Ascentis Level 2 Award in Developing Therapeutic Skills

and

Ascentis Level 3 Certificate in Applied Therapeutic Skills

Specification

Ofqual Number:	**Level 2: 601/8326/3** **Level 3: 601/7554/0**
Ofqual Start Date:	Level 2: 01/02/2016 Level 3: 01/09/2015
Ofqual Review Date:	Level 2: 31/07/2029 Level 3: 31/07/2028
Ofqual Certification Review Date:	Level 2: 31/07/2030 Level 3: 31/07/2029

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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
September 2026 v2	Review and certification dates updated	Front page
	Summary of changes table added	Page 2
	AI use paragraph added	Page 8
October 2026 v3	Learner Declaration of Authenticity	Tracking Sheets

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

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

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

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LEVEL 2 AWARD IN DEVELOPING THERAPEUTIC SKILLS AND LEVEL 3 CERTIFICATE IN APPLIED THERAPEUTIC SKILLS

Introduction

The Ascentis Award in Developing Therapeutic Skills at Level 2 is aimed at individuals who have little or no prior knowledge or experience of applying therapeutic skills, providing them with an understanding of personality, basic needs, the main therapeutic approaches and safe working practices.

Level 3 Certificate in Applied Therapeutic Skills' main purpose is to support your professional competence in supporting vulnerable children, young people and adults to bring about social, emotional and behavioural changes, so that they can maximise their individual potential.

Aims

The aims of the qualification are to enable learners to increase their knowledge, deepen their understanding and further develop their skills in working with young people in relation to their emotional health and well-being.

Target Group

The Ascentis Award in Developing Therapeutic Skills at Level 2 is aimed at individuals aged 19+ who have little or no prior knowledge or experience of applying therapeutic skills.

This qualification is designed to provide health, social care, education and youth work professionals with an introduction to therapeutic skills. Learners will understand the purpose of therapy and explore basic principles of therapeutic skills in order to further develop their skills to working with their clients in relation to their emotional health and well-being.

The Ascentis Level 3 Certificate in Applied Therapeutic Skills is suitable for individuals who work with vulnerable people and want to better understand psychotherapy and counselling relevant to the job role, but do not wish to train as therapeutic clinicians. E.g. care workers, social workers, appropriate adults, foster carers and other professionals likely to come into contact with vulnerable people.

Ofqual Qualification Number:	**L2: 601/8326/3** **L3: 601/7554/0**

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Rules of Combination

Ascentis Level 2 Award in Developing Therapeutic Skills				
Learners must achieve 6 credits from Mandatory Group A				
Unit Group A (Mandatory):				
Title	Level	Credit Value	GLH	Unit reference
Introduction to Therapeutic Skills	Level 2	6	60	Y/507/9565

Ascentis Level 3 Certificate in Applied Therapeutic Skills				
To achieve this qualification learners **must** achieve a total of 13 credits. Learners **must** take all mandatory units from Group A and can add the Optional unit from Group B. Minimum credits: 13 Maximum credits: 15				
Unit Group A (Mandatory): Learners require 13 credits from this unit group.				
Title	Level	Credit Value	GLH	Unit reference
Attachment Theory in Practice	Level 3	2	4	T/507/7662
Creating a Secure Therapeutic Alliance	Level 3	2	4	F/507/7664
Relational Listening Skills	Level 3	4	12	H/507/7656
Therapeutic Problem Solving Techniques	Level 3	3	8	T/507/7659
Understanding Shame	Level 3	2	4	K/507/7660
Unit Group B (Optional)				
Safeguarding in health and social care	Level 3	2	12	Y/507/7654

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for the Level 2 Award in Developing Therapeutic Skills is 60 and the Level 3 Certificate in Applied Therapeutic Skills is 130-150.

Total Qualification Time

The total qualification time for the Level 2 Award in Developing Therapeutic Skills is 60 and the Level 3 Certificate in Applied Therapeutic Skills is 130-150.

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 19+

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Opportunities for Progression

Learners could also progress to a range of higher level qualifications in counselling, health and social care or therapeutic skills.

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, refer to the latest version of the 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
- Final multiple choice tests.

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

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

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.

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

External Verification

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

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

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

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

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

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

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

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Unit Title: Introduction to Therapeutic Skills
Unit Reference Number: Y/507/9565

Credit Value of Unit: 6 **GLH of Unit:** 60 **Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
1. Understand the wider therapeutic framework	1.1 Explain the purpose of therapy
	1.2 Outline the differences between the role of psychiatrists, psychologists, psychotherapists & counsellors
	1.3 Describe the key differences between two therapeutic models
	1.4 Describe three ethical points to consider when working therapeutically
2. Explore basic therapeutic skills	2.1 Explain each of the core conditions
	2.2 Identify ways to communicate empathy
	2.3 Demonstrate active listening skills
3. Understand how identity and personality are formed	3.1 Describe key factors that influence the formation of identity
	3.2 Describe stages of psychosocial development
	3.3 Explain introjection
	3.4 Identify two of your own introjects and how you may have attained them
4. Recognise the importance of self-regulation to manage distress	4.1 Identify the two components needed for self-regulation
	4.2 Demonstrate two self-regulation techniques
	4.3 Explain what happens in the brain when regulation occurs

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Creating a Secure Therapeutic Alliance
Unit Reference Number: F/507/7664

Credit Value of Unit: 2 **GLH of Unit:** 4 **Level of Unit:** 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
1. Understand what a secure therapeutic alliance is.	1.1. Explain what is meant by a secure therapeutic alliance.
2. Understand why a secure therapeutic alliance is central to supporting a client's developmental needs.	2.1. Explain why a secure therapeutic alliance is central to supporting a client's developmental needs.
3. Know the main components needed to create a secure therapeutic alliance.	3.1. Identify the main components needed to create a secure therapeutic alliance.
4. Be able to assess the developmental needs of a client.	4.1. Undertake an assessment of the developmental needs of a client.
	4.2. Implement a strategy to support a client's developmental needs.

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Attachment Theory in Practice
Unit Reference Number: T/507/7662

Credit Value of Unit: 2 **GLH of Unit:** 4 **Level of Unit:** 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand attachment theory.	1.1. Explain attachment theory.
	1.2. Describe the four main attachment styles.
	1.3. Explain how childhood experiences can affect attachment styles.
2. Understand own attachment style.	2.1. Identify own attachment style.
	2.2. Analyse own attachment style.
3. Understand the attachment styles of others.	3.1. Identify the attachment style of another person.
	3.2. Analyse the attachment style of another person.
4. Understand transference, counter transference and projection.	4.1. Explain the concepts of transference, counter transference and projection.
	4.2. Discuss ways in which transference, countertransference and projection can influence behaviour in relationships.

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Understanding Shame
Unit Reference Number: K/507/7660

Credit Value of Unit: 2 **GLH of Unit:** 4 **Level of Unit:** 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what is meant by shame.	1.1. Explain what is meant by shame.
	1.2. Identify the reasons why people may feel shame.
2. Understand how to recognise shame.	2.1. Describe the main signs of shame.
	2.2. Analyse own counter transference to another person's shame.
3. Understand defences against shame.	3.1. Evaluate the main defences against shame.
	3.2. Identify own predominant defences against shame.
4. Know how to manage shame based behaviours.	4.1. Identify shame based behaviours.
	4.2. Describe the three key elements needed to reduce shame.

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Therapeutic Problem Solving Techniques
Unit Reference Number: T/507/7659

Credit Value of Unit: 3 **GLH of Unit:** 8 **Level of Unit:** 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
1. Understand what is meant by solution focused therapeutic problem solving techniques.	1.1. Explain the theory behind solution focused therapeutic problem solving techniques.
	1.2. Recognise when to use a solution focused approach.
	1.3. Describe the stages of a solution focused approach.
	1.4. Review own performance in undertaking solution focused therapeutic problem solving techniques.
2. Understand what is meant by creative therapeutic problem solving techniques.	2.1. Explain the theory behind creative therapeutic problem solving techniques.
	2.2. Describe the circumstances when you might use creative therapeutic problem solving techniques.
	2.3. Demonstrate how to use two creative therapeutic problem solving techniques.
	2.4. Review own performance in undertaking two creative therapeutic problem solving techniques.
3. Understand the difference between solution focussed and creative therapeutic problem solving techniques.	3.1. Identify the difference between solution focussed and creative therapeutic problem solving techniques

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Relational Listening Skills
Unit Reference Number: H/507/7656

Credit Value of Unit: 4 **GLH of Unit:** 12 **Level of Unit:** 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what is meant by relational listening.	1.1. Explain what is meant by 'relational listening'.
	1.2. Describe situations where relational listening would be used
2. Understand the components that make up relational listening.	2.1. Explain the components that make up relational listening.
	2.2. Describe ways of attuning to the clients to help them connect to feelings
	2.3. Discuss strategies to use with powerful feelings.
3. Understand the blocks to relational listening.	3.1. Identify non-verbal blocks to relational listening.
	3.2. Identify verbal blocks to relational listening

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Safeguarding in health and social care
Unit Reference Number: Y/507/7654

Credit Value of Unit: 2 **GLH of Unit:** 12 **Level of Unit:** 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand their organisation's policies, procedures and practices for safe working with individuals vulnerable to abuse	1.1. Explain their organisation's policies and practice for safe working that protect individuals vulnerable to abuse and those who work with them
	1.2. Describe their own role at work in contributing to safeguarding individuals vulnerable to abuse
	1.3. Describe how their organisation's safe working practices comply with legislation that covers data protection, information handling and sharing
2. Understand the importance of working in partnership with other organisations to safeguard individuals vulnerable to abuse	2.1. Explain the importance of safeguarding individuals vulnerable to abuse
	2.2. Explain child protection within the wider concept of safeguarding
	2.3. Explain the importance of a person centred approach
	2.4. Explain what is meant by partnership working in the context of safeguarding
	2.5. Describe the roles and responsibilities of the different organisations that may be involved when a child, young person or vulnerable adult has been abused or harmed
3. Understand how to respond to evidence or concerns that a child, young person or vulnerable adult has been abused or harmed	3.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	3.2. Describe the actions their organisation expects them to take if a child, young person or vulnerable adult alleges harm or abuse
	3.3. Explain the rights that children, young people or vulnerable adults and their families have in situations where harm or abuse is suspected or alleged

Assessment Method

Portfolio

Equivalences

N/A

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APPENDIX 1

Summary Record of Achievement
Level 2 Award in Developing Therapeutic Skills

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Introduction to Therapeutic Skills	Level 2	6			

Learner Name _____

Minimum Credit Value of Qualification 6

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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Summary Record of Achievement
601/7554/0 Level 3 Certificate in Applied Therapeutic Skills

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Creating a Secure Therapeutic Alliance	Level 3	2			
Relational Listening Skills	Level 3	4			
Understanding Shame	Level 3	2			
Therapeutic Problem Solving Techniques	Level 3	3			
Attachment Theory in Practice	Level 3	2			
Safeguarding in health and social care	Level 3	2			

Learner Name _____

Minimum Credit Value of Qualification 13

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
Y/507/9565
Introduction to Therapeutic Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the purpose of therapy				
1.2 Outline the differences between the role of psychiatrists, psychologists, psychotherapists & counsellors				
1.3 Describe the key differences between two therapeutic models				
1.4 Describe three ethical points to consider when working therapeutically				
2.1 Explain each of the core conditions				
2.2 Identify ways to communicate empathy				
2.3 Demonstrate active listening skills				
3.1 Describe key factors that influence the formation of identity				
3.2 Describe stages of psychosocial development				
3.3 Explain introjection				
3.4 Identify two of your own introjects and how you may have attained them				
4.1 Identify the two components needed for self-regulation				
4.2 Demonstrate two self-regulation techniques				
4.3 Explain what happens in the brain when regulation occurs				

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
F/507/7664
Creating a Secure Therapeutic Alliance

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by a secure therapeutic alliance.				
2.1 Explain why a secure therapeutic alliance is central to supporting a client's developmental needs.				
3.1 Identify the main components needed to create a secure therapeutic alliance.				
4.1 Undertake an assessment of the developmental needs of a client.				
4.2. Implement a strategy to support a client's developmental needs				

Learner Declaration of Authenticity

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Assessor Signature _____ Date _____

Internal Verifier (if sampled)_____ Date _____

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Tracking Sheet
H/507/7656
Relational Listening Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by 'relational listening'.				
1.2. Describe situations where relational listening would be used.				
2.1 Explain the components that make up relational listening.				
2.2. Describe ways of attuning to the clients to help them connect to feelings				
2.3 Discuss strategies to use with powerful feelings.				
3.1 Identify non-verbal blocks to relational listening				
3.2 Identify verbal blocks to relational listening				

Learner Declaration of Authenticity

I confirm that:

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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
K/507/7660
Understanding Shame

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by shame.				
1.2. Identify the reasons why people may feel shame.				
2.1 Describe the main signs of shame.				
2.2. Identify own counter transference to another person's shame				
3.1 Evaluate the main defences against shame				
3.2 Identify own predominant defences against shame.				
4.1 Identify shame based behaviours.				
4.2. Describe the three key elements needed to reduce shame.				

Learner Declaration of Authenticity

I confirm that:

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- 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
T/507/7659
Therapeutic Problem Solving Techniques

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the theory behind solution-focused therapeutic problem solving techniques				
1.2. Recognise when to use a solution-focused approach				
1.3. Describe the stages of a solution-focused approach				
1.4. Review own performance in undertaking solution-focused therapeutic problem solving techniques				
2.1 Explain the theory behind creative therapeutic problem solving techniques.				
2.2. Describe circumstances when you might use creative therapeutic problem solving techniques				
2.3. Demonstrate how to use two creative therapeutic problem solving techniques				
2.4. Review own performance in undertaking two creative therapeutic problem solving techniques				
3.1 Identify the difference between solution focussed and creative therapeutic problem solving techniques				

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
T/507/7662
Attachment Theory in Practice

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain attachment theory.				
1.2. Describe the four main attachment styles.				
1.3. Explain how childhood experiences can affect attachment styles				
2.1 Identify own attachment style.				
2.2. Analyse own attachment style.				
3.1 Identify the attachment style of another person.				
3.2 Analyse the attachment style of another person.				
4.1 Explain the concepts of transference, counter transference and projection.				
4.2. Discuss ways in which transference, countertransference and projection can influence behaviour in relationships.				

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
Y/507/7654
Safeguarding in health and social care

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain their organisation's policies and practice for safe working that protect individuals vulnerable to abuse and those who work with them				
1.2. Describe their own role at work in contributing to safeguarding individuals vulnerable to abuse				
1.3. Describe how their organisation's safe working practices comply with legislation that covers data protection, information handling and sharing				
2.1 Explain the importance of safeguarding individuals vulnerable to abuse				
2.2. Explain child protection within the wider concept of safeguarding				
2.3. Explain the importance of a person centred approach				
2.4. Explain what is meant by partnership working in the context of safeguarding				
2.5. Describe the roles and responsibilities of the different organisations that may be involved when a child, young person or vulnerable adult has been abused or harmed				
3.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguard				
3.2 Describe the actions their organisation expects them to take if a child, young person or vulnerable adult alleges harm or abuse				
3.3 Explain the rights that children, young people or vulnerable adults and their families have in situations where harm or abuse is suspected or alleged				

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Learner Declaration of Authenticity

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