



Ascentis Level 3 Certificate in Meditation Teaching Specification

Ofqual Number:	601/3007/6
Ofqual Start Date:	01/04/2014
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ABOUT ASCENTIS

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

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

Ascentis is distinctive and unusual in that it is both:

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

and

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

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

ASCENTIS CONTACT DETAILS

Ascentis
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

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ASCENTIS LEVEL 3 CERTIFICATE IN MEDITATION TEACHING

Introduction

This qualification is intended to train teachers of meditation so that they can lead meditation sessions and set up and run a meditation business in line with the principles of The British School of Meditation, with whom the qualification was developed.

Aims

The aims of this qualification are to enable learners to:

- Understand the benefits of meditation
- Understand meditation techniques
- Lead meditation sessions
- Set up a business in line with the British School of Meditation

Target Group

Learners who are interested in running a business meditation training.

Ofqual Qualification Number: 601/3007/6

Rules of Combination

601/3007/6 Ascentis Level 3 Certificate In Meditation Teaching

Learners must achieve 15 credits. All units are mandatory

Unit Group M (Meditation Teaching Units): Learners must achieve 15 credits. All units are mandatory.

Title	Level	Credit Value	GLH	Unit ref
Running a Meditation Business	Level 3	3	21	F/506/1514
Leading a Meditation Session	Level 3	3	21	J/506/1515
Scientific Evidence Supporting the Benefits of Meditation	Level 3	3	21	K/506/1524
Types and Techniques of Meditation	Level 3	3	21	M/506/1511
Understand the Benefits to Health and Wellbeing of Meditation	Level 3	3	21	T/506/1512

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 3 Certificate in Meditation Teaching is 105.

Total Qualification Time

The total qualification time for Level 3 Certificate in Meditation Teaching is 150.

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

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

Opportunities for Progression

Learners who successfully complete the qualification will be able to lead meditation sessions and run a meditation business.

Centre Recognition

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

Qualification Approval

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

Registration

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

Status in England, Wales and Northern Ireland

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

Reasonable Adjustments and Special Considerations

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

Enquiries and Appeals Procedure

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

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

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

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

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

Internal Assessment

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

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

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

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

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

Verification

Internal Verification

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

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

External Verification

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

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

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

Assessors should also be qualified to make assessment decisions. Relevant qualifications include:

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

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

Those delivering the qualification should preferably hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or a PGCE.

Internal Quality Assurers (IQA) need to meet the requirements for assessors as specified above and have knowledge and experience of the internal assurance process. Training is available from Ascentis for anyone new to this role. Contact the Ascentis office for further details.

The requirements above apply from the 1st January 2017.

MANDATORY UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Running a Meditation Business

Unit Reference Number: F/506/1514

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of a code of ethics for meditation teachers.	1.1. Discuss the need for a code of ethics for meditation teachers.
	1.2. Discuss the important features of a code of ethics for meditation teachers.
2. Understand how to organise group meditation sessions.	2.1. Describe the considerations in choosing a suitable venue for meditation sessions, such as Health and Safety, accessibility and cost.
	2.2. Research suitable venues, and explain their choice.
	2.3. Plan a meditation courses and individual sessions.
	2.4. Discuss how to deal with distractions in sessions, such as noise or illness.
3. Know how to run a meditation business.	3.1. Outline a business plan for building and running a meditation business, including: a) Income and outgoings b) Promotion and recruitment c) Different formats of courses.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Leading a Meditation Session
Unit Reference Number: J/506/1515

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to write and deliver a meditation.	1.1. Write a meditation script. 1.2. Deliver a meditation based on the script to a group of learners. 1.3. Reflect on feedback on their meditation session.
2. Know the questions which are most frequently asked about meditation.	2.1. Discuss the most frequently asked questions about meditation and their answers.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Scientific Evidence Supporting the Benefits of Meditation

Unit Reference Number: K/506/1524

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the key scientific evidence supporting the benefits of meditation.	1.1. Research the scientific evidence that meditation has benefits to health and well-being.
	1.2. Discuss the techniques that can be used to demonstrate the physiological changes in the brain.
	1.3. Describe the how brain waves are altered in a meditative state.
	1.4. Describe the physiological changes in the body associated with meditation.
2. Be able to disseminate key scientific evidence supporting the benefits of meditation.	2.1. Explain to others one benefit to health and well-being of meditation, including the supporting scientific evidence.
	2.2. Respond to questions on their explanation of a benefit.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Types and Techniques of Meditation
Unit Reference Number: M/506/1511

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the different types of meditation.	1.1. Describe the key features of each of following types of meditation: a) Breathing b) Mantra c) Contemplation d) Walking e) Silence f) Chanting g) Zen h) Buddhist i) Mindfulness j) Visualisation. 1.2. Practise each of the types of meditation in 1.1. 1.3. Evaluate their personal experience of each of the types of meditation in 1.1. 1.4. Describe to others their personal experience of one type of meditation.
2. Know the key features of the history of meditation.	2.1. Outline the key features of the development of meditation in various cultures. 2.2. Describe how the main schools of meditation developed.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understand the Benefits to Health and Wellbeing of Meditation

Unit Reference Number: T/506/1512

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what meditation is.	1.1. Compare different definitions of meditation. 1.2. Discuss what meditation is and what meditation isn't.
2. Understand the benefits to health and well-being of meditating daily.	2.1. Reflect on and evaluate a meditation session. 2.2. Reflect on and evaluate their own meditation journey. 2.3. Discuss the benefits of daily meditation to them. 2.4. Discuss the benefits of daily meditation to health and wellbeing.

Assessment Method

N/A

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

601/3007/6 Ascentis Level 3 Certificate in Meditation Teaching

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Running a Meditation Business	Level 3	3			
Leading a Meditation Session	Level 3	3			
Scientific Evidence Supporting the Benefits of Meditation	Level 3	3			
Types and Techniques of Meditation	Level 3	3			
Understand the Benefits to Health and Wellbeing of Meditation	Level 3	3			

Learner Name _____

Minimum Credit Value of Qualification 15

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

F/506/1514

Running a Meditation Business

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Discuss the need for a code of ethics for meditation teachers.				
1.2. Discuss the important features of a code of ethics for meditation teachers.				
2.1 Describe the considerations in choosing a suitable venue for meditation sessions, such as Health and Safety, accessibility and cost.				
2.2. Research suitable venues, and explain their choice.				
2.3. Plan a meditation courses and individual sessions.				
2.4. Discuss how to deal with distractions in sessions, such as noise or illness.				
3.1 Outline a business plan for building and running a meditation business, including:				
a) Income and outgoings				
b) Promotion and recruitment				
c) Different formats of courses.				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

J/506/1515

Leading a Meditation Session

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Write a meditation script.				
1.2. Deliver a meditation based on the script to a group of learners.				
1.3. Reflect on feedback on their meditation session.				
2.1 Discuss the most frequently asked questions about meditation and their answers.				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

K/506/1524

Scientific Evidence Supporting the Benefits of Meditation

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Research the scientific evidence that meditation has benefits to health and well-being.				
1.2. Discuss the techniques that can be used to demonstrate the physiological changes in the brain.				
1.3. Describe the how brain waves are altered in a meditative state.				
1.4. Describe the physiological changes in the body associated with meditation.				
2.1 Explain to others one benefit to health and well-being of meditation, including the supporting scientific evidence.				
2.2. Respond to questions on their explanation of a benefit.				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

M/506/1511

Types and Techniques of Meditation

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the key features of each of following types of meditation:				
a) Breathing				
b) Mantra				
c) Contemplation				
d) Walking				
e) Silence				
f) Chanting				
g) Zen				
h) Buddhist				
i) Mindfulness				
J) Visualisation				
1.2. Practise each of the types of meditation in 1_1				
1.3. Evaluate their personal experience of each of the types of meditation in 1_1				
1.4. Describe to others their personal experience of one type of meditation.				
2.1 Outline the key features of the development of meditation in various cultures.				
2.2. Describe how the main schools of meditation developed.				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

T/506/1512

Understand the Benefits to Health and Wellbeing of Meditation

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Compare different definitions of meditation.				
1.2. Discuss what meditation is and what meditation isn't.				
2.1 Reflect on and evaluate a meditation session.				
2.2. Reflect on and evaluate their own meditation journey.				
2.3. Discuss the benefits of daily meditation to them.				
2.4. Discuss the benefits of daily meditation to health and wellbeing.				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____