Ascentis Level 3 Certificate in Meditation Teaching

Specification

Ofqual Number:	**601/3007/6**
Ofqual Start Date:	01/04/2014
Ofqual Review Date:	31/07/2027
Ofqual Certification Review Date:	31/07/2028

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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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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
V2 October 2025	Updated Assessment Criteria for 'Running a Meditation Business' unit	Page 11
	Updated Assessment Criteria for 'Types and Techniques of Meditation' unit	Page 17
V3 November 2026	Learner Declaration of Authenticity added	Tracking Sheets

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ASCENTIS LEVEL 3 CERTIFICATE IN MEDITATION TEACHING

Introduction

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

Aims

The aims of this qualification are to enable learners to:

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

Target Group

Learners who are interested in running a business meditation training.

Qualification Accreditation Number: **601/3007/6**

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Rules of Combination

601/3007/6 Ascentis Level 3 Certificate In Meditation Teaching				
Learners must achieve 15 credits. All units are mandatory				
Unit Group M (Meditation Teaching Units): Learners must achieve 15 credits. All units are mandatory.				
Title	Level	Credit Value	GLH	Unit reference
Leading a Meditation Session	Level 3	3	21	J/506/1515
Running a Meditation Business	Level 3	3	21	F/506/1514
Scientific Evidence Supporting the Benefits of Meditation	Level 3	3	21	K/506/1524
Types and Techniques of Meditation	Level 3	3	21	M/506/1511
Understand the Benefits to Health and Wellbeing of Meditation	Level 3	3	21	T/506/1512

Unit certification is available for all units.

Recommended Guided Learning Hours

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

Total Qualification Time

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

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

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

Opportunities for Progression

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

Centre Recognition

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

Qualification Approval

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

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. 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 login 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] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

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ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

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

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

Internal Assessment

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

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

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- 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.

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

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.

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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

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

Assessors and Internal Quality Assurers should ideally be qualified to make assessment / quality assurance decisions. They should preferably hold a relevant qualification such as:

Assessors:

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

Quality Assurers:

- 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
- Legacy qualifications such as V1 or D34

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

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

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

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MANDATORY UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Running a Meditation Business
Unit Reference Number: F/506/1514

Credit Value of Unit: 3 **GLH of Unit:** 21 **Level of Unit:** 3

Introduction

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

Indicative Content – Running a Meditation Business

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

Need for a code of ethics: A code of ethics for meditation teachers is essential for ensuring the safety and effectiveness of the practice, maintaining trust, upholding the integrity of the tradition and promoting ethical behaviour.

Important features of a code of ethics, e.g.:

- Ensuring safe and effective teaching – properly trained teachers who guide learners in a safe and effective way
- Maintaining trust – help establish trust between the teacher and learner by setting clear expectations around professionalism, boundaries and confidentiality
- Upholding the integrity of the practice – ensure meditation teachers uphold the integrity of the practice by respecting its origins and avoiding the appropriation of cultural symbols and practices
- Promoting ethical behaviour – a code of ethics can serve as a guide for ethical behaviour and help meditation teachers make decisions that are in alignment with their values and the values of the meditation community as a whole

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Choosing a suitable venue for meditation sessions requires careful consideration of several factors, including health and safety, accessibility, cost, amenities, noise level, ambiance, needs of the participants, conducive environment for meditation.

Researching suitable venues: Ideal meeting places: quiet, pleasant environment; a quiet room, a secluded environment, calming and safe for the group to meet in, e.g.:

- Community centres or yoga studios
- Religious or spiritual centres – churches, temples and other religious or spiritual centres with spaces designated for meditation or prayer
- Nature retreat centres – in a natural setting, such as a forest or mountain, where the group can meditate in a peaceful environment
- Private homes – if the group is small, members may be able to take turns hosting in their homes; this option can create a more intimate setting and may help to build a sense of community
- A meditation group may be virtual, meeting online or via Skype

Course planning:

- Introducing meditation, different types of meditation, understanding emotions, benefits of meditation, mindfulness and meditation, the body's energy (aura), mediation preparation (place, time, environment).
- An example of a session of meditation – can be guided through discussion, breathing, relaxation, guidance through imagery, silence; bringing the meditation to a close.
- Preparation in advance is essential. Dealing with distractions: strategies could include focusing on breathing, using headphones or earplugs, adjusting posture, taking a break, practicing regularly.

Business plan covering all aspects of the operation:

- Income and outgoings
- Promotion and recruitment
- Different course formats
- Market analysis
- Understanding of the target audience
- Commitment to providing high-quality meditation instruction and services

Income and outgoings:

- Rent
- Utilities
- Staff salaries
- Fees charged for the different course formats, e.g. group classes, one-to-one sessions, online courses, workshops

Promotion and recruitment:

- Marketing and recruitment strategy
- Advertising, social media, email marketing
- Networking events
- Recruitment strategy

Different formats of courses:

- Group classes
- One-to-one sessions
- Online courses
- Workshops

Assessment Method

N/A

Equivalences

N/A

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

Credit Value of Unit: 3 **GLH of Unit:** 21 **Level of Unit:** 1

Introduction

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

Indicative Content – Leading a Meditation Session

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

Meditation script could include:
- Position (seated position on the floor or in a chair)
- Breathing (releasing tensions from the body through breathing)
- Feel the rise and fall of your chest with each inhale and exhale
- Allow thoughts to pass away
- Notice tension in the body and breath into these areas
- Allow mind to stay in the moment
- Guide or allow recipient to bring to mind an image of a peaceful and serene place (e.g. beach, forest or any place that brings a sense of tranquillity)
- Stay with this visualisation, allowing for full immersion in the experience
- Calmly bring the recipient out of the visualisation
- Encourage eyes open and notice how they feel

Consider ethics and health and safety in the delivery of a meditation.

Reflecting on a meditation session could include:
- Emotions
- Feelings (relaxed, restless, anxious)
- Positives and negatives
- Consider physical sensations
- Consider new realisations or perspectives
- Look for patterns for areas of growth, and deepen practice

Examples of frequently asked questions (not an exhaustive list):
- **What is meditation?** Definition, what technique involves, aim of meditation, benefits.
- **How do I meditate?** Place, best time, structure, actions, cues to use to help focus.
- **What are the benefits of meditation?** Examples such as reduction of stress and anxiety, improvement of mood, increase in focus and attention, enhancement of self-awareness, improvement in sleep, reduction in symptoms of depression.

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- **How long should I meditate for?** Examples such as differences for beginners and more advanced practitioners, no set time.
- **Do I need to sit in a certain position to meditate?** Examples of suitable positions such as sitting with a straight spine with feet on the floor.
- **Can meditation be harmful?** Generally considered to be safe for most people. Consider possible negative side effects such as anxiety, depression or dissociation. What to do if someone experiences any negative effects.
- **Do I need to be religious to meditate?** Can be practiced by people of all faiths or of no faith.
- **Can meditation help with physical pain?** Has been shown to help reduce the perception of pain and improve coping mechanisms for those who suffer from chronic pain. Refer to research.
- **How often should I meditate?** Benefits of regular meditation, even short sessions.
- **How long will it take to see the benefits of meditation?** Depends on individual and their practice.

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Scientific Evidence Supporting the Benefits of Meditation
Unit Reference Number: K/506/1524

Credit Value of Unit: 3 **GLH of Unit:** 21 **Level of Unit:** 3

Introduction

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

Indicative Content – Scientific Evidence Supporting the Benefits of Meditation

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

Key scientific evidence supporting the benefits of meditation includes:

- The study which shows that meditation alters genetics to prevent inflammatory responses:
  Oke, S. and Tracey, K. (2009). The Inflammatory Reflex and the Role of Complementary and Alternative Medical Therapies. *The New York Academy of Sciences*. DOI: https://doi.org/10.1196/annals.1393.013.
- The study which shows that those who meditate have more neurons in parts of the brain responsible for emotional processing and memory:
  Xu et. Al., (2014). Nondirective meditation activates default mode network and areas associated with memory retrieval and emotional processing. *Cognitive Neuroscience*. DOI: https://doi.org/10.3389/fnhum.2014.00086.
- The emerging idea of neuroplasticity and its links to meditation. For example, the idea that meditation can increase cortical thickness and made the prefrontal cortex larger:

Davidson, R. and Lutz, A. (2008). Buddha's Brain: Neuroplasticity and Meditation [In the Spotlight]. *Signal Processing Magazine*. DOI: Buddha's Brain: Neuroplasticity and Meditation - PMC (nih.gov)

Changes in the brain and the locations in the brain that meditation can assist in the growth of, e.g. increases in the frontal cortex and the left hippocampus, and a decrease in the size of the amygdala. Process of single photon emission computed tomography (SPECT), showing a brain at baseline and a brain during meditation.

The term ‘brain wave’ and identification of the five types: alpha, beta, gamma, theta, delta. Concept that alpha waves can be altered by entering a deep state of meditation and what this means for the body in relation to brain relaxation. The importance of theta waves and how these can be altered during meditation.

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The physiological changes that can occur in the body due to meditation: Changes may include autonomic-metabolic measurements, such as:

- Reduction in blood pressure
- Reduction in adrenaline and cortisol levels
- Decreased respiratory rate

Examples of **benefits of meditation to health and wellbeing**:

- Deep relaxation
- Boosts creativity
- Improves emotional intelligence
- Boosts longevity

Include supporting evidence for the above.

How to respond effectively to questions, e.g. preparation, acknowledge perspectives outlined by others, and take time if needed. Learners can practise these techniques by responding to questions about the benefits of meditation.

Assessment Method

N/A

Equivalences

N/A

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

Credit Value of Unit: 3 **GLH of Unit:** 21 **Level of Unit:** 3

Introduction

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

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Indicative Content – Types and Techniques of Meditation
Please be aware that the indicative content supplied below is a suggested guide only.
Key features of each different type of meditation: Could include focus, purpose, structure, object of attention, observations, benefits. Also: use of breath; repetition of words, sounds or phrases (mantra); physical movements and position of body. Calming the mind. Promotion of relaxation. Use of concepts or questions. Use of environment – inside and outside. Use of the present moment. Non-judgemental awareness. Visualisation of a positive scene. Observation of body sensations.
How to evaluate personal experiences of the types of meditation: Things to reflect on. Questions to ask.
Key features of the development of meditation in different cultures: Include Hinduism, Buddhism, Taoism and Islam. Common elements shared – such as the use of breath, visualisation and concentration – to quiet the mind and achieve a state of deep relaxation and spiritual connection. Differences in development. Different forms of each, if appropriate. Terminology used. Origins and history – how, why and when they came about.
How main schools of meditation developed: Refer to Hinduism, Buddhism, Taoism, Islam and the development of each one. How some meditation practices, such as Muraqaba in Islam, have been practised for centuries. Earliest forms, such as 'samatha' in Buddhism. Development of more elaborate systems within them, e.g. Raja and Jnana Yoga within Hinduism. How each spread to different countries. How this may have then changed to different forms, such as from Buddhism, Vipassana in Burma and Zen in Japan. The different aspects of practice that this may have developed, if appropriate. Who was involved in the development and spread of the schools of meditation, e.g. Sufi mystics who developed practices such as Zikr within Islam.

Assessment Method

N/A

Equivalences

N/A

Unit Title: Understand the Benefits to Health and Wellbeing of Meditation
Unit Reference Number: T/506/1512

Credit Value of Unit: 3 **GLH of Unit:** 21 **Level of Unit:** 3

Introduction

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

Indicative Content – Understand the Benefits to Health and Wellbeing of Meditation

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

Definitions of meditation: Comparison of different definitions relating to the different types of meditation, including Buddhist, Yoga, Mindfulness, Transcendental and Vipassana. Similarities and differences.

What meditation is and is not: Lists of both. Practice (e.g. individual or group), forms (e.g., sitting, walking, standing, lying down), aims, myths (e.g. a quick fix, religious practice, emptying of mind, escape reality, competition, magic cure), truths (e.g., requires regular practise, not a onetime event), beliefs.

- For example, meditation is a practice that involves training the mind to focus on a specific object, such as the breath, a sound, a visualisation or a sensation, with the aim of cultivating inner peace, clarity and awareness.

Evaluating a meditation session:

- **Intentions**: What were the intentions for the meditation session? Did any specific goals or intentions apply before starting?
- **Distractions**: What kind of distractions were encountered during the meditation session? Was it easy to stay focused or did the mind wander?
- **Physical sensations**: What physical sensations were experienced during the meditation session? Was there any discomfort or tension in the body?
- **Emotions**: What emotions were experienced during the meditation session? Were there any changes in mood or any changes to an emotional state?
- **Duration**: How long was the meditation? Did it meet the intended duration? Was the session ended early?
- **Mindfulness**: What was the mindful state during the meditation session? Was present-moment awareness easy, or did the mind drift off?
- **Insights**: Were any insights or realisations gained during the meditation session? Was there anything learned during the process?

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How to reflect on their meditation journey and the benefits of their daily practice: Questions to ask. Aspects to reflect on, such as feelings. How to measure progress. What has or has not worked. How to assess if their goals have been reached and what to do next.

Benefits of daily meditation could include: reduction of stress and anxiety, improved focus and concentration, enhanced self-awareness, improved sleep, boosted immune function, reduced symptoms of depression, increased feelings of happiness and wellbeing, other personal factors.

Assessment Method

N/A

Equivalences

N/A

Summary Record of Achievement
601/3007/6 Ascentis Level 3 Certificate in Meditation Teaching

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

Learner Name _____

Minimum Credit Value of Qualification 15

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Tracking Sheet
F/506/1514
Running a Meditation Business

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

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

Learner Signature_____ **Date** _____

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

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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Tracking Sheet
J/506/1515
Leading a Meditation Session

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

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

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Tracking Sheet
K/506/1524
Scientific Evidence Supporting the Benefits of Meditation

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

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Tracking Sheet
M/506/1511
Types and Techniques of Meditation

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

Learner Declaration of Authenticity

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Assessor Signature_____ **Date** _____

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***Internal Verifier (if sampled)*_____ Date _____**

Tracking Sheet
T/506/1512
Understand the Benefits to Health and Wellbeing of Meditation

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

Learner Declaration of Authenticity

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