



Ascentis Level 2 Diploma in  
Progression to Further Study in Art and Design  
Specification

<b>Ofqual Number:</b>	<b>601/6286/7 - Withdrawn</b>
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Ofqual End Date:	31/07/2019
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## ABOUT ASCENTIS

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

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

**Ascentis** is distinctive and unusual in that it is both:

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

and

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

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

## ASCENTIS CONTACT DETAILS

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# ASCENTIS LEVEL 2 DIPLOMA IN PROGRESSION TO FURTHER STUDY IN ART AND DESIGN

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## Introduction

This qualification has been designed to help learners develop the essential and transferable knowledge and skills required in order to progress primarily to Level 3 qualifications in the Art and Design sector

## Aims

The aims of the qualification are to enable learners:

- 1 to progress to further learning
- 2 to develop study skills
- 3 to develop skills and knowledge in the areas of Art and design

## Target Group

This qualification is for learners who:

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

**Ofqual Qualification Number: 601/6286/7**

### 601/6286/7 Ascentis Level 2 Diploma in Progression to Further Study in Art and Design

45 credits are required. 21 from group A, 9 from group B and the remaining 15 can come from any group

#### A (Vocational units)

Title	Level	Credit Value	GLH	Unit ref
Introduction to the Creative and Performing Arts	Level 2	3	24	A/505/2097
Art, Culture and Society	Level 2	3	24	A/507/0731
Art and Design Diagnostic Project	Level 2	9	72	F/507/0729
Using a Workshop in Art, Craft and Design	Level 2	3	24	H/507/0738
Design Software	Level 2	3	20	J/505/6413
Graphic Design Project	Level 2	6	48	K/504/9714
Design	Level 2	3	24	T/504/9716
Visual Studies	Level 2	6	48	T/507/0730
Communicating and Investigating through Drawing	Level 2	3	24	Y/507/0736

#### B (Study Skills units)

Title	Level	Credit Value	GLH	Unit ref
Improving Own Learning and Performance	Level 2	3	24	A/504/8275
Working in a Group	Level 2	3	24	A/505/2164
Academic Writing Skills	Level 2	3	24	A/507/0728
Information Literacy	Level 2	3	24	D/505/1976
Plagiarism	Level 2	1	7	F/505/2117
Personal Learning Skills	Level 2	6	48	H/504/7797
Managing Your Own Learning	Level 2	3	24	K/505/8915
Researching and Understanding Opportunities for Study in Higher Education	Level 2	3	24	K/507/0742
Research Skills	Level 2	3	24	L/504/8202
Critical Thinking	Level 2	2	16	M/504/7592
Practical Presentation Skills	Level 2	3	24	M/504/8659
Building a Personal Career Portfolio	Level 2	3	24	T/504/7495
Organisation and Evaluation of Study	Level 2	3	24	T/507/0744
Developing Personal Study Skills	Level 2	6	48	Y/504/8493

#### C (Other optional units)

Title	Level	Credit Value	GLH	Unit ref
Prejudice and Discrimination	Level 2	3	24	A/504/8843
Work Experience	Level 2	1	8	A/504/9362
Numeracy in Context – Planning a Mathematical Project	Level 2	3	24	A/505/4030
Number and Graphical Representation	Level 2	3	24	A/507/0745
Multimedia Software	Level 2	4	30	D/505/6420
Understanding Diversity within Society	Level 2	3	24	F/504/8505
Interpersonal Skills	Level 2	3	24	H/504/7783
Stress and Stress Management Techniques	Level 2	3	24	H/504/8819
Shape Using Pythagoras and Trigonometry	Level 2	3	24	J/505/5374
Writing	Level 2	3	30	J/505/5584
Presentation Software	Level 2	4	30	M/502/4622
Data Handling and Algebra	Level 2	3	24	M/507/0743

Word Processing Software	Level 2	4	30	R/502/4628
Using IT for Study	Level 2	3	24	R/507/0735
Interview Skills	Level 2	1	10	T/503/2866
Developing meeting skills	Level 2	1	8	T/504/9490
Reading Strategies	Level 2	3	24	T/505/5385
Speaking and Listening Skills	Level 2	3	24	Y/503/3377
Leadership Skills	Level 2	3	24	Y/504/7778

Unit certification is available for all units.

### **Recommended Guided Learning Hours**

The recommended guided learning hours for Level 2 Diploma in Progression to Further Study in Art and Design is 360.

### **Total Qualification Time**

The total qualification time for Level 2 Diploma in Progression to Further Study in Art and Design is 450.

### **Time Limit for the Process of Credit Accumulation and Exemptions**

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

### **Recommended Prior Knowledge, Attainment and/or Experience**

There is no prior knowledge required for this qualification.

### **Age Range of Qualification**

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

### **Opportunities for Progression**

This qualification is to give learners the skills needed to progress to the next level of vocational learning in Art & Design. Learners can progress to further learning including:

- Level 3 Access to HE Diploma (Art & Design)
- Level 3 Access to HE Diploma (Creative Arts)
- Level 3 Access to HE Diploma (Web Design & Digital Media)
- Level 3 Apprenticeships in creative and cultural skills areas

### **Mapping/Relationship to National Occupational Standards**

This qualification is not mapped to National Occupational Standards.

### **Resources to support the Delivery of the Qualification**

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

## Centre Recognition

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

## Qualification Approval

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

## Registration

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

## Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://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*<sup>1</sup>. 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](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> 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

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### Assessment

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

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

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

### Internal Assessment

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

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

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

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

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

## Verification

### Internal Verification

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

Further information is available from the Resources/Key Documents section of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk)

### External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

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

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

### Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

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

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

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

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

# A (VOCATIONAL UNITS) UNIT CRITERIA

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to the Creative and Performing Arts

**Unit Reference Number:** A/505/2097

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what can be studied in the creative and performing arts.	1.1. Describe what can be studied in the creative and performing arts.
2. Understand different approaches used for creative and performing arts study.	2.1. Describe the main approaches used for creative and performing arts study.
	2.2. Illustrate approaches used in two artistic disciplines.
3. Know core skills needed for participation in creative and performing arts.	3.1. Describe core skills used in creative and performing arts.
4. Know theories and contexts related to the creative and performing arts.	4.1. Describe the work and context of key practitioners in an area of the creative and performing arts.
	4.2. Give examples of the application of theory in the creative and performing arts.
5. Know applications of the creative and performing arts.	5.1. Describe applications of the creative and performing arts.
6. Know careers open to creative and performing artists.	6.1. Describe careers open to creative and performing artists.

### Assessment Method

Portfolio of evidence.

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Art, Culture and Society  
**Unit Reference Number:** A/507/0731

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different views of the role and impact of society on individuals.	1.1. Describe a range of perspectives concerning the relationship between the individual and society (e.g. war or unemployment).
2. Understand the impact of external factors on the creation of a cultural product.	2.1. Describe how economic and political factors may have an impact on artistic production.
3. Understand different types of artistic production.	3.1. Describe different types of artistic.
4. Understand that artists and writers use arts for a variety of purposes.	4.1. Describe a range of ways that artists and writers use their art for a specific purpose.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Art and Design Diagnostic Project

**Unit Reference Number:** F/507/0729

**Credit Value of Unit:** 9

**GLH of Unit:** 72

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to interpret an art and design brief.	1.1. Define the aims and objectives of the brief.
2. Be able to engage in the process of artistic enquiry.	2.1. Develop artistic research in response to the brief.
	2.2. Create contextual references in log or sketchbook.
	2.3. Select media and techniques for brief.
3. Be able to use enquiry process to develop and extend creative ideas from one work to another.	3.1. Use the enquiry process to: a) develop ideas for work b) extend ideas from one work to another
	4.1. Create work which generates solutions to visual problems.
4. Be able to use problem solving in art and design brief or project.	5.1. Describe skills, aptitudes and strengths in own work.
5. Be able to assess in own specialist work areas.	5.2. Select a potential art and design area to specialise in.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Using a Workshop in Art, Craft and Design

**Unit Reference Number:** H/507/0738

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use workshop techniques and processes to develop own work.	1.1. Use workshop techniques and processes to develop own work.
2. Be able to create work in response to an idea.	2.1. Use techniques to create work in response to an idea.
3. Be able to maintain a record of technical processes.	3.1. Record technical processes and techniques used.
4. Be able to apply Health and Safety practices for a range of media and processes.	4.1. Describe potential risks from using media or processes in the workshop.
	4.2. Apply Health and Safety practices for a range of media and processes in the workshop.

### Assessment Method

N/A

### Equivalences

N/A

# UNIT SPECIFICATIONS

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**Unit Title:** Design Software

**Unit Reference Number:** J/505/6413

**Credit Value of Unit:** 3

**GLH of Unit:** 20

**Level of Unit:** 2

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## Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to obtain, insert and combine information for designs.	1.1. Describe what designs are needed.
	1.2. Obtain, input and prepare designs to meet needs.
	1.3. Describe what copyright and other constraints apply to the use of designs.
	1.4. Use appropriate techniques to organise and combine information of different types or from different sources.
	1.5. Describe the context in which the designs will be used.
	1.6. Describe what file format to use for saving designs to suit different presentation methods.
	1.7. Store and retrieve files effectively, in line with local guidelines and conventions.
2. Be able to use design software tools to create, manipulate and edit designs.	2.1. Identify what technical factors affecting designs need to be taken into account and how to do so.
	2.2. Select and use suitable techniques to create designs.
	2.3. Use guide lines and dimensioning tools appropriately to enhance precision.
	2.4. Select and use appropriate tools and techniques to manipulate and edit for designs.
	2.5. Check designs meet needs, using IT tools and making corrections as necessary.
	2.6. Identify and respond to quality problems with designs to make sure that they meet needs.

## Assessment Method

Portfolio of Evidence

## Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Graphic Design Project  
**Unit Reference Number:** K/504/9714

**Credit Value of Unit:** 6

**GLH of Unit:** 48

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to prepare for a graphic design project	1.1. Plan the project including: <ul style="list-style-type: none"> <li>(a) the range</li> <li>(b) extent</li> <li>(c) aims</li> </ul>
	1.2. Develop a timetable for the project
2. Understand the legal and ethical implications of own project	2.1. Identify the legislation and codes of practice that apply to the project
	2.2. Comply with legislation and codes of practice throughout the project
3. Be able to produce a design outline to meet the project brief	3.1. Produce a design outline to meet the project brief that: <ul style="list-style-type: none"> <li>(a) indicates the major design features</li> <li>(b) identifies significant hardware/software/features and functions</li> <li>(c) includes necessary user documentation</li> </ul>
	4.1. Create original artwork for the design
	4.2. Review and modify the design during the development
4. Be able to implement the proposed design	4.3. Record any changes made to the design
	5.1. Identify the extent to which the project meets its design brief
5. Be able to evaluate a project	5.2. Describe the project's strengths and limitations
	5.3. Outline how the project could be improved
	5.4. Reflect on own experiences whilst carrying out the project

### Assessment Method

N/A

### Equivalences

N/A

# UNIT SPECIFICATIONS

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**Unit Title:** Design

**Unit Reference Number:** T/504/9716

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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## Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to follow the design process	1.1. Record the stages in design work
	1.2. Demonstrate the use of drawing skills in: (a) research (b) working drawings (c) quick visuals (d) compositional possibilities and development
	1.3. Demonstrate the use of industry standard software to vary the interpretation and/or delivery of an idea
2. Be able to work from a design brief	2.1. Produce work that exploits the range and potential of the design brief

## Assessment Method

N/A

## Equivalences

N/A

# UNIT SPECIFICATIONS

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**Unit Title:** Visual Studies

**Unit Reference Number:** T/507/0730

**Credit Value of Unit:** 6

**GLH of Unit:** 48

**Level of Unit:** 2

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## Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use a variety of source material for object/image making.	1.1. Use primary and secondary source material for object/image making.
2. Be able to apply visual awareness and observational skills.	2.1. Demonstrate the use of formal elements and qualities.
3. Be able to investigate visual language in a range of media.	3.1. Create visual explorations in a range of media.
4. Be able to select and apply formal elements and qualities to own work.	4.1. Use combinations of subject matter, formal elements and media in own work.
5. Be able to use a personal log/sketchbook.	5.1. Record visual experiments in a personal log/sketchbook.
	5.2. Use annotations to record and illustrate experiments.

## Assessment Method

N/A

## Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Communicating and Investigating through Drawing

**Unit Reference Number:** Y/507/0736

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use visual language to communicate information and ideas to others.	1.1. Use a range of drawing media. 1.2. Demonstrate different approaches to visual communication in drawings.
2. Be able to use drawing to communicate ideas.	2.1. Use different approaches to drawing to communicate ideas.
3. Be able to observe and record using drawing processes.	3.1. Use observational drawing skills to record primary experience.
4. Be able to use formal art and design elements.	4.1. Use a range of formal art and design elements in drawing, (e.g. line, tone, texture, form and shape).

### Assessment Method

N/A

### Equivalences

N/A

## B (STUDY SKILLS UNITS) UNIT CRITERIA

### UNIT SPECIFICATIONS

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**Unit Title:** Improving Own Learning and Performance

**Unit Reference Number:** A/504/8275

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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#### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different ways and areas of learning which reflect own likes and/or dislikes	1.1. Describe different ways of learning
	1.2. Give reasons why they like or dislike different ways of learning
	1.3. Identify areas of learning which they enjoy and/or they feel that they are good at
	1.4. Describe the identified areas of learning
2. Be able to use own strengths, aptitudes and skills to determine learning targets	2.1. Describe how the achievement of learning targets can be supported by  (a) own strengths  (b) own aptitudes  (c) own skills
	2.2. Select short term learning targets based on existing  (a) strengths  (b) aptitudes  (c) skills
3. Be able to plan how to achieve learning targets	3.1. Produce an action plan showing how the learning targets can be achieved
	3.2. Identify possible obstacles to learning
	3.3. Describe ways of overcoming identified obstacles to learning
4. Be able to review own performance against action plan	4.1. Use feedback from others to aid progress towards learning targets
	4.2. Describe the progress made in implementing the action plan
	4.3. Revise the action plan after reviewing progress

#### Assessment Method

N/A

#### Equivalences

Improving Own Learning and Performance - L/500/4782

# UNIT SPECIFICATIONS

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

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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## Introduction

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

## Assessment Method

Portfolio of evidence

## Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Academic Writing Skills  
**Unit Reference Number:** A/507/0728

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to interpret specific questions (e.g. essay or research question).	1.1. Interpret either essay title, essay or research question, considering the following:  a) instructional words  b) topic words  c) any particular focus required  d) any additional factors to be considered.
2. Be able to structure a written response.	2.1. Develop a plan for a written response. 2.2. Use the plan to develop a structured response, maintaining logical argument.
3. Be able to present the response appropriately for audience and purpose.	3.1. Review and revise writing using academic conventions of:  a) use of English language  b) use of appropriate terminology.
4. Understand how to organise and apply information in their academic writing.	4.1. Describe the appropriate referencing style for citations and reference lists in their academic work. 4.2. Describe different types of plagiarism. 4.3. Describe the consequences of plagiarising in academic work.

### Assessment Method

N/A

### Equivalences

N/A

# UNIT SPECIFICATIONS

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**Unit Title:** Information Literacy  
**Unit Reference Number:** A/507/0728

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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## Introduction

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

## Assessment Method

Portfolio of evidence

## Equivalences

N/A

# UNIT SPECIFICATIONS

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**Unit Title:** Plagiarism

**Unit Reference Number:** F/505/2117

**Credit Value of Unit:** 1

**GLH of Unit:** 7

**Level of Unit:** 2

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## Introduction

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

## Assessment Method

Portfolio of evidence

## Equivalences

N/A

# UNIT SPECIFICATIONS

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**Unit Title:** Personal Learning Skills  
**Unit Reference Number:** H/504/7797

**Credit Value of Unit:** 6

**GLH of Unit:** 48

**Level of Unit:** 2

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## Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how the working of the brain is relevant to learning	1.1. Identify important facts about the brain
	1.2. Explain facts about the brain
	1.3. Explain how the identified facts are relevant to:
	a) own learning b) current learning experience
2. Know how learning takes place	2.1. Define 'learning'
	2.2. Describe different learning experience
	2.3. Explain different ways of learning
3. Know about own learning profile	3.1. Describe different learning styles
	3.2. Identify own learning style
	3.3. Describe own learning style
	3.4. Describe strategies that they can use to learn more effectively
4. Be able to make plans to use 'learning to learn' skills to aid learning in other subjects	4.1. Select learning projects
	4.2. Plan learning projects
	4.3. Complete learning projects
	4.4. Set targets to achieve each learning project
	4.5. Describe the thinking and learning processes that have taken place whilst completing the projects
	4.6. Explain what has been learnt from the projects
	4.7. Explain how this learning could be applied in other subjects

## Assessment Method

N/A

## Equivalences

Developing Personal Learning Skills - D/500/4785

## UNIT SPECIFICATIONS

**Unit Title:** Managing Your Own Learning

**Unit Reference Number:** K/505/8915

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know own learning goals.	1.1. Describe an important: <ul style="list-style-type: none"> <li>a) Personal achievement and explain how it was achieved</li> <li>b) Personal skill and explain how it was learned</li> <li>c) Personal interest and explain how it was pursued.</li> </ul> 1.2. Select a personal goal and explain why it connects to own interests, skills and achievements.
2. Understand opportunities and practical issues involved in pursuing learning goals.	1.3. Select a learning goal from a range of options and explain how it will help achieve a personal goal. 2.1. Select a learning opportunity from a range of options and explain how it will help to achieve a learning goal. 2.2. Assess the learning opportunity in relation to the following factors: <ul style="list-style-type: none"> <li>a) Cost</li> <li>b) Duration</li> <li>c) Attendance</li> <li>d) Travel</li> <li>e) Effect on other commitments.</li> </ul> 2.3. Assess the learning opportunity with reference to any support needed in the following areas: <ul style="list-style-type: none"> <li>a) Finance</li> <li>b) Study skills</li> <li>c) Literacy</li> <li>d) Numeracy</li> <li>e) Language</li> <li>f) Childcare</li> <li>g) Special needs</li> <li>h) Dealing with personal matters</li> <li>i) Information technology.</li> </ul>
3. Be able to plan a programme to achieve learning goals.	3.1. Describe possible content of the learning programme taking into account the following factors: <ul style="list-style-type: none"> <li>a) Mode of learning</li> <li>b) The way in which he/she prefers to learn</li> <li>c) Assessment and accreditation procedures</li> <li>d) Availability and compatibility of chosen opportunities.</li> </ul> 3.2. Describe sources of assistance and support required to complete the learning programme.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	3.3. Describe own personal goal(s) and record: <ul style="list-style-type: none"> <li>a) A summary of the goals</li> <li>b) Learning goal(s)</li> <li>c) The content and sequence of the learning programme</li> <li>d) A date for reviewing goals.</li> </ul>
4. Understand the learning environment.	4.1. Describe key features of the learning environment with reference to, for example, teaching methods, support systems, location, facilities, assessment and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment and health and safety procedures.
5. Be able to follow the learning programme and review progress.	5.1. Follow the learning programme.
	5.2. Assess any actions taken during the programme and describe how difficulties in following the programme were dealt with.
	5.3. Identify and describe any progress made on the learning programme, and identify any learning achievements and generic skills developed as a result.
6. Be able to review the learning programme.	6.1. Assess progress made to date towards a personal goal(s) as a result of the learning programme.
	6.2. Review goals and identify further activities to be taken towards next personal goal(s).

**Assessment Method**

N/A

**Equivalences**

J/500/4781

## UNIT SPECIFICATIONS

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**Unit Title:** Researching and Understanding Opportunities for Study in Higher Education

**Unit Reference Number:** K/507/0742

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand study opportunities available in Higher Education.	1.1. Assess information about Higher Education study opportunities which relate to own interests and aspirations.
2. Understand the advantages and disadvantages of choosing a particular Higher Education course.	2.1. Compare the advantages and disadvantages of a course in relation to own personal development, career aspirations and circumstances.
3. Be able to produce an action plan for the development of graduate career related abilities and skills.	3.1. Identify the abilities and skills to access a chosen graduate career path.
	3.2. Produce an action plan to develop the abilities and skills to access a chosen graduate career path.
4. Understand the importance of broader life experiences and transferable skills in relation to progression to Higher Education.	4.1. Assess the importance of life experiences and transferable skills to progress to Higher Education.
	4.2. Develop an outline application for entry into a Higher Education institution.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Research Skills

**Unit Reference Number:** L/504/8202

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different types of research methods and their uses	1.1. Describe the methodology research methods
	1.2. Describe how different methods can be used for a variety of research purposes
2. Know how to plan a piece of research	2.1. Describe how to identify research aims for a relevant topic of research
	2.2. Describe how to plan a research design model
3. Know how to report on a piece of research	3.1. Describe how to produce a research report that: a) uses a standard format b) presents information c) describes findings in relation to the research aims
	3.2. Describe how to use an accepted method of referencing for source material
4. Understand how to evaluate a piece of research	4.1. Describe the process for evaluating the outcomes of research

### Assessment Method

N/A

### Equivalences

L/503/8107

# UNIT SPECIFICATIONS

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**Unit Title:** Critical Thinking

**Unit Reference Number:** M/504/7592

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

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## Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand basic concepts of critical analysis	1.1. Identify differing types of arguments
	1.2. Give examples of simple explanatory arguments
	1.3. Give examples of arguments which justify decisions about action
	1.4. Give examples of commonly held: a) assumptions b) stereotypes c) biases
	1.5. Describe why different standards are applied to evaluating arguments
2. Understand the application of critical analysis to concepts, ideas and opinions	2.1. Present an argument in a clear, logical, coherent way
	2.2. Identify critical analysis in a group discussion

## Assessment Method

N/A

## Equivalences

Critical Thinking - M/600/5207

## UNIT SPECIFICATIONS

**Unit Title:** Practical Presentation Skills

**Unit Reference Number:** M/504/8659

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the skills involved in preparing and delivering presentations	1.1. Give reasons why presentations may be necessary
	1.2. Describe the most common delivery styles and structures for presentations
	1.3. Explain the importance of: <ul style="list-style-type: none"> <li>a) preparation</li> <li>b) planning</li> <li>c) presentation</li> <li>d) performance</li> </ul>
	1.4. Describe the main elements that make up each of the above
2. Be able to use different visual aids and delivery styles in presentations	2.1. Select a variety of visual aids for use within given presentations
	2.2. Give reasons for selection of the visual aids used
	2.3. Use a selected delivery style for given presentations
	2.4. Give reasons for using delivery style chosen
3. Be able to plan a presentation	3.1. Identify sources of information
	3.2. Select different sources of information relevant to the topic of presentation
	3.3. Follow a given structure to plan a presentation for a given task
4. Be able to deliver a presentation	4.1. Introduce topic clearly
	4.2. Speak audibly, using tone and register appropriate to the audience and level of formality
	4.3. Present material logically, linking ideas together
	4.4. Explain key concept
	4.5. Use appropriate evidence to support the ideas, arguments and opinions presented
	4.6. Present an effective conclusion
5. Be able to assess performance and identify areas for improvement	5.1. Assess own performance
	5.2. Obtain feedback from audience
	5.3. Identify areas for own improvement

### Assessment Method

N/A

### Equivalences

Practical Presentation Skills - R/600/5216

## UNIT SPECIFICATIONS

**Unit Title:** Building a Personal Career Portfolio

**Unit Reference Number:** T/504/7495

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about own skills, abilities, experience, knowledge and personal qualities	1.1. Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals
	1.2. Describe in detail own: <ul style="list-style-type: none"> <li>(a) personal qualities</li> <li>(b) skills</li> <li>(c) experience</li> <li>(d) knowledge</li> </ul>
	1.3. Identify different types of information that can be used to evidence own <ul style="list-style-type: none"> <li>(a) personal qualities</li> <li>(b) skills</li> <li>(c) experience</li> <li>(d) knowledge</li> </ul>
	1.4. Select information that can be used to establish current relevance, adequacy and/or validity of own: <ul style="list-style-type: none"> <li>(a) personal qualities</li> <li>(b) skills</li> <li>(c) experience</li> <li>(d) knowledge</li> </ul>
2. Be able to build a portfolio of information to evidence achievements and qualities	2.1. Identify personal, educational and career opportunities for which a portfolio can be used
	2.2. Assemble a portfolio to evidence own achievements and qualities
3. Be able to produce a Curriculum Vitae (CV)	3.1. Identify the essential elements of a CV
	3.2. Produce a structured general CV which includes key information
	3.3. Modify own CV for a specific purpose
4. Know how to plan to achieve personal goals	4.1. Identify personal goals
	4.2. Explain personal goals
	4.3. Develop an action plan to show how own personal goals are going to be achieved

### Assessment Method

N/A

### Equivalences

Building a Personal Career Portfolio - D/500/5273

## UNIT SPECIFICATIONS

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**Unit Title:** Organisation and Evaluation of Study

**Unit Reference Number:** T/507/0744

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to monitor and record own work.	1.1. Demonstrate how to monitor and record own work.
2. Be able to manage study time and organise own work.	2.1. Use a plan to order and prioritise tasks to meet set deadlines.
3. Be able to identify and describe own learning style.	3.1. Describe a range of learning styles.
	3.2. Identify own learning style.
	3.3. Describe ways to improve own learning and performance.
4. Be able to review own work.	4.1. Describe own strengths and weaknesses.
	4.2. Use feedback from others to plan improvements or adapt work.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Developing Personal Study Skills

**Unit Reference Number:** Y/504/8493

**Credit Value of Unit:** 6

**GLH of Unit:** 48

**Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to locate, retrieve and store information efficiently.	1.1. Locate written reference sources relevant to given subjects or topics using standard classification systems.
	1.2. Create written notes from given sources in at least two different formats.
	1.3. Use browsers and simple public search engines to retrieve relevant information.
	1.4. Set up electronic filing systems to enable efficient location, retrieval and transfer of information.
2. Be able to read and respond to written materials.	2.1. Use skimming and scanning techniques to <u>select information relevant to a given topic.</u>
	2.2. Make an accurate and organised summary of <u>the main points in a simple piece of writing.</u>
3. Be able to produce written materials for specific purposes.	3.1. Produce written work using standard punctuation and accurate spelling with no major grammatical errors.
	3.2. Plan and present ideas in a clearly and appropriately structured, sequenced and paragraphed written form.
	3.3. Produce a list of reference sources used for a given piece of work.
4. Know how to use basic IT applications to enhance own learning.	4.1. Use appropriate IT functions to edit and organise information from a range of sources using backup routines.
	4.2. Use basic word processing and spreadsheet programmes to present information clearly.
	4.3. Use e-mail to communicate with others.
5. Be able to make personal contributions in individual and group discussions.	5.1. Make personal contributions in individual and group discussion in a variety of situations.

### Assessment Method

N/A

### Equivalences

N/A

## C (OTHER OPTIONAL UNITS)

### UNIT SPECIFICATIONS

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**Unit Title:** Prejudice and Discrimination

**Unit Reference Number:** A/504/8843

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

#### Introduction

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

#### Assessment Method

N/A

#### Equivalences

J/500/5588 - Understanding Prejudice and Discrimination

## UNIT SPECIFICATIONS

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**Unit Title:** Work Experience

**Unit Reference Number:** A/504/9362

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan their work experience.	1.1. Identify their expectations and goals for the work experience placement.
	1.2. Describe their responsibilities in the work experience role and where these lie within the organisation.
2. Be able to work effectively in their role.	2.1. Work effectively with colleagues in the organisation.
	2.2. Observe and apply appropriate organisational procedures and practices when working.
3. Be able to review their work experience placement.	3.1. Review their working practice.
	3.2. Describe how the work experience relates to their original expectations and goals.
	3.3. Identify ways in which the experience will contribute to their future learning and development.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Numeracy in Context – Planning a Mathematical Project  
**Unit Reference Number:** A/505/4030

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify and agree a substantial mathematical project in practical context.	1.1. Clearly define the objectives of a coherent, substantial investigation, practical activity, problem or task in a practical context with guidance from the tutor.
2. Be able to plan the project.	2.1. Organise the work into a series of manageable tasks. 2.2. Select methods to use to complete the tasks.
3. Be able to implement the plan.	3.1. Collect information from different sources. 3.2. Successfully perform a variety of calculations, showing methods and checking all calculations by a different method. 3.3. Use mathematical language and notation throughout the activity. 3.4. Use diagrams, tables or graphs to present information. 3.5. Monitor and make adjustments as necessary.
4. Be able to interpret the results.	4.1. Interpret the results logically and concisely using mathematical language.
5. Be able to draw conclusions.	5.1. Clearly state conclusions. 5.2. Comment critically on the outcomes of the project, identifying how improvements could have been made.

### Assessment Method

N/A

### Equivalences

F/500/5542 - Numeracy in Context – Planning a Mathematical Project

## UNIT SPECIFICATIONS

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**Unit Title:** Number and Graphical Representation  
**Unit Reference Number:** A/507/0745

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use basic concepts of number.	1.1. Perform calculations involving whole numbers, decimals, fractions, percentages, ratio and proportion.
2. Be able to estimate, approximate, and be aware of limits of accuracy.	2.1. Estimate and approximate solutions to numerical calculations.
	2.2. Give answers to appropriate degrees of accuracy (decimal places and significant figures).
3. Be able to understand and use the facilities of a calculator.	3.1. Use a calculator to solve problems.
	3.2. Use appropriate calculator facilities such as constant functions, memory, brackets, powers and roots.
4. Be able to select and apply appropriate methods in context.	4.1. Solve problems using the application of numerical techniques involving whole numbers, decimals, fractions and percentages.
5. Be able to construct and interpret graphs describing real life situations.	5.1. Extract information accurately from graphs.
	5.2. Construct graphs using appropriate scales, plotting points accurately.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Multimedia Software  
**Unit Reference Number:** D/505/6420

**Credit Value of Unit:** 4

**GLH of Unit:** 30

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan the content and organisation of multimedia products to meet needs.	1.1. Describe the type of multimedia outcome needed and the specification that it must meet. 1.2. Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products. 1.3. Identify how the different elements of the content will be sourced and how they will relate in the design layout. 1.4. Plan the use of interactive features and transitions to meet needs. 1.5. Describe how copyright and other constraints affect use of own and others' information.
2. Be able to obtain, input and combine content to build multimedia outcomes.	2.1. Select and use an appropriate combination of input device, software and input techniques to obtain and input relevant content for multimedia outcomes. 2.2. Combine a range of information of different types or from different sources for multimedia outcomes. 2.3. Describe the file format and storage media to use. 2.4. Store and retrieve multimedia files effectively, in line with local guidelines and conventions.
3. Be able to use multimedia software tools to edit and format multimedia content to meet needs.	3.1. Select and use appropriate techniques to edit and format multimedia outcomes. 3.2. Manipulate images and graphic elements effectively. 3.3. Check multimedia outcomes meet needs, using IT tools and making corrections as necessary. 3.4. Adjust outcomes in response to any identified quality problems.
4. Be able to play and present multimedia outcomes.	4.1. Describe what combination of display device and software to use for displaying different multimedia file formats. 4.2. Select and use appropriate software for displaying multimedia outcomes. 4.3. Select and use appropriate navigation techniques and playback controls to suit the files. 4.4. Adjust the display settings of the software and display device to present outcomes effectively.

**Assessment Method**

Portfolio of Evidence

**Equivalences**

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Diversity within Society

**Unit Reference Number:** F/504/8505

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'Diversity in Society'.	1.1. Explain what is meant by the term 'diversity'. 1.2. Distinguish between a range of diverse groups.
2. Know about diverse social groups and their practices.	2.1. Describe examples of how groups may differ from one another, for example, religious beliefs and cultural practices. 2.2. Describe different practices in relation to the above, for example, food, drink, clothes, festivals and relationships. 2.3. Relate different practices to the underlying values/beliefs/history of the groups.
3. Be able to identify similarities between diverse groups.	3.1. Describe similarities across a range of different groups.
4. Understand the importance of respecting diversity in a tolerant society.	4.1. Describe a range of examples illustrating a lack of tolerance of diverse groups within society. 4.2. Describe why it is important to respect diversity in terms of tolerance.
5. Be able to recognise the contributions of diverse groups to society.	5.1. Define the term 'diverse society'. 5.2. Describe the contributions of different groups/individuals to society. 5.3. Explain the advantages of living in a diverse society.

### Assessment Method

N/A

### Equivalences

Understanding Diversity within Society - Y/500/5272

## UNIT SPECIFICATIONS

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**Unit Title:** Interpersonal Skills  
**Unit Reference Number:** H/504/7783

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify personal skills	1.1. Describe own strengths and skills 1.2. Describe how the identified strengths and skills could be transferred to different roles 1.3. Describe ways of improving own time management
2. Know about stress in self	2.1. Identify signs and symptoms of stress in self 2.2. Describe strategies for managing own stress
3. Know about different types of criticism	3.1. Describe different types of criticism 3.2. Describe real situations showing the use of appropriate criticism
4. Know about body language	4.1. Describe the application of body language in real situations
5. Know about respond to different behaviours	5.1. Describe how to respond to: a) aggressive behaviour b) passive behaviour c) assertive behaviour 5.2. Describe real situations which illustrate confident behaviour

### Assessment Method

N/A

### Equivalences

Developing own Interpersonal Skills - Y/500/4770

## UNIT SPECIFICATIONS

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**Unit Title:** Stress and Stress Management Techniques

**Unit Reference Number:** H/504/8819

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the term stress.	1.1. Define what stress is. 1.2. Identify different types of stress.
2. Be able to recognise signs and symptoms of stress.	2.1. List signs and symptoms of stress that may affect an individual. 2.2. Relate signs and symptoms of stress to its long term influence on personal health.
3. Know how stress affects health.	3.1. Describe how stress can reduce personal health. 3.2. Identify conditions and disorders associated with stress.
4. Know about potential causes of stress in everyday life.	4.1. Describe a range of causes of stress in different settings. 4.2. Assess potential causes of stress in their own lives.
5. Be able to design a personal plan to combat stress.	5.1. Explain a limited range of techniques used to manage stress. 5.2. Use a range of techniques to manage stress.

### Assessment Method

N/A

### Equivalences

L/500/5592 - Understanding Stress and Stress Management Techniques

## UNIT SPECIFICATIONS

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**Unit Title:** Shape Using Pythagoras and Trigonometry  
**Unit Reference Number:** J/505/5374

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand properties of angles	1.1. Measure angles using a protractor
	1.2. Draw accurately angles using a protractor
	1.3. Use the angle properties of shapes to solve problems
	1.4. Identify different types of triangle
	1.5. Give properties of the triangles identified
	1.6. Identify regular polygons
	1.7. Calculate the internal and external angles of the identified regular polygons in 1.4
	1.8. Identify regular shapes which will tessellate
	1.9. Use three figure bearings to describe directions/positions and solve problems
2. Be able to create basic constructions	2.1. Draw circles using a pair of compasses
	2.2. Construct triangles using: <ul style="list-style-type: none"> <li>(a) compasses</li> <li>(b) ruler</li> <li>(c) protractor</li> </ul>
	2.3. Construct perpendicular bisector of straight line using compass and ruler
	2.4. Construct angle bisector using compasses and ruler
3. Know about symmetrical properties of shapes	3.1. Identify symmetrical properties of 2-D shapes
	3.2. Identify planes of symmetry of common 3-D shapes
4. Be able to apply relationships in right-angled triangles	4.1. Use Pythagoras theorem to find the missing lengths of sides in right-angled triangles
	4.2. Choose the correct trigonometrical ratios to find: <ul style="list-style-type: none"> <li>(a) a missing side</li> <li>(b) an angle</li> </ul> in right-angled triangles
	4.3. Solve problems involving right-angled triangles
	4.4. Use Pythagoras/trigonometry to solve problems in context

**Assessment Method**

N/A

**Equivalences**

Shape Using Pythagoras and Trigonometry - J/505/5374

## UNIT SPECIFICATIONS

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**Unit Title:** Writing

**Unit Reference Number:** J/505/5584

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Use appropriate language in response to purpose and audience.	1.1. Identify the purpose and audience of a text.
	1.2. Select different writing styles (and tones) as required.
	1.3. Write formally and informally according to purpose and audience.
2. Organise writing through structure and formatting.	2.1. Use a range of formats linked to different purposes.
	2.2. Present information and ideas in a logical or persuasive sequence, using paragraphs where necessary.
	2.3. Organise and structure information according to purpose.
3. Be able to plan and draft writing.	3.1. Plan and draft writing appropriate to the purpose.
	3.2. Judge the length and level of detail required.
4. Be able to proof read and revise written work.	4.1. Proof read and revise writing for accuracy and meaning.
	4.2. Produce final legible text.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Presentation Software  
**Unit Reference Number:** M/502/4622

**Credit Value of Unit:** 4

**GLH of Unit:** 30

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	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

### Assessment Method

See IT User Assessment Strategy available from [www.e-skills.com](http://www.e-skills.com)

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Data Handling and Algebra  
**Unit Reference Number:** M/507/0743

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the basic concepts of data handling.	1.1. Use a range of statistical terms appropriately.
	1.2. Use appropriate methods to obtain data.
	1.3. Use appropriate methods to organise and present data of different types, i.e., discrete and continuous.
	1.4. Calculate or estimate measures of central tendency and spread for different types of data.
	1.5. Interpret and draw conclusions from statistical diagrams and results.
2. Understand the basic concepts of probability.	2.1. Use the vocabulary of probability.
	2.2. Find and interpret the probabilities of events in simple cases.
3. Understand the basic concepts of algebra.	3.1. Use letters to represent variables.
	3.2. Recognise a number pattern and make a generalisation.
	3.3. Represent a functional relationship on a graph.
	3.4. Construct, manipulate and solve equations.
4. Be able to apply appropriate data handling methods.	4.1. Select and use data handling methods to collect, process, represent, and interpret a variety of situations.
	4.2. Select and use algebraic methods to communicate and solve problems.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Word Processing Software  
**Unit Reference Number:** R/502/4628

**Credit Value of Unit:** 4

**GLH of Unit:** 30

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Enter and combine text and other information accurately within word processing documents.	1.1. Identify what types of information are needed in documents. 1.2. Use appropriate techniques to enter text and other information accurately and efficiently. 1.3. Select and use appropriate templates for different purposes. 1.4. Identify when and how to combine and merge information from other software and other documents. 1.5. Select and use a range of editing tools to amend document content. 1.6. Combine or merge information within a document from a range of sources. 1.7. Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.
2. Create and modify layout and structures for word processing documents.	2.1. Identify the document requirements for structure and style. 2.2. Identify what templates and styles are available and when to use them. 2.3. Create and modify columns, tables and forms to organise information. 2.4. Select and apply styles to text.
3. Use word processing software tools to format and present documents effectively to meet requirements.	3.1. Identify how the document should be formatted to aid meaning. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page and section layouts to present and print documents. 3.4. Describe any quality problems with documents. 3.5. Check documents meet needs, using IT tools and making corrections as necessary. 3.6. Respond appropriately to quality problems with documents so that outcomes meet needs.

### Assessment Method

See IT User Assessment Strategy available from [www.e-skills.com](http://www.e-skills.com)

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Using IT for Study  
**Unit Reference Number:** R/507/0735

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to keep electronic copies of work efficiently and safely.	1.1. Create and maintain a meaningful folder structure to store electronic copies of work.
	1.2. Demonstrate how to save documents and other files in appropriate locations with meaningful names.
	1.3. Use network and other drives to ensure the security of work.
2. Be able to use word processing software effectively.	2.1. Create a range of document templates, e.g. for reports, assignments and other work.
	2.2. Use software tools to improve the effectiveness of communication (e.g. spellchecker, thesaurus, tables, font, formatting).
	2.3. Demonstrate how to proofread, review and amend draft documents to produce final versions using suitable file names.
	2.4. Use software tools to improve the efficiency of document production (e.g. styles, indexing).
3. Be able to use a word processing package to manage a reference system.	3.1. Demonstrate how to use a word processing package to reference:
	a) a web based information source
	b) a book based information source
4. Be able to find and evaluate the validity of web based information sources.	4.1. Use a search engine to find specific information.
	4.2. Use the advanced search facilities to refine search criteria.
	4.3. Assess the validity of information found as the result of internet searches.
5. Be able to use a Virtual Learning Environment (VLE).	5.1. Use a VLE to submit work electronically.
	5.2. Use a VLE to access assignments and other notes.
	5.3. Demonstrate how to contribute effectively to online discussion forums.
	5.4. Demonstrate regular use of a VLE over the period of study.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Interview Skills

**Unit Reference Number:** T/503/2866

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to demonstrate readiness for an interview.	1.1. Present an appearance and dress code that conforms to interview requirements.
	1.2. Demonstrate punctuality for the interview.
	1.3. Introduce self at the interview location.
	1.4. Give the name or job role/title of the interviewer during introductions.
2. Be able to respond to questions in an interview.	2.1. Give responses to clarify an interviewer's questions if they are unclear.
	2.2. Give responses which provide answers to the questions asked by the interviewer.
	2.3. Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course.
3. Know how to review own performance in an interview.	3.1. Describe what went well in the interview.
	3.2. Describe what did not go well in the interview.
	3.3. Suggest ways of improving own performance in a future interview.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Meeting Skills  
**Unit Reference Number:** T/504/9490

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the purpose and format of meetings.	1.1. Describe a range of reasons and purposes for holding meetings.
	1.2. Describe the purpose and structure of an agenda and a meeting minute and how these can differ for different types of meeting.
	1.3. Describe the importance of agendas and taking notes and recording outcomes for meetings.
2. Know how to prepare for meetings.	2.1. Describe the types of information and documentation that may be needed at a meeting.
	2.2. Describe the role of the Chair and the note-taker in the meeting.
	2.3. Describe the purpose and format of the meeting and the key issues to be discussed.
3. Be able to contribute to a meeting.	3.1. Make clear contributions at a meeting which are relevant to the matters being discussed.
	3.2. Demonstrate appropriate behaviours and interactions with others at the meeting.
	3.3. Communicate in a style appropriate to the purpose and level of formality of the meeting.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Reading Strategies  
**Unit Reference Number:** T/505/5385

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the purpose of a range of texts.	1.1. Explain how language is used to achieve a specific purpose.
	1.2. Evaluate the effectiveness of a text by identifying the techniques used by the author to achieve a purpose.
	1.3. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.
2. Be able to read critically to evaluate information and ideas.	2.1. Distinguish fact and opinion from different sources.
	2.2. Compare information, ideas and opinions from different sources.
	2.3. Describe how vocabulary is used for different purposes.
3. Be able to use reading strategies depending on purpose.	3.1. Use different reading strategies to find and obtain information.
	3.2. Identify main points and specific details.
4. Be able to use organisational features and systems to locate texts and information.	4.1. Use reference materials to find information.
	4.2. Select relevant information from different types of sources.
	4.3. Use an index system to locate materials by: (a) author (b) topic.
5. Understand vocabulary associated with different types of text.	5.1. Interpret 'specialist language'.
	5.2. Use reference materials to find the meaning of unfamiliar words.
	5.3. Summarise information from large documents.

### Assessment Method

N/A

### Equivalences

H/500/4786 - Developing Reading Strategies

## UNIT SPECIFICATIONS

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**Unit Title:** Speaking and Listening Skills

**Unit Reference Number:** Y/503/3377

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to communicate with others.	1.1. Use language and tone to response to a range of situations.
	1.2. Illustrate actual and potential barriers to effective speaking and listening.
	1.3. Use strategies to overcome barriers to effective speaking and listening.
2. Be able to present information to others.	2.1. Select features of effective communication.
	2.2. Present information in a logical manner.
	2.3. Present ideas in a logical manner.
	2.4. Speak clearly and coherently using appropriate pace and volume.
3. Be able to obtain information from others.	3.1. Encourage others in a group to speak
	3.2. Create opportunities for listeners to clarify or questions information presented.
4. Be able to engage in discussion.	4.1. Demonstrate the ability to create relevant contribution and help to move discussion forward.
	4.2. Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation.
	4.3. Use a range of phrases for interruption and change of topic.
	4.4. Select evidence to support opinions and arguments.
	4.5. Respond to criticism and criticise constructively

### Assessment Method

N/A

### Equivalences

Y/500/4767 - Demonstrating Speaking and Listening

## UNIT SPECIFICATIONS

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**Unit Title:** Leadership Skills

**Unit Reference Number:** Y/504/7778

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the key characteristics of an effective leader	1.1. Describe the key characteristics of an effective leader 1.2. Explain how a leader appears effective
2. Understand the skills involved in being an effective leader	2.1. Describe the skills employed by an effective leader 2.2. Describe the ways in which a leader motivates and organises a team
3. Know about the development of the relationship of leader and team member	3.1. Describe the relationship between leader and team member 3.2. Explain ways in which a leader and team member can develop effective working patterns
4. Know how to lead	4.1. Describe ways in which they have effectively employed leadership skills 4.2. Reflect on things that went well 4.3. Describe how things could be developed further

### Assessment Method

N/A

### Equivalences

Developing Leadership Skills - T/500/5277

## APPENDIX 1

### Summary Record of Achievement

601/6286/7 Ascentis Level 2 Diploma in Progression to Further Study in Art and Design - A (Vocational units)

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

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification 45

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

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

Summary Record of Achievement

601/6286/7 Ascentis Level 2 Diploma in Progression to Further Study in Art and Design - B (Study Skills units)

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

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification 45

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

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

Summary Record of Achievement

601/6286/7 Ascentis Level 2 Diploma in Progression to Further Study in Art and Design - C (Other optional units)

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

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification 45

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

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

