2**

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
	1.2 Enter and edit numerical and other data accurately
	1.3 Combine and link data across worksheets
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2 Select and use appropriate formulas and data analysis tools to meet requirements	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements
	2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements
	2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements
3 Select and use tools and techniques to present and format spreadsheet information	3.1 Plan how to present and format spreadsheet information effectively to meet needs
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
	3.3 Select and format an appropriate chart or graph type to display selected information
	3.4 Select and use appropriate page layout to present and print spreadsheet information
	3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary
	3.6 Describe how to find errors in spreadsheet formulas
	3.7 Respond appropriately to any problems with spreadsheets

Indicative Content

UNIT SPECIFICATIONS

Word Processing Software

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Enter and combine text and other information within word processing documents	1.1 Identify types of information that are needed in documents
	1.2 Use appropriate techniques to enter text and other information accurately and efficiently
	1.3 Select appropriate templates for different purposes
	1.4 Use selected templates to create word processed documents
	1.5 Identify when it is would be necessary to combine and merge information from other software and/or other documents
	1.6 Combine and merge information from other software or other documents
	1.7 Use a range of editing tools to amend document content
	1.8 Store document and template files effectively
	1.9 Retrieve document and template files effectively, in line with local guidelines and conventions where available
2 Create and modify layout and structures for word processed documents	2.1 Identify structure and style for the documents required
	2.2 Identify available templates and styles that would be suitable for the documents required
	2.3 Organise information by: (a) creating columns, tables and forms (b) modifying columns, tables and forms
	2.4 Select and apply styles to text
3 Use word processing software tools to format and present documents to meet requirements	3.1 Identify how the document should be formatted to aid meaning
	3.2 Use appropriate techniques to format characters and paragraphs
	3.3 Use appropriate page and section layouts to present and print documents
	3.4 Describe any quality problems that have occurred during the production of the documents
	3.5 Check that the documents meet needs, using IT tools and making corrections as necessary
	3.6 Respond appropriately to quality problems with documents so that outcomes meet identified needs

Indicative Content

Education Units

UNIT SPECIFICATIONS

The Role of Family Learning

Credit Value of Unit: 2   **GLH of Unit: 10**   **Level of Unit: Level 1**

Introduction

In this unit the learner will identify those individuals involved in a child's learning. An appreciation of how family learning can raise achievement in a child will be gained. Activities and techniques which can contribute to a child's learning will be identified. The learner will identify ways in which they themselves can develop and evaluate their own learning.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know the range of individuals involved in a child's learning	1.1 Outline own role in supporting a child's learning
	1.2 Outline the role of others in a child's learning
2 Understand the factors which contribute to a child's learning, including the role of family learning	2.1 Outline the factors contributing to a child's learning and how these can be used to determine approaches to learning
	2.2 Outline the importance of family learning to the family as a whole
	2.3 Describe how family learning can help raise the achievement of a child
3 Understand how children learn through daily activities	3.1 Describe the learning that takes place in a range of daily activities
	3.2 Describe ways in which parents / carers can encourage learning through daily activities
4 Understand the importance of active communication and positive interaction	4.1 Describe some situations in which it is important to listen to a child and how this encourages a child's development
	4.2 Describe some choices that may be offered to child and how and this encourages a child's development
	4.3 Describe with examples positive reinforcement and how this encourages a child's development
5 Be able to develop and evaluate own learning	5.1 Describe own learning preferences and how these may be used to develop learning
	5.2 Produce a well organised and structured portfolio of work

Indicative Content
Individuals involved in child's learning – e.g. parents, extended family, carers, teachers, teaching assistants, nursery practitioners, support workers in extended schools services, learning support workers, community workers etc. **Factors contributing to a child's learning** – i.e. influence on child's learning preference (visual, kinaesthetic, auditory, logical), support from home environment, active learning, meaningful activities, motivation-positive reward and positive parenting. **Active communication and positive interaction with children** – i.e. clear realistic expectations of child, making time to interact with child, giving choices, unconditional love, challenge behaviours not the child, focus on the positive, praise, setting boundaries. **Develop and evaluate own learning** – i.e. learning preferences; organisation of portfolio; logical order, page numbered, contents page, name and date titles to each piece of work etc.

UNIT SPECIFICATIONS

Understanding Rights and Responsibilities of Citizenship

Credit Value of Unit: 3   **GLH of Unit: 27**   **Level of Unit: Level 1**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Demonstrate an understanding of human rights	1.1 Identify with examples, two basic human rights
2 Demonstrate an understanding of the law in a specific situation and in society	2.1 State three reasons why society needs rules
	2.2 For given, specific situation state ▪ Why we need laws ▪ How laws are made ▪ How laws are enforced
3 Demonstrate understanding of the democratic and electoral process	3.1 Outline the ways in which one of the following elections is carried out ▪ School council elections ▪ Local elections ▪ National elections
	3.2 Outline three of the main roles of one of the following ▪ A school council representative ▪ A local councillor ▪ An MP
4 Demonstrate understanding of rights and responsibilities	4.1 Outline three of the main roles of one of the following ▪ Consumer ▪ Member of a community
	4.2 Outline the main functions of ▪ Citizen Advice Bureau ▪ Neighbourhood Watch

Indicative Content
Understanding Human Rights **Identify** giving examples of two basic human rights. Some examples of basic human rights ▪ Equal pay for equal work ▪ Adequate standard of living for health and well-being: food, water, clothing, housing ▪ Education ▪ Freedom of thought ▪ Freedom of expression ▪ Privacy **Understanding of the Law** The learner needs to be able to demonstrate an understanding of the law **in a specific situation and in society**. Using a given situation the learner must state ▪ Three reasons why society needs rules ▪ Why we need laws

- How laws are made
- How laws are enforced

Understanding of the Democratic and Electoral Processes

The learner needs to demonstrate that they understand the democratic and electoral process by giving an outline of the ways one of the following elections is carried out

- **School council elections**
  Yearly, school principal will give notice of the date, time and location, nominations given, secret ballot, based on Ministry of Education Regulations

- **Local elections**
  Vote for councillors who run local services, elected for a term of four years, must be 18 to vote, must be registered to vote, secret ballot

- **National elections**
  Formal, secret ballot, postal vote, polling station, constituencies, electoral commission, at least every five years, majority system, over 18 to vote, registered to vote

And also by outlining: three of the main roles of one of the following

- **A school council representative**
  Assist in school governance, ensure pupils' best interests are primary, ensure compliance with regulations and legislation, assist with developing, reviewing and updating school policies, attend meetings, work as part of a team, respect different skills, knowledge and experience, share workload and responsibilities, good listeners and communicators

- **A local councillor**
  Represent local communities, community leaders, policy makers such as: housing, social services, planning, environment, work with local groups and organisations such as: the police, schools, health services, act as a source of information, need to be able to communicate, present information, chair meetings, manage time

- **An MP**
  Represent a constituency, carry out work on behalf of the constituency with problems and concerns regarding: tax, health, pensions, immigration, schools, present petitions

Understanding of Rights and Responsibilities

The learner needs to show their understanding of their rights and responsibilities; in order to do this they will need to identify two of his / her rights and responsibilities for each

- As a consumer
- Returning items
- Repair
- Replace
- Refund
- Fit for purpose
- Buying a service
- As a member of a community
- Ability to participate in living; education; recreation; employment; share experiences; values; safe, secure environment

UNIT SPECIFICATIONS

Understanding Young People, Law and Order

Credit Value of Unit: 3   **GLH of Unit: 27**   **Level of Unit: Level 1**

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand why young people become involved in crime	1.1 Outline two reasons why young people become in crime
2 Appreciate the consequences of crime on different people	2.1 Identify the consequences of a given crime for ▪ The victim ▪ The offender ▪ Others
3 Demonstrate knowledge of the Criminal / Youth Justice System	3.1 Identify and outline each stage of the Criminal / Youth Justice System from reporting through to sentencing
	3.2 List the people involved at each stage
4 Appreciate custodial and alternative forms of sentences	4.1 State two arguments for and two arguments against custodial sentences
	4.2 List two alternative forms of sentence
5 Appreciate the role of a local agency	5.1 Outline the support offered to young offenders or their victims by one local agency, for example, Youth Offending Team, Probation Service and Victim Support

Indicative Content
Young People and Crime   The learner needs to give two reasons why young people become involved with crime   **Examples**   ▪ Gangs provide a sense of belonging and acceptance   ▪ The result of years of neglect and / or abuse   ▪ Poverty   ▪ Curiosity   ▪ Become dependent on the "rush"   ▪ Escape problems   ▪ Peer pressure   **Consequences of Crime**   The learner also needs to appreciate the consequences of crime for different people. The learner needs to look at a specific crime and consider the consequences for those involved: the victim, the offender and any others.   Examples of specific crimes could be   ▪ Stolen car   ▪ Stolen mobile   ▪ Road accident   ▪ House break-in   ▪ Fire   ▪ Violence

- Cyber bullying

Criminal and Youth Justice System

The learner needs to show they have

- Identified and outlined each stage of the Criminal / Youth Justice System from reporting through to sentencing
- Listed the people involved at each stage

Custodial and Alternative Forms of Sentences

The learner needs to show they have

- Stated two arguments for and two arguments against custodial sentences
- Listed two alternative forms of sentence

Role of a Local Agency

The learner needs to show that they have outlined the support offered to young offenders or their victims by one local agency, for example

- Youth Offending Team
- Probation Service
- Victim Support

UNIT SPECIFICATIONS

Developing Early Literacy, Language and Numeracy Skills

Credit Value of Unit: 1　　　　　　**GLH of Unit: 10**　　　　　　**Level of Unit: Level 1**

Introduction

In this unit the learner will gain an understanding of what the Early Years Foundation Stage is and how it works. Learners will gain an understanding of the important role of play for their child's development, including the development of early literacy, language and numeracy skills and how to encourage / support this within the family home. They will also gain knowledge on how to recognise the progress that their child is making. The learners will undertake classroom based learning, including identifying appropriate learning opportunities for their children through play, and plan and create resources in class, to use at home with their child. They will also be expected to evaluate the success of these activities in promoting skills development for their child.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand what the Early Years Foundation Stage is	1.1 Explain the four themes of the Early Years Foundation Stage
2. Understand the importance of play in developing children's literacy, language and numeracy skills	2.1 Explain how a number of play activities can encourage a child's early literacy and language development
	2.2 Explain how a number of play activities can encourage a child's early numeracy development
3. Be able to plan and carry out an activity with a child and recognise the learning taking place	3.1 Outline the play activity to be carried out with the child, giving reasons for the choice
	3.2 Produce at least one resource to support learning during the play activity
	3.3 Outline how the resource and play activity encouraged literacy, language and / or numeracy learning
	3.4 Explain how successful the play activity was at promoting literacy, language and / or numeracy development and how it could be improved
	3.5 Explain how their play activity links to an Early Years Foundation Stage theme

Indicative Content
Main approaches in the delivery of EYFS – e.g. four themes – a unique child, positive relationships, enabling environments, learning and development. Early Learning Goals, emphasis on play, parental involvement, role of Early Years practitioners. **Ways that activities may support a child's development and learning** – e.g. following instructions, health and safety awareness, motor skills, language development, listening skills, visual awareness, planning sequence of events, use of technology.

UNIT SPECIFICATIONS

Supporting a Child's Learning in School

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 1**

Introduction

In this unit the learner will gain an understanding of how the school environment is organised and structured in order to promote learning. An understanding of the school curriculum and how this is determined through the Key Stages and National Curriculum will be gained as well as knowledge of the different ways in which attainment can be measured and reported.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know the main features of the school and classroom environment	1.1 Explain the organisational structure of a school
	1.2 Explain the main roles and responsibilities of key staff involved in a child's learning
	1.3 Show how the way in which a school day and week is organised supports a child's learning
	1.4 In a plan of a classroom show how the layout can support a child's learning
	1.5 Explain the different ways of communication between the school and parents / carers
2 Understand the main features of the school curriculum	2.1 Explain the subjects, levels and programmes of study within the National Curriculum
	2.2 Give reasons for having a National Curriculum
	2.3 Explain the reason for different key stages
	2.4 Explain the different levels of attainment within a key stage
	2.5 Explain how attainment can be recorded and reported
3 Be able to support the teacher in a classroom activity	3.1 Explain some of the teaching strategies used within the classroom
	3.2 Explain a range of resources used within the classroom
	3.3 Explain ways in which volunteers / support workers can contribute to the teaching and learning in the classroom
	3.4 Plan and explain a short activity to be used to support teaching and learning in the classroom
	3.5 Explain how the activity can support teaching and learning
	3.6 Explain how successful the activity was at supporting teaching and learning

Indicative Content
School organisation – head teacher, deputy head teacher, teachers, support workers, board of governors, local education authority.   **Key staff involved in child's learning** – teacher, teaching assistant, specialist support workers, learning mentors, parent volunteers.   **School day and week** – length of lessons, organisation of breaks, lunch arrangements, lunch time / after school clubs / activities, breakfast clubs.   **Layout of classroom** – organisation of desks, whiteboards / blackboards, computers, wall displays, children's own space, play / activity areas.   **Communication with parents** – letters, telephone, website, parents evenings, open days, reports, setting up a meeting with teacher / head teacher.   **National Curriculum** – subjects, programme of study, attainment targets and level descriptors.   **Key Stages and expected attainment levels at each stage** – KS1, KS2, KS3, KS4.   **Measuring of attainment** – SATS, teacher records, formative and summative assessment.   **Teaching strategies** – group work, teacher explanation, storytelling, role play etc.   **Teaching and learning resources** – e.g. interactive whiteboard, 'house corner', textbooks, library, subject specific resources, e.g. music, science, use of outdoor environment as a resource.

Schools as Organisations

Credit Value of Unit: 3   **GLH of Unit: 20**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know the different types of schools in the education sector	1.1 Identify the main types of state and independent schools
	1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance
2 Know how schools are organised in terms of roles and responsibilities	2.1 Describe roles and responsibilities of ▪ School governors ▪ Senior management team ▪ Other statutory roles, e.g. Senco ▪ Teachers ▪ Support staff
	2.2 Describe the roles of external professionals who may work with a school, e.g. educational psychologist
3 Understand how schools uphold their aims and values	3.1 Define the meaning of ▪ Aims ▪ Values
	3.2 Describe with examples how schools may demonstrate and uphold their aims
	3.3 Describe with examples how schools may demonstrate and uphold their values
4 Know about the laws and codes of practice that affect work in schools	4.1 Identify the laws and codes of practice affecting work in schools
	4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement
5 Know about the range and purpose of school policies and procedures	5.1 Describe why schools have policies and procedures
	5.2 Identify the policies and procedures schools may have relating to ▪ Staff ▪ Pupil welfare ▪ Teaching and learning
6 Know about the wider context in which schools operate	6.1 Identify the roles and responsibilities of national and local government for education policy and practice
	6.2 Describe the role of schools in national policies relating to children, young people and families
	6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools

Indicative Content
Types of Schools: State schools, independent schools; private and public, specialist schools, home schools, selective schools / grammar, prep schools, community schools, foundation and trust schools, voluntary-aided schools, voluntary- controlled schools, academies, City Technology Colleges, faith schools. **Characteristics**: Primary, secondary, tertiary education / FE colleges (14 – 19) and 6th Form Colleges, private training providers for 14 – 19; school size, pupil ages, ideologies, funding. **The Roles and Responsibilities**: Understand how roles are linked, e.g. how the support role relates to the roles of teachers, others who work with students and other support staff. **Upholding Aims / Values**: Individual members of staff; policies and procedures, e.g. equal opportunities, confidentiality, behaviour management, and discrimination. **Laws and Codes of Practice**: e.g. The Data Protection Act (1998); The Human Rights Act (1998); The UN Convention on Rights of the Child (1989); Freedom of Information Act (2000); The Education Act (2002); Every Child Matters (2003); The Children Act (2004). **Policies and Procedures:** Are required to support staff in the management of the school and to protect both staff and pupils from situations which could be dangerous, threatening or abusive, e.g. promote equality, assure confidentiality, and check health and safety. **National Government**: Funding, setting legislation, taking lead on values through policy and planning etc. **Local Government**: Promoting wellbeing local area, ensuring access to provision for all, monitoring and supporting schools, including schools in local development plans etc.

UNIT SPECIFICATIONS

Safeguarding the Welfare of Children and Young People

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
	1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses
	2.2 Describe the actions to take when children or young people are ill or injured
	2.3 Identify circumstances when children and young people might require urgent medical attention
	2.4 Describe the actions to take in response to emergency situations including ▪ Fires ▪ Security incidents ▪ Missing children or young people
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse
	3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
	3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying
	3.4 Describe the actions to take in response to concerns that a colleague may be ▪ Failing to comply with safeguarding procedures ▪ Harming, abusing or bullying a child or young person
	3.5 Describe the principles and boundaries of confidentiality and when to share information

Indicative Content
Key aspects of current legislation – guidelines, policies and procedures for safeguarding the welfare of children and young people. **Key agencies involved in safeguarding** – social services, multi-agency approach, collective responsibility. **Signs and symptoms of common childhood illnesses** – e.g. lethargy, temperature, rashes. **Deal with accidents, emergencies and illnesses** – awareness of organisational guidelines, policies and procedures. **Types of child abuse** – physical abuse; sexual abuse; neglect; emotional abuse including bullying. **Risks** – exposure to inappropriate material, illegal practices, e.g. bullying, grooming, identity fraud. **Consequences** – personal danger, prosecution. **Evidence or concerns** that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying include ▪ Disclosure ▪ Allegations ▪ Signs and indicators of abuse **Concerns about a colleague** – should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

UNIT SPECIFICATIONS

Child and Young Person Development

Credit Value of Unit: 2   **GLH of Unit: 15**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include ▪ Physical development ▪ Communication and intellectual development ▪ Social, emotional and behavioural development
	1.2 Describe with examples how different aspects of development can affect one another
2 Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including ▪ Background ▪ Health ▪ Environment
	2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development
3 Understand the potential effects of transitions on children and young people's development	3.1 Identify the transitions experienced by most children and young people
	3.2 Identify transitions that only some children and young people may experience, e.g. bereavement
	3.3 Describe with examples how transitions may affect children and young people's behaviour and development

Indicative Content
Main stages of development for learning and thinking – e.g. theories of cognitive development, theories of moral development, theories of gender role development, theories of language acquisition and development. The expected rate and pattern of physical and motor development, communication and intellectual development and social, emotional and behavioural development. In each of the age groups: Birth - 3 years, 3 - 7 years, 7 - 12 years, 12 - 16 years. How physical and motor development, communication and intellectual development and social, emotional and behavioural development are linked and how they can affect each other. **Factors affecting development** – Social and / or cultural background, health, social environment, language, special educational needs. **Recognise and respond to concerns about child development** – Monitoring development, typical and delayed development, sharing concerns with parents and medical personnel. **Transitions** – Any significant stage or experience in the life of a child or young person that can affect behaviour and / or development

- Common to all – moving school, puberty
- Individual – bereavement, illness
- Types of transitions: emotional, physical, intellectual, physiological
- Signs and indications of different transitions
- Effects of transitions: behavioural, emotional, intellectual, physiological
- Behavioural effects, e.g. aggression; habit disorders; swearing; lying; stealing

UNIT SPECIFICATIONS

Using Counselling Skills

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

This unit provides learners with the opportunity to develop counselling skills in a helping relationship.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know what core counselling skills are	1.1 Identify core counselling skills
	1.2 Describe how core counselling skills can be used in a counselling relationship and in other helping activities
2 Know how to establish a helping relationship	2.1 Describe the boundaries that need to be taken into account when starting a new helping relationship
	2.2 Describe how to agree objectives for a new helping relationship
3 Be able to use core counselling skills in a helping relationship	3.1 Demonstrate how to use core counselling skills in a helping relationship
	3.2 Discuss how effective the use of core counselling skills have been in developing the helping relationship
4 Know how to conclude a helping interaction	4.1 Describe useful strategies for ending a helping relationship
	4.2 Describe the possible impact of a helping relationship ending

Indicative Content
Know what core counselling skills are Core counselling skills: positive regard for client; respect, empathy and genuineness; active listening; overcoming blocks to listening; open ended questioning; questioning techniques; use of examples and metaphor; reflection; paraphrasing and summarising, body language, transactional analysis etc.; use of core skills; when appropriate to use; what is a counselling or helping relationship. **Know how to establish a helping relationship** Professionalism in relationships; the client helper relationship and its boundaries; dual relationships (e.g. personal / professional, work colleague / counselling etc.); benefits and issues that may arise from dual relationships; boundaries in terms of what helper can and cannot do; formal / informal interaction; ethical and moral considerations; how personal involvement can compromise the relationship; impartiality (i.e. not telling client what to do but helping them explore possibilities); importance of setting boundaries as a framework in which to contain the relationship; agreeing objectives; giving control to the person being helped; SMART objectives (Specific, Measurable, Achievable, Realistic, Time related); confidentiality issues. **Be able to use core counselling skills in a helping relationship** Using core counselling skills; nature of a helping relationship; importance of the person being helped remaining in control; reviewing effectiveness of use of counselling skills.

Know how to conclude a helping interaction

Strategies – setting limits at start (time or objective based, contract); planning; phased endings; review process (achievements, progress, future goals); handover where appropriate; impacts – sadness, gratitude, indifference, and anxiety.

UNIT SPECIFICATIONS

Preparing to Support Learning

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

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

Indicative Content
- The support cycle, different models of support   - The learning support process and use of strategies to elicit contributions from others   - The value of learning   - Social and personal factors which influence learning, e.g. socio-economic status, ethnicity / culture, age, gender, personal experience and circumstances etc.   - Skills and tasks related to the learning support role, e.g. acting on instructions from specialist teachers, making requests and obtaining detailed information relating to supporting the learning environment etc.   - Strategies to support learners with physical difficulties and / or sensory impairment   - Characteristics of each type of disability / difficulty and how they can hinder language and literacy development   - Interacting appropriately with learners   - Communication, e.g. verbal and non-verbal communication, active listening, questioning techniques etc.   - Effective use of resources   - Awareness of appropriate ICT materials and care of such materials

Assessment Method

Please note that this unit is assessed through the learner completing the assessment task detailed in Appendix 3.

UNIT SPECIFICATIONS

Introduction to Counselling Skills Theories

Credit Value of Unit: 4 **GLH of Unit: 30** **Level of Unit: Level 2**

Introduction

This unit provides learners with the opportunity to develop knowledge of the three main counselling theoretical approaches enabling a link to be made between counselling theory and skills.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know elements of counselling theories	1.1 Describe key elements of psychodynamic theory
	1.2 Describe key elements of person-centred theory
	1.3 Describe key elements of cognitive-behavioural theory
	1.4 Identify the key differences between the above theories
2 Know the significance of counselling theory	2.1 Describe how counselling theory underpins the use of counselling skills

Indicative Content
Know elements of counselling theories

Psychodynamic theory – Freud, Klein, Jung etc.; psychoanalysis (unconscious, pre-conscious, conscious, repression, resistance, free association, transference, splitting, dream interpretation); personality theory (id, ego and super-ego); tension and conflict; anxiety; psychosexual stages (oral, anal, phallic, latency, genital, Oedipus complex).

Person-centred theory – Carl Rogers; Core conditions (unconditional positive regard, empathy, congruence); 6 conditions required for personality change (psychological contact, client vulnerability, therapist genuineness, therapist unconditional positive regard, therapist empathy, client perception); the healing relationship; client desire to change / acceptance of current situation.

Cognitive-behavioural theory – Beck and Ellis; thinking errors (faulty information processing, unhelpful thinking styles); negative automatic thoughts; arbitrary inference (jumping to conclusions); selective abstraction (negativity about things); overgeneralisations; magnification and minimisation (focussing on the negative and underplaying positive); personalisation (bearing all responsibility by themselves); all or nothing thinking (seeing everything as black or white).

Comparing and contrasting; key differences and similarities between the approaches.

Know the significance of counselling theory

How theories are developed (research, analysis etc.); theory as a foundation to counselling and for counsellor to develop own practice and techniques; a framework in which to operate; a 'pick and mix' approach (integrative approach); a basis for professional practice.

UNIT SPECIFICATIONS

Contribute to the Development of Babies and Young Children

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

Introduction

In this unit the learner will gain an understanding of child development in very young children. Learners will gain an understanding of how they can contribute to a child's development, including the development of early communication skills and how to encourage / support this. They will also gain knowledge on how to recognise the developmental milestones progress that a child is making.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the pattern of development of babies and children	1.1 Identify the pattern of development in the first 3 years of life
	1.2 Explain how all areas of development are interconnected
	1.3 Explain why variations might occur in the rate and sequence of development
2 Be able to support a positive environment for babies and young children	2.1 Describe the features of a positive environment that supports the development of babies and young children
	2.2 Demonstrate how to create a positive environment that promotes the development of babies and young children
3 Be able to communicate with babies and young children to support their development	3.1 Explain how the development of babies and young children is supported by effective communication
	3.2 Use different methods of communication to meet the individual needs of babies and young children
4 Be able to support stimulating play for babies and young children	4.1 Support stimulating play with babies or young children making best use of opportunities to encourage the development of their ▪ Communication, language and literacy ▪ Exploration and curiosity ▪ Physical skills

Indicative Content
Know the pattern of development of babies and children

Know the pattern of development of babies and children

Identify the pattern of development in the first 3 years of life. Understand the term development which refers to change or growth that occurs in a child during the life span from birth to adolescence. Knowledge of developmental domains - physical, social and emotional, language and cognitive - and the development span over first three years, identify pivotal stages and achievement of landmark skills. Be able to list some key child developmental theorists and outline major stages.

Explain how all areas of development are interconnected. Knowledge of how each area of development influences the others and is interconnected. Understanding of holistic development. Knowledge of Birth – 3 years framework.

Explain why variations might occur in the rate and sequence of development.

Be aware that developmental change is a basic fact of human existence and each person is

developmentally unique. Children differ in physical, cognitive, social, and emotional growth patterns. They also differ in the ways they interact with and respond to their environment as well as play, affection, and other factors. Know that milestones in development are more variable than others and give examples. Be able to identify delays in development and give examples.

Be able to support a positive environment for babies and young children

Describe the features of a positive environment that supports the development of babies and young children. Describe the characteristics of a positive environment; including attachments with caring adults. Be able to describe aspects of environments that are flexible and responsive, which can adapt to children's immediate interests and needs.

Demonstrate how to create a positive environment that promotes the development of babies and young children.

Evidence of planning sessions or activities that show good practice in supporting a positive environment as described above. List of a range of different activities that maximise learning and development opportunities.

Be able to communicate with babies and young children to support their development

Explain how the development of babies and young children is supported by effective communication. Understand that communication is made up of language, speech and hearing. Language development is a process starting early in human life, when a person begins to acquire by learning it as it is spoken and by mimicry. Good communication is central to the development of children and involves listening, questioning, understanding and responding to what is being communicated by children and those caring for them. Knowledge that it is important to be able to communicate both on a one-on-one basis and in a group context.

Use different methods of communication to meet the individual needs of babies and young children. Communication is not just about the words, but also manner of speaking and body language. Sounds as well as nonverbal communication like gestures and facial expressions are key in engaging infants' interest and building their understanding of conversation. Talking to babies lays the groundwork for communication by letting them know they will be responded to.

Be able to support stimulating play for babies and young children

Support stimulating play with babies or young children making best use of opportunities to encourage the development of their

▪ Communication, language and literacy – be able to give an example of how to communicate with a 0 – 3 year to develop communication skills and association of words and objects
▪ Exploration and curiosity – be able to give an example of how to communicate with a 0 – 3 year to develop knowledge and understanding
▪ Physical skills – be able to give an example of how to communicate with a 0 – 3 year to develop physical skills

UNIT SPECIFICATIONS

Introduction to Education

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

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	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

Indicative Content

UNIT SPECIFICATIONS

Effective Learning

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can

1 Understand own learning programme	1.1 Outline own learning programme in terms of
	   • content and coverage
	   • assessment criteria and approaches
	   • timescales and deadlines
	   • guided and self-study requirements
	   • skills and attitudes required

	1.2 Identify possible risks and barriers to achieving success on learning programme and strategies for addressing or minimising these
	1.3 Identify purpose and intended outcomes for own learning programme

2 Set and use targets for own learning	2.1 Negotiate targets for own learning which are
	   • focused on relevant skills or areas of knowledge for development
	   • challenging and achievable
	   • measurable and time-bound

	2.2 Review own progress against targets
	2.3 Adjust ways of working in light of review in order to achieve targets
3 Use assessment to improve performance	3.1 Use self-assessment strategies to identify areas for improvement and to improve own performance
	3.2 Use feedback from peer and tutor assessment to identify areas for improvement and to improve own performance
4 Use different learning styles and techniques	4.1 Identify different ways in which learning takes place (e.g. through group work, practice, or reflecting on experiences)
	4.2 Outline ways of learning which they find particularly effective, giving examples and reasons for their preferences
	4.3 Apply different techniques for learning, appropriate to the situation and to their own preferences
5 Contribute to a learning group	5.1 Explain how learning within a group can support own learning and development and that of others
	5.2 Outline the features of effective, collaborative learning

	5.3 Contribute positively to a learning group, including through
	   • taking part in group discussion, listening and responding to the ideas of others
	   • taking part in peer assessment activity
	   • offering and accepting help from other group members
	   • working collaboratively to achieve group

		goals
6	Use technology to support own learning	6.1 Use appropriate technology to research, produce, organise and store work relating to own learning programme
		6.2 Use appropriate methods to access and use on-line course materials, remotely and from usual place of learning

Indicative Content

Summary Record of Achievement

Level 2 Certificate, Extended Certificate and Diploma in Education Professions

Unit Title	Tick if unit claimed	Level / Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Personal and Social Development units					
Developing Self		L2			
Healthy Living		L2			
Individual Rights and Responsibilities		L2			
Managing Your Own Money		L2			
Identity and Cultural Diversity		L2			
Carrying Out Own Volunteering Role		L2			
Time Management		L2			
Counselling Skills and Personal Development		L2			
Research Skills for Academic Study		L2			
IT Communication Fundamentals		L2			
Database Software		L2			
Using the Internet		L2			
Presentation Software		L2			
Spreadsheet Software		L2			
Word Processing Software		L2			
Education units					
The Role of Family Learning		L1			
Understanding Rights and Responsibilities of Citizenship		L1			
Understanding Young People, Law and Order		L1			
Developing Early Literacy, Language and Numeracy Skills		L1			
Supporting a Child's Learning in School		L1			
Schools as Organisations		L2			
Safeguarding the Welfare of Children and Young People		L2			
Child and Young Person Development		L2			

		L2			
Using Counselling Skills		L2			
Preparing to Support Learning		L2			
Introduction to Counselling Skills Theories		L2			
Contribute to the Development of Babies and Young Children		L2			
Introduction to Education		L2			
Effective Learning		L2			

Learner Name _____Total credit value of claim _____

For the Certificate this should be 13 credits and up to a maximum of 24
For the Extended Certificate this should be 25 credits and up a maximum of 36
For the Diploma this should be 37 credits or more

Certificate ☐   Extended Certificate ☐   Diploma ☐

Please tick box as appropriate

I confirm that the minimum number of credits at the appropriate level 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 optional units as specified within the Rules of Combination.

Learner Signature _____

Assessor Signature _____

Learner Name _____

Unit:

Level: _____

Criteria assessed through Observation (Give number(s) from the unit specification)

_____

What the learner had to do

Assessor's comments on learner performance

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

Assessor Signature_____

Date _____

Internal Verifier (if sampled)_____

Date _____

Level 2 Preparing to Support Learning Assessment Task

In this assessment task, the learner must demonstrate

- Knowledge of the role of a learning support practitioner
- Ability to plan, prepare and deliver a micro learning support session
- Reflection on own performance in the learning support role

The assessment task comprises three sections. All sections must be completed.

Section 1 – The Learning Support Role

In this section, the learner will demonstrate understanding of the learning support role, its responsibilities and boundaries. This should include

- A review of the learning support role, explaining its responsibilities and limits
- A review of the records that must be maintained and the reasons for them
- A summary of specific legislation that must be complied with/of which practitioners must be aware
- A discussion of equality and diversity issues relevant to a learning support situation

Section 2 – Planning, Preparing, Delivering and Providing Feedback on a Micro Learning Support Session*

In this section, the learner will produce evidence that they have planned, prepared and delivered a 15 minute micro learning support session. The evidence should include

- A session plan for the 15 minute micro learning support session
- A rationale for the session plan
- Any learning materials produced for the session;
- Tutor feedback
- Feedback from a minimum of 3 peers

*If the learner is already engaged in real learning support practice, this can be used to meet the requirements for micro learning support and assessed observation. An Observation Record Form is provided in Appendix 2.

Section 3 – Reflection and Evaluation

In this section, the learner will evaluate the micro learning support session that was delivered, using their reflections on the experience and feedback from tutors and peers to identify key strengths and areas for development.

The issues that should be addressed are

- Planning and preparation
- Learning support strategies
- Resources
- Assessment methods and feedback

Reflection is a complex issue but there are two important strands:

Reflective Learning

The systematic analysis of what an individual learns, concerning the content, the learning process, that factors that affect learning.

Reflective Practice

The systematic analysis of what, why and how an individual teaches; asking questions and seeking to improve professional practice.

The following questions will prompt the learner to engage in appropriate reflective practice

- What happened? (Describe two or three key features of the session)
- How did I feel? (Thoughts / feelings both at the time and afterwards)
- What went well and why?
- What could have been improved and how?
- What have I learned from this experience?
- What else could I have done?
- What can I do next time?

Rationales / analysis / discussions / evaluations / reflections must be referenced, where appropriate, using the Harvard bibliographical referencing system.

Access to HE Diploma Pathways

Learners wishing to take the Ascentis Access to HE Diploma register on a pathway, leading to a QAA-recognised Access to HE Diploma. They are below:

1 Access to Higher Education Diploma (Allied Health Professions)

2 Access to Higher Education Diploma (Art, Design and Media)

3 Access to Higher Education Diploma (Business)

4 Access to Higher Education Diploma (Business with English)

5 Access to Higher Education Diploma (Business with Mathematics)

6 Access to Higher Education Diploma (Business with Technology)

7 Access to Higher Education Diploma (Computing)

8 Access to Higher Education Diploma (Education Professions)

9 Access to Higher Education Diploma (Engineering Science)

10 Access to Higher Education Diploma (Health and Social Care Professions)

11 Access to Higher Education Diploma (Humanities)

12 Access to Higher Education Diploma (Humanities with Mathematics)

13 Access to Higher Education Diploma (Law)

14 Access to Higher Education Diploma (Nursing and Midwifery)

15 Access to Higher Education Diploma (Primary Teaching)

16 Access to Higher Education Diploma (Science)

17 Access to Higher Education Diploma (Social Science)

18 Access to Higher Education Diploma (Sports Studies)