



Ascentis Level 2 Certificate in Learning Support Specification

This qualification is being withdrawn. The last date of registration for learners is 31st July 2026 after which no further learners can be registered.

The certification end date is 31st July 2027. If you require any further clarification, please email development@ascentis.co.uk.

Ofqual Number:
601/6327/6 Certificate

| | |
|--------------------------------|------------|
| Ofqual Start Date: | 01/08/2015 |
| Ofqual End Date: | 31/07/2026 |
| Ofqual Certification End Date: | 31/07/2027 |

SUMMARY OF CHANGES

| Version and Date | Change Detail | Section |
|------------------|---------------|---------|
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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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

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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LEARNING SUPPORT SUITE

Introduction

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

Aims

The aims of the qualification are to enable learners:

- 1 understand how to support other people to learn
- 2 to recognise a range of challenging issues that may affect people's ability to learn
- 3 identify ways in which you can help others to overcome these issues

Target Group

The Learning Support qualification may be right for learners who:

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

Qualification Accreditation Number:

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

Rules of Combination

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

Unit certification is available for all units.

Guided Learning Hours (GLH)

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

Total Qualification Time (TQT)

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

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

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

Opportunities for Progression

The Certificate can lead to the, Ascentis Level 3 Award in Education and Training.

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

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

Centre Recognition

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

Qualification Approval

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

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, please refer to the latest version of the Ascentis Product Catalogue

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 login 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 User Resources area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

¹ In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

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. Please note that some units of this qualification do require evidence of performance - please refer to individual unit criteria and information.

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
- Audio recordings
- Self-assessments
- Workbook activities
- 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.

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

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

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website www.ascentis.co.uk.

External Verification

Recognised centres will be verified 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:

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres are responsible for ensuring that all staff involved in the delivery and assessment of the qualification are appropriately qualified and/or occupationally knowledgeable and competent within the subject area.

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. Refresher training is available from Ascentis for anyone in this role.

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.

There are additional requirements for staff delivering, assessing and internal quality assuring the following Learning and Development unit:

Facilitate learning and development for individuals

All those who assess this unit must:

- Already hold the unit they are assessing (or a recognised equivalent)
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Show current evidence of CPD in assessment and quality assurance

They must also hold **one** of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess learner performance using a range of methods
- D32 Assess learner performance and D33 Assess learners using differing sources of evidence

Staff who internally quality assure this unit must, in addition to the above:

Hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Centre staffing will be checked as part of the centre approval process, which will ask for copies of CVs and teaching certificates.

Mandatory Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Preparing to support learning

Unit Reference Number: R/504/0067

Credit Value of Unit: 6

GLH of Unit: 30

Level of Unit: 2

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1. Understand learning support practice in lifelong learning contexts | 1.1. Describe the importance of learning for achieving personal goals and participating in life, learning and work |
| | 1.2. Identify different contexts for learning support practice |
| | 1.3. Describe the contribution of learning support in the provision of learning opportunities |
| | 1.4. Describe how to work with learners and others to support learning in a particular lifelong learning context |
| | 1.5. Identify national and local policy and regulatory requirements related to learning support practice |
| 2. Understand the values and principles of inclusive learning support | 2.1. Identify values and principles which underpin learning support practice |
| | 2.2. Describe key features of an inclusive learning environment |
| | 2.3. Describe key features of independent learning |
| | 2.4. Describe ways of working with learners that promote inclusive and independent learning |
| | 2.5. Explain the importance of communication for inclusive learning |
| | 2.6. Explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work |
| 3. Understand how to support learning | 3.1. Describe key responsibilities and contribution of a learning support practitioner throughout a learning programme |
| | 3.2. Describe how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning |
| | 3.3. Describe how to use learning support activities to engage and motivate learners |
| | 3.4. Describe ways in which resources can be used to meet the individual needs of learners |
| 4. Be able to evaluate and improve learning support practice | 4.1. Describe the effectiveness of an observed learning support session |
| | 4.2. Identify own strengths and development needs in relation to learning support practice |
| | 4.3. Plan opportunities to meet own development needs in relation to learning support practice |
| | 4.4. Identify opportunities to meet own development needs in literacy, language, numeracy and ICT |

Indicative Content – Preparing to support learning

Please be aware that the indicative content supplied below is a suggested guide only.

Importance of learning: Achieving personal goals such as confidence and self-esteem, participating in life and work such as employment, and participation in learning such as developing study skills.

The lifelong learning context: Different education and training contexts, e.g. FE colleges, sixth form colleges, adult-learning organisations, social enterprises, independent specialist colleges, independent learning providers. Different learners within education settings, e.g. education for young people (14–16 and 16–18 years), adults, learners with additional needs, apprentices.

Working in different environments, e.g. in a college, in the workplace, at a training provider. Learning support in different contexts, e.g. education and health care plans (EHCPs), one-to-one support, group support.

Contribution of learning support practitioners to the learner's journey, e.g. learning support to help learners achieve their personal goals, gain employability skills and employment, and participate in and contribute to wider society.

Different ways to support learners: Importance of working with teachers to meet individual learner needs. Delivering support to learners, e.g. one-to-one, small groups, remote support using technology. Signposting to other sources of support, e.g. learning resources, specialist members of staff (e.g. specialists in specific learning needs such as dyslexia, interpreters/signers for language/communication requirements, teachers, examination/assessment staff).

National and local policy and regulatory requirements related to learning support practice: Support for young people with special educational needs and disability (SEND); education, health and care plans (EHCP); importance of developing English, mathematics, and information and digital skills; access arrangements and adjustments in relation to assessments.

The values and principles of inclusive learning support practice, e.g. valuing all learners, meeting the individual needs of all learners, recognising and working within the boundaries of own role.

The key features of an inclusive learning environment, e.g. differentiation; adapting teaching, learning and resources to meet individual learner's needs; motivating learners; effective two-way communication; equality and diversity; addressing individual learning needs and preferences, consideration of special educational needs and disabilities (SEND).

Key features of independent learning, e.g. motivation, knowing where to get help, being resilient, taking responsibility for own learning.

Ways of working with learners to promote inclusive and independent learning such as using individual learning plans, setting goals and targets, where to get help and support.

Importance of inclusive communication: What good communication looks like, e.g. listening skills, adapting to audience, non-verbal communication. Correct use of language, e.g. clarity, grammar, spelling and punctuation, use of voice. How to communicate with different learners.

Supporting learners to develop literacy, language, numeracy and ICT skills: How these skills contribute to learners' achievement of goals in work and in their lives, e.g. their importance in the workplace, becoming an independent learner, participating in society.

Responsibilities of learning support practitioners: Support teachers to deliver EHCPs; encourage and motivate learners; promote independent learning; create an inclusive learning environment; support learners to access additional learning support such as equipment and resources.

Importance of assessing the individual needs of learners: Examples of how to meet individual needs through planning, delivery, assessment and review of learning.

Learning support activities to engage and motivate learners, e.g. active learning through quizzes and research, reward systems, goals/target setting.

Different resources to use to support learners' needs, e.g. specialist techniques to support dyslexia, use of software (e.g. read-aloud programmes), reward charts, assessment/examination support such as scribes/readers.

Benefits of self-reflection: Methods to use to help self-reflection and evaluation, e.g. ways to identify own strengths and areas for development in relation to learning support practice. Creating action plans to meet own development needs in relation to learning support practice. How to observe and identify effective learning support practice.

Opportunities to meet own development needs in literacy, language, numeracy and ICT, e.g. staff development opportunities, online learning, additional qualifications, examples and exemplars of high-quality reports, mentor or line manager discussions.

Assessment Method

N/A

Equivalences

N/A

Group B Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Facilitate learning and development for individuals

Unit Reference Number: J/502/9549

Credit Value of Unit: 6

GLH of Unit: 25

Level of Unit: 3

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

Indicative Content – Facilitate Learning and Development for Individuals

Please be aware that the indicative content supplied below is a suggested guide only.

The context in which individual learning may be an appropriate model, including geographical isolation, work-based learning. Identify the differences and similarities between 'coaching' and 'mentoring' as ways of supporting learners.

The advantages and disadvantages of individual learning, e.g. individualised learning, mentoring, sharing ideas with tutor; inability to share views with peer group, geographical isolation, increased costs of delivery. Face-to-face and virtual learning.

Methods for facilitating learning and development for individuals, e.g. instructions, demonstrations, individual activities, skills practice and feedback, e-learning, blended learning, real-time chatroom, role plays, simulations and experiential learning. Evaluating the range of methods and selecting the correct ones for the individual learner.

Safeguarding learners and managing risks specifically when working with individual learners. Current legislation and policies. Confidentiality, data protection, risk assessment of activities, health and safety issues. Use of electronic data and associated risks.

Identifying barriers to learning of individuals. Environmental and resource barriers. How to overcome these barriers. Theories of motivation and basic needs. Special educational needs and disabilities (SEND).

Methods for monitoring learner progress, e.g. observation, self and peer assessment, oral questioning. Keeping records of this progress, including electronic records.

Obtaining and using feedback with individuals to improve learning and development. Individual questioning, questionnaires, evaluations from learners, reflection activities. How to adapt delivery in response to this feedback. Gaining approval for change from learner.

Facilitating learning with individuals, e.g. managing activities, clarity of instructions, timing, enabling learners to participate, providing support where needed, creating a positive learning environment, learner agreement, managing risks, promoting equality and diversity. Sharing resources with learner prior to session using relevant media. Planning and recording documents, including electronic records.

Motivating and supporting individual learners to apply what they have learned in their everyday lives. Activities to enable learners to identify skills and knowledge learned. Sharing activities, when appropriate, with other learners. Identifying support available such as specialist practitioners or mentors. Ways to provide feedback to the individual. Principles of giving feedback.

Benefits of reflection. Methods to help learners reflect on their own learning and development. Tools to use for self-evaluation, such as open questions, questionnaires and checklists. Online tools available. Enabling learners to create an action plan for future learning in negotiation with others. Practitioner records, including electronic.

Assessment Method

This is a Learning and Development unit and assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed. This unit also appears in the Ascentis L3 Award in Education and Training.

Equivalences

N/A

UNIT SPECIFICATIONS

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

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

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

| Indicative Content – Prejudice and Discrimination |
|--|
| <p>Please be aware that the indicative content supplied below is a suggested guide only.</p> <p>Terminology: Definitions of prejudice and discrimination; Equality Act 2010 and the 9 protected characteristics.</p> <p>The difference between prejudice and discrimination.</p> <p>Stereotyping: Different types of stereotypes, e.g. prejudging learners based on age, where learners live, appearance, gender, race, etc. Positive and negative factors involved in stereotyping, e.g. positive – learner success, growth in self-esteem; negative – barriers to learning, low self-esteem and confidence.</p> <p>Ways in which attitudes are formed, e.g. primary and secondary socialisation, personal experiences. The meaning of unconscious bias.</p> <p>Ways to challenge attitudes, e.g. through education, legislation, policies and procedures, communication.</p> <p>Ways prejudice can manifest itself, e.g. having negative feelings, holding negative beliefs, lack of social compassion for particular groups of people. Direct and indirect discrimination.</p> |

Ways in which discrimination may be positive and negative, e.g. positive – positive discrimination/action to address inequalities for certain groups of people; negative – actions favouring/advantaging particular groups of people. Direct and indirect discrimination.

Consequences of discrimination: How this may create barriers to learning, disadvantages in opportunities for learners in the future, e.g. lower attainment, self-esteem and confidence, employment potential, social mobility.

Ways in which prejudice may be positive and negative: Link to stereotypes: positive examples may link learner characteristics to success in certain subjects; negative prejudice links to barriers to learning success.

Prejudice and disadvantage: Prejudice and discrimination can lead to disadvantage, e.g. in attainment, length of time in education and training, employment opportunities and social mobility.

Terminology: Definitions of equal opportunities.

Equal opportunities policies: The importance of equal opportunities policies and procedures, including the role of reviewing the effectiveness of policies.

Assessment Method

N/A

Equivalences

J/500/5588 - Understanding Prejudice and Discrimination

UNIT SPECIFICATIONS

Unit Title: Mentoring Practice

Unit Reference Number: A/505/1287

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to use mentoring skills and demonstrate good practice. | 1.1 Write an action plan for use with a client. |
| | 1.2 Use the action plan with a client. |
| | 1.3 Maintain an effective mentoring relationship over a given period of time. |
| | 1.4 Describe how good practice has been implemented within a mentoring relationship. |
| | 1.5 Give examples of any difficulties which arise. |
| | 1.6 Describe how these have been dealt with within the mentoring relationship. |
| 2. Understand how to review own practice as a mentor. | 2.1 Review own practice as a mentor. |
| | 2.2 Give examples of how to improve own practice. |

Indicative Content – Mentoring Practice

Please be aware that the indicative content supplied below is a suggested guide only.

What is an action plan? Key features of mentoring action plans. Creation and implementation of action plans with a mentee, e.g. importance of listening, setting goals, using SMART targets. Different methods to record action plans, including digital. Negotiating action plans with mentee.

What is an effective mentoring relationship? Key features of good practice in mentoring, e.g. communication, ownership, setting and agreeing goals, developing independence, creating action plans, setting boundaries and expectations.

Working with mentees in a mentoring role: Developing rapport, creating trust, questioning techniques, listening skills, time management and organisation, recording and reviewing action plans.

Difficulties that may arise in mentoring relationships, e.g. breakdown of communication, lack of trust, lack of motivation, lack of clarity of roles and goals, crossing boundaries.

Strategies for overcoming such difficulties, e.g. clear discussion, encouragement, clarifying and agreeing roles and expectations, clear and agreed targets.

Benefits of self-reflection: Methods to help self-reflection and evaluation, e.g. identifying own strengths and areas for development in relation to mentoring.

Peer observations and feedback: Action plans to meet own development needs in relation to mentoring practice.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Negotiation Skills

Unit Reference Number: A/505/4643

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

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

Indicative Content – Negotiation Skills

Please be aware that the indicative content supplied below is a suggested guide only.

Negotiation process: Definitions of negotiation.

Stages of negotiation such as the five stages: prepare and plan; set ground rules; clarify goals; bargain and problem solve; agree, conclude and implement. The importance of review and evaluation of process and achievement of goals.

Factors to consider before commencing negotiations: Contexts in which negotiation takes place in a learning support setting (e.g. voluntary one-to-one learning support, mandatory one-to-one learning support), finding out about individual learning needs, understanding barriers to learning, setting appropriate goals, building trust and rapport, good communication skills, purpose of negotiation.

Negotiation techniques: Examples include compromise, accommodation, collaboration, win-win. The advantages and disadvantages of these negotiation techniques.

Barriers in negotiation and ways to overcome these, e.g. poor communication, unclear goals, maintaining relationships, developing trust.

How to use negotiation techniques, e.g. good communication, listening, emotional intelligence, problem solving. Examples of the use of negotiation techniques, e.g. to help overcome barriers to learning, increase motivation, improve study skills.

Benefits of self-reflection: Methods to help self-reflection and evaluation, e.g. identifying own strengths and areas for development in relation to negotiation skills.

Peer observations and feedback from others: Creating action plans to meet own development needs in relation to negotiation skills.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Dyslexia Awareness

Unit Reference Number: D/505/9074

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

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

Indicative Content – Dyslexia Awareness

Please be aware that the indicative content supplied below is a suggested guide only.

Dyslexia definitions, e.g. a spectrum rather than a discrete category, with no defined thresholds for diagnosis; a learning disorder that affects a person's ability to read, spell, write and speak; a neurological condition that can make it challenging to process and interpret language.

Phonological awareness, verbal memory and verbal processing speed. Can affect individuals across a range of intellectual abilities. Information processing, remembering information.

Dyslexia is not related to intelligence or a lack of effort; it is a specific learning difference that affects the way the brain processes information.

Key characteristics and features, e.g. learning and acquisition of literacy skills, motor coordination, mental calculation, concentration, personal organisation skills.

Some individuals may experience visual and auditory processing difficulties.

Dyslexic readers can show a combination of abilities and difficulties that affect the learning process.

Strengths in other areas such as design, problem solving, creative skills, interactive skills and aural skills.

Typical signs of dyslexia, e.g. difficulty in reading, phonics, writing tasks, organising thoughts, memory, sequencing, structuring sentences and spelling correctly. Some individuals may have difficulty with mathematics. A spectrum condition with varying degrees of severity.

Formal diagnostic assessment by specialist teachers and psychologists across the UK. A complex condition which requires a comprehensive assessment approach using multiple sources of information. Standardised tests to assess reading ability, reading skills, comprehension and other related skills.

Commonly used tests for dyslexia include the Woodcock–Johnson Test of Achievement, the Gray Oral Reading Test, and the Test of Written Language. Observation, interviews, family and educational history, cognitive tests for memory and attention, visual and hearing tests to rule out sensory deficits.

Possible effects on an individual: Social anxiety and a reluctance to participate in social activities, frustration and embarrassment, sadness, anger, helplessness. Effects on confidence and self-esteem, leading to a negative self-image. Behavioural effects such as impulsivity, hyperactivity, aggression due to frustration. Effects on motivation and ability to concentrate, leading to a lack of engagement.

How dyslexia can affect learning: Affects the way an individual's brain processes written and spoken language. Reading difficulties affecting ability to read accurately and fluently. Comprehension difficulties: decoding words, recognising common words and comprehending what they read. Writing difficulties affecting ability to write, including spelling, grammar, punctuation, sentence structure and organisation. Language processing difficulties: understanding verbal instructions or expressing themselves clearly. Working memory difficulties: ability to remember information and follow multiple-step directions. Difficulties in sequencing information: chronological ordering or following a set of instructions. Mathematical skills: difficulties performing basic calculations and understanding mathematical concepts.

Different ways to support learning: Multisensory instruction: visual, auditory and kinaesthetic modalities to teach reading and writing skills. Assistive technology: text-to-speech software, speech-to-text software. Accommodations and adaptations to environment: extra time on tests and assignments, quiet study area, audiobooks, using dyslexia-friendly fonts and spacing, providing visual aids, using colour-coding to organise information. Structured literacy: provide explicit instruction in phonics, vocabulary, grammar and comprehension.

Key sources of information, advice and guidance: Government agencies such as the Department for Education, the Department of Health, and the Department for Work and Pensions. Non-profit organisations such as charities, advocacy groups and community organisations, e.g. the British Dyslexia Association, Mind. Educational institutions: schools, colleges and universities career services, Professional bodies such as the Royal College of Nursing or the British Psychological Society. Online resources, e.g. NHS, National Careers Service.

Types of support include:

Educational support: one-to-one tutoring, specialised reading instruction, accommodations such as extended time on tests, audiobooks and assistive technology (e.g. text-to-speech software).

Speech and language therapy: to improve phonemic awareness and reading skills.

Counselling: to address emotional challenges associated with learning difficulties and to build self-esteem and confidence.

Workplace accommodations, e.g. software that reads text aloud or tools that help to organise information.

Advocacy and support groups: provision of information, advice and emotional support for individuals with dyslexia and their families.

Parental support: encouraging their child's strengths, advocating for their educational needs, providing emotional support.

Each person with dyslexia may have unique needs and may require different types of support.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Dyspraxia Awareness

Unit Reference Number: D/506/4744

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

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

Indicative Content – Dyspraxia Awareness

Please be aware that the indicative content supplied below is a suggested guide only.

Dyspraxia definitions, e.g. developmental coordination disorder (DCD), a neurological condition that affects a person's ability to plan and coordinate physical movements. Affects the brain's ability to plan and execute voluntary movements, such as writing, playing sports and performing everyday tasks. A lifelong condition that can affect people in different ways and to different degrees of severity.

Key characteristic features of dyspraxia include (*not all individuals with dyspraxia will have all these characteristics*):

- Difficulty with fine and gross motor skills
- Poor spatial awareness
- Difficulty with coordination
- Difficulty participating in physical activities and daily tasks
- Difficulty in communicating effectively
- Poor organisation and planning
- Difficulty with social interaction
- Speech and language difficulties
- Sensory processing difficulties

Typical signs of dyspraxia (*these signs are not definitive and may vary from person to person*):

- Difficulty with fine motor skills (e.g. using utensils, manipulating small objects, handwriting) and gross motor skills (e.g. running, jumping, catching a ball)
- Difficulty with coordination and balance (e.g. bumping into things, tripping or falling) and planning and executing movements (e.g. difficulty with activities of daily living such as dressing, brushing teeth or tying shoelaces)
- Difficulty with spatial awareness (e.g. directions, reading maps) and organisation (e.g. keeping track of belongings, remembering instructions, completing tasks on time)
- Difficulty with social interaction, e.g. making friends, understanding social cues, interpreting facial expressions
- Difficulty with speech and language, e.g. pronunciation, grammar or vocabulary
- Difficulty with sensory processing, e.g. tolerating certain textures, sounds or smells

Methods of assessment used to determine dyspraxia (*typically by a team of healthcare professionals*):

- **Observations:** a healthcare professional may observe the individual's movements and note any difficulties in coordination, balance or motor skills.
- **Motor development assessments:** assessments to evaluate the individual's ability to perform age-appropriate movements such as crawling, walking and running.
- **Standardised tests:** can be used to assess various aspects of motor skills, such as fine motor skills, gross motor skills and visual-motor integration.
- **Interviews and questionnaires:** to gather information about the individual's developmental history, motor skills and any difficulties they may be experiencing.
- **Neurological assessments:** may include brain imaging or electrophysiological tests to assess the functioning of the individual's nervous system.
- **Occupational therapy evaluations:** to evaluate an individual's motor skills, sensory processing and overall functioning in daily activities.

Possible social, emotional and behavioural effects of dyspraxia on an individual:

- **Social effects:** may struggle to interact with peers and form friendships due to difficulties with coordination and communication.
- **Emotional effects:** frustration, low self-esteem and a sense of helplessness in individuals who struggle with coordination and movement.
- **Behavioural effects:** difficulties with attention, impulsivity and hyperactivity; may struggle to regulate behaviour in social situations or may become easily overwhelmed by sensory input.
- **Learning difficulties:** can impact an individual's ability to learn, especially in areas such as reading, writing and maths; can lead to frustration and a sense of failure in academic settings.
- **Motor difficulties:** in everyday activities such as dressing, using utensils and participating in sports; can impact independence and self-confidence.

Ways in which dyspraxia can affect an individual's ability to participate and function in everyday activities and engage in learning include:

- **Motor skills:** difficulty with fine motor skills (e.g. holding a pencil, using scissors, typing), gross motor skills (e.g. running, jumping, climbing), physical activities and sports, as well as everyday tasks such as dressing and grooming.
- **Coordination:** difficulty with movements and tasks that require multiple steps, such as cooking, playing a musical instrument or participating in team sports.
- **Attention and focus:** difficulty staying engaged in learning activities, being easily distracted or overwhelmed by sensory input; may need extra support to stay on task.
- **Language and communication:** can impact an individual's ability to communicate effectively, both verbally and non-verbally, and their language development, including difficulty with grammar, vocabulary and syntax.
- **Executive functioning:** affects ability to plan, organise and manage tasks; can make it difficult to complete homework tasks, stay on top of deadlines and manage time effectively.

How to support the learning of individuals with dyspraxia, e.g.:

- **Occupational therapy:** strategies to improve motor skills, coordination and sensory processing.
- **Assistive technology:** tools and software that can help complete assignments and stay organised.
- **Accommodations in the classroom:** preferential seating, extra time on assignments and tests, and alternative assignments or assessments.

- **Multi-sensory learning:** using multiple senses to help individuals to learn and remember information; includes using visual aids, hands-on activities and movement-based learning.
- **Explicit instruction:** breaking tasks and concepts into smaller, manageable steps; providing clear instructions and expectations.
- **Social-emotional support:** including counselling and peer-support groups.

Key sources of information and examples of support:

- **Government and public services:** such as the NHS.
- **Charities and non-profit organisations:** such as the National Autistic Society and Mind.
- **Educational institutions:** advice and support to students and their families; can include academic support such as tutoring and study skills workshops, as well as counselling and mental health support.
- **Online resources:** such as websites (e.g. Dyspraxia UK), forums and support groups; online forums and support groups can provide a community of peers and a platform for sharing experiences and advice.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

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

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

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

Indicative Content – Autistic Spectrum Disorder

Please be aware that the indicative content supplied below is a suggested guide only.

Definitions of ASD from sources such as the NHS, the National Autistic Society and the World Health Organization.

Explanation of the spectrum and typical behaviours associated with specific areas of the autistic spectrum, e.g. repetition, routine, rituals, echolalia. Archaic language and diagnoses such as Asperger's syndrome.

Triad of impairment, including issues faced by those on the autistic spectrum, such as:

- Social interaction: difficulties with friendships and cooperative working
- Repetitive behaviours: difficulty coping with changes in routine and showing empathy
- Difficulties with verbal reasoning and non-verbal cues: not understanding jokes or sarcasm, literal interpretation and not understanding body language

Sensory difficulties faced by those on the autistic spectrum, such as struggling in environments where it may be loud (hyper-hearing), hyper/hypo-tactility, hyper/hypo-smell, hyper/hypo-vision.

Social implications for the individual and family, e.g. inability to deviate from routine, not being able to attend family events such as birthday parties. Emotional implications for the individual and family, e.g. the potential to miss out on family events, a fear of sensory meltdowns, issues faced in school.

Influence of society's reaction to ASD: Prejudices associated with ASD, e.g. discrimination from employers, leading to a low employment rate for those with an ASD diagnosis. Common myths about those who have ASD, e.g. all children with a diagnosis of ASD are unable to be empathetic, the phrase 'everyone is on the autistic spectrum'. Famous people who have disclosed their diagnosis of ASD, e.g. Chris Packham and Anne Hegerty. How society factors might impact the individual, e.g. the individual may believe they are not as capable as someone who is neurotypical.

Effects ASD has on learning: Issues faced within mainstream schooling and the ability to support those with ASD, e.g. how schools often do not receive funding to support a student with ASD without an educational health care plan (EHCP); therefore, the child may miss out on opportunities for learning. Children diagnosed with ASD may struggle with the social element of school, including times when deviating from routine is unavoidable, e.g. during a fire alarm.

Behaviours associated with ASD, e.g. sensory seeking, sensory avoidance, echolalia and stimming. Link to the triad of impairments. Different people with the same diagnosis may exhibit different behaviours.

Possible causes, triggers and accelerators that can be associated with challenging behaviour, e.g. high levels of noise, high levels of light, a social situation or piece of clothing that creates an unpleasant sensory experience, such as labels and jumpers.

Strategies that can be put in place for those with ASD to manage their behaviour: The use of flashcards for non-verbal people and how they can help create a routine and help with the learning of facial expressions. Importance of slow speech and clear, unambiguous instructions. Allowing for processing time. Breathing exercises and walking, to diffuse hyper-sensitivity.

The development of social and communication skills, e.g. support groups and their value for both the parent and the child with ASD. Additionally, schools often utilise 'friendship groups' whereby a group of children are able to practise their social and emotional skills within a safe place, e.g. within a quiet library away from a busy lunch/break period.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

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

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

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

Indicative Content – Introduction to Mentoring

Please be aware that the indicative content supplied below is a suggested guide only.

Mentoring: Definitions of the term mentoring. Principles involved in mentoring, e.g. setting ground rules; agreeing individual needs and support; confidentiality; structured feedback, guidance and support.

Key qualities, values and skills of mentors: Qualities, e.g. positive and enthusiastic; values, e.g. non-judgemental, empathetic, respectful, honest; skills, e.g. good communication, active listening. Examples of use of mentoring, e.g. overcoming barriers to learning, supporting an individual's learning need(s), developing independent learners and improving resilience and motivation.

Methods to use to help self-reflection and evaluation, e.g. identifying own strengths and areas for development in relation to developing the qualities and skills needed to be a mentor.

Ways in which life events (e.g. trauma in childhood, negative educational experiences) influence a person's identity, views and behaviour towards others: Formation of attitudes and stereotypes through primary and secondary socialisation experiences. Examples of positive and negative views and behaviours towards others in the context of learning support.

Reasons why it is important to be non-judgemental, including respecting individuals and their differences. Ways to be non-judgemental, e.g. awareness of conscious bias, awareness of non-verbal and verbal communication, creating safe mentoring spaces, developing honest relationships, accepting differences in others.

Assessment Method

N/A

Equivalences

T/600/5208

UNIT SPECIFICATIONS

Unit Title: Attention Deficit Hyperactivity Disorder Awareness

Unit Reference Number: H/507/2876

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 1. Know what is meant by 'attention deficit hyperactivity disorder' (ADHD) | 1.1 Define the term 'attention deficit hyperactivity disorder' (ADHD) |
| | 1.2 Describe the key features of ADHD |
| 2. Know about the causes of and treatments for ADHD | 2.1 Outline the causes of ADHD, according to the main causation theories |
| | 2.2 Outline the medications used to treat ADHD and the common side effects |
| | 2.3 Outline behavioural therapies used to treat ADHD |
| 3. Know how ADHD is assessed | 3.1 Identify the assessment methods most commonly used for ADHD |
| 4. Know how ADHD can affect individuals | 4.1 Describe the possible physical, social, emotional and behavioural effects of ADHD on an individual |
| | 4.2 Describe ways in which ADHD affects an individual's ability to participate and function in everyday activities and to engage in learning |
| 5. Know about ways to support the learning of individuals with ADHD | 5.1 Describe ways in which individuals with ADHD can be supported by adaptations to: <ul style="list-style-type: none">teaching and learning resourcesthe learning environment |
| | 5.2 Describe effective ways to encourage positive learning behaviour for individuals with ADHD. |

Indicative Content – Attention Deficit Hyperactivity Disorder Awareness

Please be aware that the indicative content supplied below is a suggested guide only.

Definitions of ADHD from sources such as the NHS, the National Autistic Society and the World Health Organization.

Key features of ADHD and how these may differ in biological females and biological males. For example: males – impulsivity, hyperactivity, excessive talking; girls – withdrawn, inattentiveness, appearing not to listen, verbal aggression.

Possible causes for ADHD, e.g. genetics, environment, physiological development issues.

The types of medications used to treat ADHD and their advantages, e.g. stimulants – decrease extreme symptoms quickly; non-stimulants – low risk of misuse and assist with tics.

Side effects associated with these medications, e.g. weight loss, sleepiness, dry mouth and irritability.

The holistic approaches to treating ADHD, e.g. behaviour management and counselling (e.g. the use of CBT). Possible challenges, e.g. the length of the wait for these services and the issues parents will face during this time.

Common assessment methods used:

- The ADHD questionnaire and its advantages and disadvantages. Advantages, e.g. easy to complete, not time consuming for a teacher to complete. Disadvantages, e.g. paper-based and so likely to become lost or damaged, does not provide a holistic view of the patient's wellbeing.
- The QB test and its advantages and disadvantages. Advantages, e.g. it quantifies hyperactivity and impulsivity and compares it to a baseline for the average response in an age group. Disadvantages, e.g. the test is susceptible to subjectivity and the child can disengage from the test and impact the results.

Possible physical, social, emotional and behavioural effects of ADHD on individuals: How those with ADHD may struggle with processing, which may impact their ability to communicate effectively. As a result, some people with ADHD may avoid social situations. Social interaction may also be a trigger for negative behaviours. Behavioural effects of ADHD may differ depending on biological sex, where females may appear to exhibit a lack of concentration or display as though they have difficulty in hearing. Males may exhibit defiant behaviours, which can make diagnosing ADHD in males easier and therefore quicker. Use of statistics to support this claim.

How ADHD can affect an individual's ability to participate and function in everyday activities and engage in learning: Those with ADHD may have a slower processing speed than those who are neurotypical. This may limit an individual's ability to engage in social events or occasions. ADHD may be particularly problematic at school where a lack of diagnosis or EHCP may result in a child being assigned a negative label and punished for behaviour that may not conform to the classroom expectations. This may make the individual reluctant to engage in learning. The individual may refuse to go to school or engage in further or higher education.

Ways to support individuals by use of adaptations: The importance of classroom adaptations to avoid meltdowns and unwanted classroom behaviour, e.g. use of a teaching assistant (TA) or adaptations to teaching resources. Instructions should be spoken slowly. Keeping distractions in learning environment to a minimum, e.g. with good standard of behaviour management. How those with ADHD can become distracted by the behaviour of others and then display unwanted behaviour themselves.

Effective ways to encourage positive learning behaviour, e.g. the use of a reward system may be beneficial to the learner. The learner may also benefit from a red, amber, green traffic light system whereby the teacher understands that when the learner holds a red card, they need a 'time-out'. This may limit unwanted behaviours in the class.

Assessment Method

Portfolio

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Facilitate Learning and Development for Individuals

Unit Reference Number: J/502/9549

Credit Value of Unit: 6

GLH of Unit: 25

Level of Unit: 3

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

Indicative Content – Facilitate Learning and Development for Individuals

Please be aware that the indicative content supplied below is a suggested guide only.

The context in which individual learning may be an appropriate model, including geographical isolation, work-based learning. Identify the differences and similarities between 'coaching' and 'mentoring' as ways of supporting learners.

The advantages and disadvantages of individual learning, e.g. individualised learning, mentoring, sharing ideas with tutor; inability to share views with peer group, geographical isolation, increased costs of delivery. Face-to-face and virtual learning.

Methods for facilitating learning and development for individuals, e.g. instructions, demonstrations, individual activities, skills practice and feedback, e-learning, blended learning, real-time chatroom, role plays, simulations and experiential learning. Evaluating the range of methods and selecting the correct ones for the individual learner.

Safeguarding learners and managing risks specifically when working with individual learners. Current legislation and policies. Confidentiality, data protection, risk assessment of activities, health and safety

issues. Use of electronic data and associated risks.

Identifying barriers to learning of individuals. Environmental and resource barriers. How to overcome these barriers. Theories of motivation and basic needs. Special educational needs and disabilities (SEND).

Methods for monitoring learner progress, e.g. observation, self and peer assessment, oral questioning. Keeping records of this progress, including electronic records.

Obtaining and using feedback with individuals to improve learning and development. Individual questioning, questionnaires, evaluations from learners, reflection activities. How to adapt delivery in response to this feedback. Gaining approval for change from learner.

Facilitating learning with individuals, e.g. managing activities, clarity of instructions, timing, enabling learners to participate, providing support where needed, creating a positive learning environment, learner agreement, managing risks, promoting equality and diversity. Sharing resources with learner prior to session using relevant media. Planning and recording documents, including electronic records.

Motivating and supporting individual learners to apply what they have learned in their everyday lives. Activities to enable learners to identify skills and knowledge learned. Sharing activities, when appropriate, with other learners. Identifying support available such as specialist practitioners or mentors. Ways to provide feedback to the individual. Principles of giving feedback.

Benefits of reflection. Methods to help learners reflect on their own learning and development. Tools to use for self-evaluation, such as open questions, questionnaires and checklists. Online tools available. Enabling learners to create an action plan for future learning in negotiation with others. Practitioner records, including electronic.

Assessment Method

This is a Learning and Development unit and assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed. This unit also appears in the Ascentis L3 Award in Education and Training.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Mentoring Skills

Unit Reference Number: J/505/1289

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1. Understand the stages of the 'mentoring' relationship. | 1.1 Describe the stages of a typical mentoring relationship. 1.2 Define the records that need to be kept regarding an ongoing mentoring relationship. |
| 2. Understand a range of techniques to make mentees feel comfortable and at ease. | 2.1 Describe a range of communication skills which would make mentees feel comfortable. 2.2 Perform one of these communication skills. 2.4 Describe the impact of the environment on the mentoring relationship. 2.5 Describe ways of dealing with potential barriers to a good mentoring relationship. |
| 3. Understand the boundaries of a mentoring relationship. | 3.1 Discuss why a 'contract' is important for a mentoring relationship. 3.2 Assess the importance of mentoring guidelines. 3.3 Describe potential ethical issues that may arise. 3.4 Describe the process for ending a mentoring relationship. |
| 4. Understand when and to whom referrals should be made. | 4.1 Describe key referral routes. 4.2 Describe situations when mentees may benefit from being referred to other professionals. |

Indicative Content – Mentoring Skills

Please be aware that the indicative content supplied below is a suggested guide only.

The mentoring relationship: Definitions of mentoring. Differences between mentoring and coaching and/or counselling. Stages of mentoring, e.g. initial preparation and expectations, negotiation, period of growth, and review and closure.

Record keeping in mentoring: Importance of record keeping and reviewing progress. Different types of records, e.g. diary, logs, use of templates, other. Importance of data protection, confidentiality, and clear and legible information.

Communication skills in the mentoring relationship: Verbal and non-verbal communication. Why good communication is important. Open and closed questions, listening skills, giving feedback. Techniques for successful mentoring, e.g. putting mentees at ease (developing trust and rapport), setting expectations, confidentiality and safeguarding.

Environmental considerations, e.g. location, privacy, personal space, inclusive environments, health and safety, risk assessments.

Potential barriers occurring in mentoring, e.g. impact of poor communication and time management, lack of motivation and trust, judgemental attitudes. Ways to overcome barriers, e.g. problem-solving techniques, setting SMART goals and targets, understanding individual needs.

Boundaries and professional relationships in mentoring: Importance of mentoring 'contracts' or 'agreements', policies, procedures and guidelines.

Ethical issues, e.g. maintaining agreed boundaries, respecting the mentee's rights and dignity, modelling good practice and integrity.

Ways to end a mentoring relationship, e.g. discussion and agreement of timing of conclusion, review and evaluation of process.

Referral routes in mentoring: Why referrals are important. Sources of support and how to access these, e.g. specialist learning support, specialist teacher support, access to welfare, wellbeing professionals.

Situations when referral to other professionals or specialist support may be needed, e.g. safeguarding concerns, barriers to learning (e.g. learning difficulties), financial, medical and wellbeing. Benefits to mentee of being referred to specialist support.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

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

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

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

Indicative Content – Awareness of Asperger Syndrome

Please be aware that the indicative content supplied below is a suggested guide only.

The triad of impairments, including issues faced by those on the autistic spectrum, such as:

- Social interaction – difficulties with friendships and cooperative working
- Repetitive behaviours – difficulty coping with changes in routine and showing empathy
- Difficulties with verbal reasoning and non-verbal cues – not understanding jokes or sarcasm, literal interpretation and not understanding body language

How some people with Asperger's syndrome (AS) may struggle with social interaction. How struggles can manifest in different ways. For example, an individual may avoid social interaction, whereas another individual may engage in social interactions but misjudge social cues or exhibit a lack of appropriateness.

The similarities and differences between AS and autism (ASD):

- Similarities include:
 - Both relate to the triad of impairments.
 - Both may lead to issues forming relationships.
 - Both are sensitive to routine change and sensory experiences such as labels in clothing and lots of noise.

- Differences include:
 - AS does not tend to be associated with language delay, whereas ASD does.
 - Those with AS tend to want to communicate with others; those with ASD may not.
 - Those with AS may have a higher IQ and more advanced vocabulary than those with ASD.
 - Those with ASD tend to be diagnosed earlier because of the explanations above, whereas AS tends to be diagnosed later.

Learning difficulties that can be experienced by someone with AS, e.g. dyslexia, dyspraxia, ADHD. Learning difficulties may also cause mental health issues such as,, depression and, anxiety.

Social, emotional and behavioural effects of AS, e.g.:

- Social interaction – difficulties with friendships and cooperative working; how this impacts school and other extra-curricular activities
- Repetitive behaviours – difficulty coping with changes in routine and showing empathy; how this impacts the child at home; how this impacts social events like birthdays and religious celebrations
- Difficulties with verbal reasoning and non-verbal cues – not understanding jokes or sarcasm, literal interpretation and not understanding body language; how this impacts school and contributes to difficulties with the learning process

How AS can impact learning, e.g.:

- Difficulties with fine motor skills may be problematic when learning to write
- Inflexible approach to classroom activities
- Poor organisational skills leading to non-completion of homework

Strategies that can be put in place for those with AS to manage their learning, e.g.:

- Flashcards for non-verbal people and how they can help create a routine for learning
- Slow speech and clear, unambiguous instructions
- Allow processing time
- Reward scheme relating to an area of specialist interest

Examples of the types of support available for individuals and those supporting them. Use of these for signposting, a forum for discussion and/or education and information exchange.

Useful web pages include:

- My ASD Child – [My ASD Child: Classroom Difficulties of Children with Asperger Syndrome: Overview for Teachers \(myaspergerschild.com\)](http://myaspergerschild.com).
- NHS – [What is autism? – NHS \(www.nhs.uk\)](http://www.nhs.uk)
- National Autistic Society – [Asperger syndrome \(autism.org.uk\)](http://autism.org.uk)

The role and responsibilities of the SENDCO of a school and how they may be able to assist, e.g.:

- Working with teachers to ensure learning and/or support plans are in place
- Making referrals to relevant bodies such as psychologists, speech and language therapists and occupational therapists
- Providing advice and guidance on supporting children with AS

Assessment Method

Portfolio

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising and Dealing with Bullying

Unit Reference Number: M/505/0802

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

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

Indicative Content – Recognising and Dealing with Bullying

Please be aware that the indicative content supplied below is a suggested guide only.

Bullying: Definitions of bullying. Types of bullying – verbal, physical, social, relational, cyberbullying.

Victims: Definitions and meanings. What it can be like to be a victim of bullying.

Effects of bullying: Impacts on mental health and wellbeing, e.g. anxiety, depression, self-esteem, isolation and loneliness, self-harm, loss of motivation, friends. Physical impacts such as sleep loss, reduced eating.

Bullying behaviour: Reasons why people display bullying behaviour. Emotional effects of bullying on the bully, e.g. feelings of power, control, popularity with peers.

Improving self-esteem of victims, e.g. sources of specialist help and referrals, friendships and peer groups, role play, celebrating achievements, the role of social media.

Interventions to support the bully and the victim, e.g. anti-bullying policies and procedures, group work, counselling, assertive behaviour, role-play techniques.

Sources of help and support, e.g. safeguarding personnel, welfare and wellbeing support, national and local (telephone/online) helplines and charities, parents and carers (where age appropriate), police, medical personnel and organisations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

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

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 3

Introduction

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

Indicative Content – Understanding Different Approaches to the Use of Counselling Skills

Please be aware that the indicative content supplied below is a suggested guide only.

Different approaches to helping and key concepts from each approach, e.g.:

- Person-centred approach: supportive, non-judgemental, self-Awareness, individual's unique experience, emotions
- Cognitive behavioural therapy (CBT): thoughts, beliefs, behaviours, emotions, identify negative patterns, develop strategies
- Psychodynamic therapy: the unconscious mind, past experiences, relationships, behaviours, emotions, exploratory, unresolved issues, the past
- Solution-focused brief therapy (SFBT): individual strengths, solutions, collaborative approach, specific goals
- Narrative therapy: author of own life story, personal narrative, identify negative patterns, develop positive narrative
- Gestalt therapy: emphasis, present moment, take responsibility for feelings, self-awareness, personal growth
- Mindfulness-based therapy: individual awareness, present-moment experiences, thoughts and emotions, develop mindfulness skills, manage stress, mental wellbeing

Client issues that may benefit from each approach, e.g.:

- Person-centred approach: low self-esteem, difficulty with self-expression
- CBT: anxiety disorders, depression
- Psychodynamic therapy: trauma, childhood experiences, relationship issues
- SFBT: short-term goals, quitting smoking, weight loss, fears, phobias
- Narrative therapy: identity issues, self-esteem
- Gestalt therapy: relationship issues, boundary issues, struggles with self-awareness
- Mindfulness-based therapy: stress-related disorders, anxiety, depression

Potential cultural barriers for each approach, e.g.:

- Person-centred approach: collectivistic cultures that place a greater emphasis on community values and may not prioritise individual self-expression
- CBT: may be challenging for individuals from cultures where expression of emotions or seeking professional help is seen as a sign of weakness
- Psychodynamic therapy: difficulties lie in present-moment experiences or different approaches to family dynamics and relationships
- SFBT: may not be effective in cultures that place a greater emphasis on long-term goals or have different views of what constitutes a successful outcome
- Narrative therapy: cultures that do not prioritise storytelling or different views of the importance of individual identity
- Gestalt therapy: cultures that have different concepts of self-awareness or that do not prioritise individual responsibility for emotions and behaviours
- Mindfulness-based therapy: cultures that do not prioritize self-awareness or different approaches to stress management; cultural or religious problems with meditation or yoga

Skills and techniques used in the approaches, e.g.:

- Person-centred approach: active listening, reflective listening, empathy, unconditional positive regard, creating a safe and non-judgmental environment
- CBT: identifying and challenging negative thought patterns, developing coping strategies, relaxation techniques, exposure therapy, behavioural experiments
- Psychodynamic therapy: free association, dream analysis, transference and countertransference, exploring unconscious processes, building insight into past experiences and relationships
- SFBT: setting goals collaboratively, scaling questions, identifying exceptions to problems, creating a vision of the future, emphasising strengths and resources
- Narrative therapy: deconstruction of dominant narratives, externalisation of problems, re-authoring stories, identifying unique outcomes and exceptions
- Gestalt therapy: focusing on present-moment experiences, exploring polarities, using creative expression, working with body awareness
- Mindfulness-based therapy: mindfulness meditation, body scan meditation, loving-kindness meditation, mindful breathing, yoga

Advantages and disadvantages of the skills and techniques associated with each approach, e.g.:

- Creating the right environment – safe and non-judgemental, building trust; environment needs to suit the client
- Relaxation techniques – reduction of stress and anxiety; some clients may find it difficult to relax
- Setting goals – gives a plan to move forward, something to aim for; some clients may find it stressful to have goals
- Using creative expression – can help clients focus on the present moment; some clients may be uncomfortable with expression and may prefer something more structured
- Externalisation of problems – can be empowering and help to create a more positive self-identity; not suitable for clients resistant to narrative approaches and discussing themselves

Assessment Method

Practical performance evidence is required for criteria 2.1.

Equivalences

N/A

UNIT SPECIFICATIONS

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

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

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

Indicative Content – Equality and Diversity

Please be aware that the indicative content supplied below is a suggested guide only.

Equality and diversity: Definitions and examples to illustrate equality and diversity.

Organisations working on equality issues and what they do, e.g. the Equality and Human Rights Commission. The role of pressure groups linked to protected characteristics.

Diversity: Benefits of diversity to society such as deepening understanding of different cultures, inclusion, creativity and problem solving, contributions to society.

Terminology such as equality of opportunity, discrimination, inequality. Differentiation between terminology.

Effects of discrimination on individuals, organisations and communities, e.g.:

- Individuals – barriers to learning, poorer health and wellbeing, isolation, victimisation, low self-esteem and confidence
- Organisations – limited opportunities and employment for some individuals and groups
- Communities – poor resources, cycle of deprivation, poor health and wellbeing, lack of investment, low levels of social mobility.

Impact of stereotyping: Definition of stereotyping. How attitudes are formed and established, e.g. prejudging, holding attitudes and acting on stereotypes. The meaning of unconscious bias. Positive and negative stereotypes and links to discrimination.

Ways to challenge negative stereotypes, e.g. through education, legislation, policies and procedures, communication.

Legislation related to equality and diversity: Equality Act 2010, 9 protected characteristics. SEND code of practice. Other appropriate legislation, e.g. linked to improving women's rights, reasonable adjustments for people with a disability, recruitment and selection practices in the workplace. Importance of organisational policies and procedures linked to equality and diversity. British Values such as tolerance and respect.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Skills needed to be a Peer Educator

Unit Reference Number: R/506/5373

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

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

Indicative Content – Understanding Skills Needed to be a Peer Educator

Please be aware that the indicative content supplied below is a suggested guide only.

Define skills and personal qualities of a peer educator, e.g. patience, confidence, good communication skills, listening skills, empathy.

Skills required to deliver, support and motivate learners, e.g. positivity, resilience, confidence, knowledge (including subject knowledge, knowledge of human behaviour and knowledge of underlying learning difficulties), understanding of morale.

Examples of knowledge, skills and qualities that may need to be developed in learners to help them achieve goals, e.g. study skills, positivity, resilience, confidence, self-belief, subject knowledge.
How to identify these skills, knowledge and qualities, e.g. learner self-reflection, skill-scan tools, questions to ask.

Communication skills needed to be a peer educator, e.g. good listener, open body language, use of open questions, reflection. Importance of all types of communication, including verbal and non-verbal.

How communication skills will assist in successful peer education, e.g. allowing the peer educator to judge when a mentee has reached mental capacity and allowing the peer educator to correctly identify what the mentee wants from the sessions. How this benefits the learner, e.g. maximises the use of the session, mentee may feel more confident in their ability.

The role of presentation skills in peer education, e.g. the ability to confidently present information in any format, including slide presentations; the ability to produce accurate written communication and cascade the information to employees within a workplace; the ability to give clear feedback.

How to identify own skills, personal qualities and development needs in relation to involvement in peer education: Skills audit. Tools to use. Questions to ask for self-reflection.

Personal development plans and how to use them: What to include on a personal development plan, e.g. courses or training to attend, shadowing, reading, etc. with deadlines; strategies to improve performance.

Assessment Method

N/A

Equivalences

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

UNIT SPECIFICATIONS

Unit Title: Understanding Roles and Responsibilities of a Peer Educator

Unit Reference Number: T/505/8674

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 2

Introduction

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

Indicative Content – Understanding Roles and Responsibilities of a Peer Educator

Please be aware that the indicative content supplied below is a suggested guide only.

Different policies and procedures employed by a host organisation relating to peer education and a peer educator, e.g. policies relating to record keeping, data handling, supervision of peer educators.

Roles and responsibilities of a peer educator, e.g. maintaining the role of an 'equal' to the mentee, updating subject knowledge, ensuring information cascaded is not radical and is not subjective.

Who a peer educator may be accountable to in an organisation: Structure of hierarchy in an organisation that offers peer education, e.g. peer educators to report to line management (peer educator coordinator). Peer educator to involve specific teachers/lecturers where necessary. Who in the hierarchy the peer educator is responsible for and to.

Different methods of accessibility, and how resources can be adapted to suit those who require accessibility changes, e.g. those with dyslexia. How a peer educator can be used to aid accessibility.

Different sources of support for the peer educator and the value of each: How they can assist in the professional development of the peer educator, e.g. training, advice and guidance from the organisation. The Peer Education Programme, which can offer financial support.

Boundaries of a peer educator: Responsibilities and when to refer to others. Legislation, such as safeguarding, within an educational context and how this can apply to the peer educator.

Various methods of communication used in peer education and how these are advantageous to a peer educator, e.g.:

- Positive reinforcement to increase learner confidence
- Creating a safe environment to increase confidence
- Face-to-face communication to ensure a positive rapport is built
- Open body language to support a positive relationship

How to identify own learning needs and skills gaps and the importance of recognising these. How to share these needs and the importance of sharing them, e.g. to establish where help can be obtained.

Assessment Method

N/A

Equivalences

L/601/7736

UNIT SPECIFICATIONS

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

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

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

Indicative Content – Developing Personal Learning Skills

Please be aware that the indicative content supplied below is a suggested guide only.

Learning preferences and styles, e.g. VARK learning styles, Honey and Mumford's learning styles. Critique of learning styles. Current views and contemporary criticisms in relation to learning styles.

Links between learning preferences and styles and methods of learning and assessment: Methods of learning and assessment, e.g. use of diagrams, use of colour, lectures and presentations, group work, role play, written assignments, professional discussion. How methods suit different learning preferences and styles. Importance of varied methods of learning and assessment. Ways to encourage individuals to develop different learning preferences and styles.

Tools to use to identify learning preferences and styles, e.g. questionnaires, online models and information. Understanding the results of learning preferences and styles assessments.

Importance of knowing own learning preferences and styles: Personal benefits, e.g. links to preferred methods of learning and assessment, supports own development. Professional benefits, e.g. helps to understand learner's development.

Benefits of self-reflection: Links personal learning experiences to own goals and attitudes. Own strengths, e.g. preferred teaching methods, preferred assessment methods, educational success, career, attitudes to learning.

Challenges associated with developing own learning, e.g. adapting to new methodologies in teaching and assessment, time, motivation, resilience.

Creating goals and targets, e.g. SMART targets; use of short-, medium- and long-term goals. Creating action plans to meet own personal learning goals.

The importance of gaining feedback from others. Ways to gain feedback from others.

Methods to use to help self-reflection and evaluation, e.g. ways to identify own strengths and areas for development in relation to setting own personal learning goals. Creating action plans to meet own development needs in relation to setting own personal learning goals.

Assessment Method

N/A

Equivalences

F/504/2719 Developing Personal Learning Skills

APPENDIX 1

Summary Record of Achievement

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

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|-------------------------------|---------|--------------|----------------|--------------------|--|
| Preparing to support learning | Level 2 | 6 | | | |
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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 1

Summary Record of Achievement Supplementary Sheet

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|------------|-------|--------------|----------------|--------------------|--|
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Learner Name _____

Minimum Credit Value of Qualification _____

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____