SEG Awards Level 2 Diploma in Progression to Further Study in Health Science Professions

Qualification Guidance

Level 2 – 601/5766/5

About Us

Skills and Education Group Awards continually invest in high quality qualifications, and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Online Registration System

Sources of Additional Information

The Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

Copyright

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Version	Date	Details of change
1.7	January 2020	New qualification guide format
1.8	September 2021	Updated review date and branding
1.9	October 2022	Updated assessment criteria in unit 'Aspects of Energy'
1.10	December 2022	Updated credit value and GLH to 'Writing' unit
1.11	August 2024	Updated review date
1.12	July 2025	Updated review date to 31/08/2028

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The SEG Awards Level 2 Diploma in Progression to Further Study in Health Science Professions is a nationally recognised qualification primarily designed to enable learners with few or no formal or appropriate qualifications to gain the knowledge and skills they need to progress on to a Skills and Education Group Access to HE Diploma (Health Science Professions), making it the first step in a vocational progression route into higher education.

Pre-requisites

The Level 2 Diploma is primarily designed to enable learners with few formal or appropriate qualifications to progress to the Skills and Education Group Access to HE Diploma (Health Science Professions).

There are no specific entry requirements for this qualification.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Aims

The Level 2 Diploma is for learners who wish to progress to further learning at Level 3 and then into higher education.

It is aimed primarily at learners who wish to pursue a career in one of the health science professions which require vocational study at university, but who are not yet ready to study at Level 3. This may be because of gaps in their skills or knowledge, perhaps because their schooling was interrupted or disrupted, or because they are returning to study after bringing up a family. Learners who may be in this position include those who need to:

- build a foundation of knowledge and understanding in an unfamiliar vocational area
- prepare for higher level study after some time away from formal education
- build the confidence, skills, knowledge and understanding required to progress on to Level 3 academic study
- achieve an appropriate formal qualification in order to progress to a Skills and Education Group Access to HE Diploma (Health Science Professions)
- gain a substantial full Level 2 qualification

Content Overview

The Level 2 Diploma is made up of 45 Credits so learners will need to study for about 360 hours. All units are at Level 2, so all 45 Credits must be achieved at Level 2.

Learners will choose a selection of units from Core Group A, Optional Group B and Optional Group C.

Core Group A contains vocational units designed to help learners develop the health science skills, knowledge and understanding they will need in order to progress to the Skills and Education Group Access to HE Diploma (Health Science Professions).

Optional Group B consists of units designed to build learner confidence in using a range of generic study skills that they will require if they are to succeed in Access to HE.

Optional Group C consists of units designed to develop learners' English, mathematics and ICT skills, together with other supporting units, in order to prepare for Access to HE.

Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Diploma in Further Study in Health Science Professions

Rules of Combination:
To achieve the Level 2 Diploma learners must achieve 45 credits. A minimum of 21 and a maximum of 36 Credits must be taken from the vocational units (**Core Group A**).

A further 9 Credits must come from units in **Optional Group B**.

The remaining Credits can come from any of the three groups - **Core Group A, Optional Group B** or **Optional Group C**.

Unit	Unit Number	Level	Credit Value	GL
Group A Units				
Barriers to Health	L/504/9737	2	1	8
Eating Disorders	Y/504/8798	2	1	8
Ethical Issues in Social Policy	L/504/9706	2	3	24
Health Promotion in Care Settings	Y/504/8963	2	3	24
Health Psychology	M/505/0377	2	3	24
Human Health and Disease	K/504/9762	2	3	24
Introduction to Health Studies	K/505/1995	2	3	24
Nutrition, Performance and Healthy Eating	M/504/8970	2	3	24
Physiology and Exercise	K/504/9759	2	6	48
Principles of Safeguarding and Protection in Health and Social Care	F/505/3297	2	3	26
Recognising Issues of Substance Misuse	L/505/1262	2	1	8
Resources for Nursing	T/504/9702	2	3	24
The Sociology of Health	D/504/9709	2	3	24
Understanding Child Protection Theory	R/504/8525	2	3	24

Understanding Mental Health	H/504/8965	2	3	24
Understanding the Physical Development of Children and Young People	D/504/8589	2	3	24

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

Unit	Unit Number	Level	Credit Value	GL
Group C Units				
Aspects of Energy	Y/504/8767	2	3	24
Chemistry in Society	F/507/0732	2	3	24
Chemistry of Life	J/507/0733	2	6	48

Unit	Unit Number	Level	Credit Value	GL
Group C Units				
Chemistry: Structure and Changes	Y/504/9482	2	3	24
Co-ordination of the Human Body	K/507/0739	2	3	24
Data Handling and Algebra	M/507/0743	2	3	24
Database Software	M/502/4555	2	4	30
Developing Meeting Skills	T/504/9490	2	1	8
Fundamentals of Physics	D/504/8768	2	3	24
Human Life Processes	L/507/0748	2	3	24
Human Physiology	M/504/9763	2	6	48
Human Sex and Reproduction	F/507/0746	2	3	24
Interpersonal Skills	H/504/7783	2	3	24
Interview Skills	T/503/2866	2	1	10
Introduction to Computer Studies	T/505/1983	2	3	24
Introduction to Psychology	R/505/2090	2	3	24
Leadership Skills	Y/504/7778	2	3	24
Life Processes and Living Things	Y/505/4682	2	3	24
Materials and their Properties	H/505/4684	2	3	24
Multimedia Software	D/505/6420	2	4	30
Number and Graphical Representation	A/507/0745	2	3	24
Numeracy in Context- Planning a Mathematical Project	A/505/4030	2	3	24
Physical Processes	T/505/4687	2	3	24
Prejudice and Discrimination	A/504/8843	2	3	24
Presentation Software	M/502/4622	2	4	30
Reading Strategies	T/505/5385	2	3	24

Unit	Unit Number	Level	Credit Value	GL
Group C Units				
Shape Using Pythagoras and Trigonometry	J/505/5374	2	3	24
Skeleton and Muscles	T/504/9764	2	3	24
Speaking and Listening Skills	Y/503/3377	2	3	24
Spreadsheet Software	F/502/4625	2	4	30
Stress and Stress Management Techniques	H/504/8819	2	3	24
The Investigative Process, Principles and Practical Skills	T/504/9229	2	3	24
Understanding Diversity within Society	F/504/8505	2	3	24
Using IT for Study	R/507/0735	2	3	24
Word Processing Software	R/502/4628	2	4	30
Work Experience	A/504/9362	2	1	8
Writing	J/505/5584	2	3	30
Young People, Law and Order	R/505/5121	2	3	24

Assessment

The Level 2 Diploma is assessed by a variety of tasks which learners will complete and build into a portfolio of work as their learning progresses. These may include essays, reports, experiments, tests, presentations or research projects in order to give learners experience of the range of methods that will be used to assess their performance when they progress to the Access to HE course. Tasks used to assess learning in non-vocational units will be contextualised wherever possible, to ensure that the assessment is relevant to the vocational content.

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The Level 2 Diploma is primarily designed to enable learners with few formal or appropriate qualifications to progress to the Skills and Education Group Access to HE Diploma (Health Science Professions).

From this they can progress to a range of health science courses at university, such as nursing, midwifery, physiotherapy, occupational therapy or radiography.

The qualification was developed in consultation with a number of colleges that offer the Access to Higher Education Diploma, in order to ensure it would provide learners with the relevant skills, knowledge and understanding to be able to progress. By careful selection of appropriate units, learners will be able to pursue a personalised programme to help them to prepare effectively for the Skills and Education Group Access to HE Diploma (Health Science Professions), even if they have significant gaps in their prior knowledge and understanding, or have been out of education for some time.

The Level 2 Diploma may also enable progression to Level 3 health related vocational qualifications offered by other Awarding Organisations at a range of colleges, eg, Level 3 Diploma in Health and Social Care.

This qualification is not available in an apprenticeship and is not primarily designed to lead directly to employment. However, it will support learners who are starting on their journey to a career in a range of health science professions or health careers, which is likely to increase their prospects of gaining employment in the future. Examples include the health care professions such as nursing, midwifery, occupational therapy, physiotherapy or radiography, for which a university course is usually required, and health related work such as in a hospital laboratory, or as a healthcare assistant, cytological screener, medical physics technician, dental hygienist or clinical support worker.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 2 Diploma in Progression to Further Study in Health Science Professions – 601/5766/5								
Qualification Purpose	The Level 2 Diploma is primarily designed to enable learners with few formal or appropriate qualifications to progress to the Skills and Education Group Access to HE Diploma (Health Science Professions).							
Age Range	Pre 16		16-18	✓	18+	✓	19+	✓
Regulation	The above qualifications are regulated by Ofqual							
Assessment	• Internal assessment • Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Qualification/Unit Fee	See Skills and Education Group Awards website for current fees and charges							
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
Operational Start Date	01/04/2015							
Review Date	31/08/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	360 hours							
Total Qualification Time (TQT)	450 hours							
Skills and Education Group Awards Sector	Health and Social Care							
Ofqual SSA Sector	1.3 Health and Social Care							
Support from Trade Associations/Stakeholder Support								
Administering Office	See Skills and Education Group Awards website							

Unit Details

Barriers to Health

Unit Reference	**L/504/9737**
Level	**2**
Credit Value	**1**
Guided Learning	**8 hours**
Unit Summary	This unit will enable learners to gain an understanding of potential barriers that identified groups face and the effects on the health care professional.
Learning Outcomes (1 to 1) ***The learner will***	**Assessment Criteria (1.1 to 1.3)** ***The learner can***
1. Know about barriers that prevent equal access to health care in Britain.	1.1. Identify barriers that prevent equal access to health care. 1.2. Outline the possible effects of the identified barriers on the health of an identified group. 1.3. Describe how the identified barriers may affect the work of a health care professional.

Eating Disorders

Unit Reference	**Y/504/8798**
Level	**2**
Credit Value	**1**
Guided Learning	**8 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise the cause and effect of various eating disorders.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.3)** ***The learner can***
1. Know about eating disorders.	1.1. Identify eating disorders. 1.2. Explain the identified eating disorders. 1.3. Explain the signs and symptoms of the identified eating disorders. 1.4. Explain the possible effects of having an eating disorder.
2. Understand the link between food and feelings.	2.1. Explain things that can have a positive effect on an individual. 2.2. Explain issues that may have a negative impact upon an individual. 2.3. Explain reasons for eating.

Ethical Issues in Social Policy

Unit Reference	**L/504/9706**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their understanding of what is meant by ethics. Working with an ethical dilemma, learners will be able to consider various views and draw conclusions.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.2)** ***The learner can***
1. Know about ethics.	1.1. Explain what is meant by ethics. 1.2. Identify an ethical dilemma and the key issues surrounding it.
2. Understand current legislation and policies relating to an ethical dilemma.	2.1. Describe the key points of the legislation and policies relevant to the chosen ethical dilemma.
3. Be able to appreciate competing views in an ethical debate.	3.1. Identify different views on the chosen ethical dilemma. 3.2. Draw own conclusion(s).

Health Promotion in Care Settings

Unit Reference	**Y/504/8963**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to gain an understanding of what is meant by health promotion and how life choices have an impact on healthy living. Learners will be able to identify potential areas of conflict for care workers and suggest ways of them working safely.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Understand the concept of health promotion.	1.1. Outline what is meant by health promotion. 1.2. List the services that are involved in health promotion in health and social care. 1.3. Explain how to assist individuals to access any of the services involved in health promotion in health and social care. 1.4. Outline own role in health promotion. 1.5. Describe how they would address the issue of an individual refusing to accept any advice and guidance on health matters. 1.6. Discuss how personal preferences and beliefs can have an impact on health promotion.
2. Know how to promote principles of a healthy lifestyle.	2.1. Outline the differences between own lifestyle and that of an individual they are working with. 2.2. Explain the reasons behind the differences. 2.3. Describe how the following have an impact on healthy living: a. Rest b. Healthy eating c. Exercise d. Safe sex e. Smoking f. Alcohol g. Drugs h. Contact with a social world i. Home/working environment

3. Know about potential conflicts related to health promotion.	3.1. Identify situations where the care workers' standards may differ from those of: a. the individual b. other colleagues 3.2. Discuss the potential conflict that these differences could cause. 3.3. Explain ways of working through these conflicts.
4. Know about care workers keeping safe and healthy.	4.1. Explain the personal risks to care workers' safety and well-being. 4.2. Outline safeguards that can be implemented to minimise the identified risks. 4.3. Explain why it is necessary to unwind in an appropriate way after a period of work.

Health Psychology

Unit Reference	**M/505/0377**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise how health impacts on psychology.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.2)** ***The learner can***
1. Know about the role of psychology in health.	1.1. Define the term 'health' in relation to psychology. 1.2. Compare own definition of health to the World Health Organisation definition of health. 1.3. Give examples of links between personality and health.
2. Know about the medical model approach to health.	2.1. Describe the medical model approach to health. 2.2. Describe the advantages and disadvantages of the medical model approach to health.
3. Know about the bio-psychosocial approach to health.	3.1. Describe bio-psychosocial approach to health. 3.2. Describe the advantages and disadvantages of the bio-psychosocial approach to health.

Human Health and Disease

Unit Reference	**K/504/9762**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise diseases and their effects.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.5)** ***The learner can***
1. Understand the nature of micro-organisms.	1.1. Define the terms infectious disease and pathogen. 1.2. List the characteristics of: a. viruses b. bacteria c. fungi d. protoctista
2. Understand the effects of personal behaviour on the spread of infectious diseases.	2.1. Identify the methods by which pathogens may be spread. 2.2. Describe the ways in which personal hygiene and the use of antiseptics can prevent the spread of infectious diseases. 2.3. Describe the personal, social, medical and economic problems associated with HIV.
3. Understand the impact of medical research and development on the spread of infectious diseases.	3.1. Define the terms immunity and immunisation. 3.2. Describe antibody formation resulting from both natural and artificial exposure to antigens. 3.3. Outline the effects of the use of antibodies in the control of a disease. 3.4. List the effects of mass immunisation programmes. 3.5. Outline the long term effects of the over use of antibiotics on pathogen resistance.

Introduction to Health Studies

Unit Reference	**K/505/1995**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise what is meant by health studies.
Learning Outcomes (1 to) ***The learner will***	**Assessment Criteria (1.1 to 7.2)** ***The learner can***
1. Understand what is studied in health studies.	1.1. Describe what is studied in health studies.
2. Understand different perspectives in health studies.	2.1. Describe different explanatory models of health and ill health. 2.2. Describe how different models of health and ill health may affect practice.
3. Understand the purpose of health studies.	3.1. Describe the purpose of health studies.
4. Know research methods used in health studies.	4.1. Describe research methods used in health studies.
5. Know how health research findings may be applied.	5.1. Describe how findings in health research may be applied in practice.
6. Know careers available in health.	6.1. Describe different careers available in health.
7. Know skills and qualities needed for careers in health.	7.1. Describe the skills and qualities needed to work in a specific career in health. 7.2. Assess own skills and qualities in terms of pursuing a specific career in health.

Nutrition, Performance and Healthy Eating

Unit Reference	**M/504/8970**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to show how and why food is needed.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Understand the function of food.	1.1. Explain the main functions of food. 1.2. Outline the basic principles of digestion and absorption. 1.3. Summarise the components of food and how these are needed in everyday diets.
2. Understand the relationship between food and health.	2.1. Discuss the concept of a balanced diet. 2.2. Describe different sorts of diets. 2.3. Discuss ways of promoting healthy eating.
3. Understand the basic principles of weight control.	3.1. Describe the principles of: a. fat weight loss b. lean weight gain c. weight maintenance 3.2. Describe the links between exercise and weight control. 3.3. Design practical exercise sessions.
4. Understand why a balanced diet is required to maximise performance.	4.1. Explain why a balanced diet is required to maximise performance.

Physiology and Exercise

Unit Reference	**K/504/9759**
Level	**2**
Credit Value	**6**
Guided Learning	**48 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand how the body is made up and what makes it function.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Understand the structure and function of the skeleton and muscle tissue.	1.1. Describe the structure of the human skeleton. 1.2. Describe the role of different types of joints in movement. 1.3. Describe different types of muscle tissue. 1.4. List their properties. 1.5. Identify key muscles of the human body. 1.6. Describe the importance of the muscles identified in effective movement of the body. 1.7. Outline how skeletal muscles contract. 1.8. Describe how energy is produced in skeletal muscle. 1.9. List the joints and muscles used in different sporting movements.
2. Understand the structure and function of the respiratory system.	2.1. Describe the structure of the respiratory system. 2.2. Explain how the lungs are ventilated. 2.3. List the conditions necessary for effective gaseous exchange. 2.4. Measure lung volumes. 2.5. Explain the importance of lung volume. 2.6. Describe the short term responses of the respiratory system to exercise.

3. Understand the structure and function of the cardiovascular system.	3.1. Describe the structure of the heart. 3.3. Describe the cardiac cycle. 3.4. Outline the structure of arteries, veins and capillaries. 3.5. Describe the function of arteries, veins and capillaries. 3.6. Describe the short term responses of the cardiovascular system to exercise.
4. Understand the long term adaptations of the body to exercise.	4.1. List the effects of different types of training on: a. the respiratory system b. the cardiovascular system, c. the muscular/skeletal system

Principles of Safeguarding and Protection in Health and Social Care

Unit Reference	**F/505/3297**
Level	**2**
Credit Value	**3**
Guided Learning	**26 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise types of abuse.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.3)** ***The learner can***
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: a. physical abuse b. sexual abuse c. emotional/psychological abuse d. financial abuse e. institutional abuse f. self-neglect g. neglect by others 1.2. Identify the signs and/or symptoms associated with each type of abuse. 1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the actions to take if there are suspicions that an individual is being abused. 2.2. Explain the actions to take if an individual alleges that they are being abused. 2.3. Identify ways to ensure that evidence of abuse is preserved.
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse. 3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse. 3.3. Identify reports into serious failures to protect individuals from abuse.

	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: a. working with person centred values b. encouraging active participation c. promoting choice and rights 4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
5. Know how to recognise and report unsafe practices.	5.1. Describe unsafe practices that may affect the well-being of individuals. 5.2. Explain the actions to take if unsafe practices have been identified. 5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Recognising Issues of Substance Misuse

Unit Reference	**L/505/1262**
Level	**2**
Credit Value	**1**
Guided Learning	**8 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise the differences between legal and illegal substances.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.4)** ***The learner can***
1. Know the differences between legal and illegal substances.	1.1. Explain the difference between a legal and an illegal substance. 1.2. Describe three different types of substances that may be misused. 1.3. Describe whether the three types are legal or illegal substances.
2. Understand the impact of the use and misuse of substances.	2.1. Describe two reasons why people may use substances. 2.2. Give two examples of personal effects of the misuse of substances. 2.3. Give two examples of social effects of the misuse of substances.
3. Know some sources of available support available relating to misuse of substances.	3.1. Describe two organisations that offer support to people who misuse substances. 3.2. Describe the type of support they provide. 3.3. Identify an organisation that can offer help to families of substance misusers. 3.4. Describe how they can support families.

Resources for Nursing

Unit Reference	**T/504/9702**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise what skills are needed in a nursing context.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.1)** ***The learner can***
1. Know the basic formulae used in a nursing context.	1.1. Give the appropriate formula to calculate the volume of a required dose. 1.2. Give the appropriate formula to calculate the number of tablets required. 1.3. Give the appropriate formulae to calculate dose for weight.
2. Be able to use graphs relating to conversions for nursing.	2.1. Graphically produce conversion tables. 2.2. Calculate conversions between the following: a. Centigrade/Fahrenheit b. Imperial/Metric 2.3. Interpret the relevant data found in graphs and charts.
3. Be able to calculate solution strengths.	3.1. Calculate the solution strengths from a given ratio. 3.2. Calculate the solution strengths from a given percentage. 3.3. Make dilution calculations based upon a given strength.
4. Know how to make drug calculations.	4.1. Calculate the number of capsules/tablets in a stated dosage. 4.2. Calculate the volume of a given liquid in stated dosage.

5. Know how to calculate infusion rates.	5.1. Calculate the drip and flow rates over a specified time period.
6. Be able to apply basic mathematical calculations relevantly within the nursing field.	6.1. Perform basic mathematical calculations.

The Sociology of Health

Unit Reference	**D/504/9709**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise different concepts of health.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.1)** ***The learner can***
1. Understand differing definitions of the concept of health.	1.1. Describe the differences between biomedical and social conceptions of health.
2. Be able to appreciate competing sociological approaches to the concept of mental illness.	2.1. Outline the views on mental illness offered by the approaches of: a. Social Realism b. Social Constructionism c. Labelling Theorists
3. Understand sociological views on the role of medical professionals.	3.1. Explain sociological views on the role of medical professionals in society.

Understanding Child Protection Theory

Unit Reference	**R/504/8525**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise how and why children need protection.
Learning Outcomes (1 to 7) ***The learner will***	**Assessment Criteria (1.1 to 7.2)** ***The learner can***
1. Understand the relationship between children's needs and children's rights.	1.1. Describe with examples the universal needs of children. 1.2. Describe how these needs become rights.
2. Understand the different forms that child abuse can take and the effects this can have on children.	2.1. Describe signs and symptoms of different forms of possible abuse. 2.2. Describe the effects abuse can have on children.
3. Understand the importance of responding professionally to a child's disclosure of abuse.	3.1. Describe the importance of responding professionally to a child's disclosure of abuse.
4. Be able to use observational skills to make and maintain appropriate records around issues of child protection.	4.1. Describe how appropriate records can be made based on skilled observation around issues of child protection. 4.2. Demonstrate some key skills used when observing children and adults.
5. Be aware of family circumstances which may result in abusive situations.	5.1. Describe with examples family circumstances which may result in abusive situations.
6. Understand the roles and responsibilities of key professionals in relation to child protection.	6.1. Describe the roles and responsibilities of key professionals in relation to child protection.

7. Understand the importance of confidentiality in relation to child protection procedures and record keeping.	7.1. Describe the importance of confidentiality in relation to child protection issues and procedures. 7.2. Describe how confidentiality can be maintained in keeping and using records.

Understanding Mental Health

Unit Reference	**H/504/8965**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise signs of mental health and how it is dealt with.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.3)** ***The learner can***
1. Understand the term 'Mental Health'.	1.1. Define the term 'Mental Health'. 1.2. Describe the key symptoms of mental health illnesses. 1.3. Describe the impact of mental health problems.
2. Know about methods for treating and/or controlling mental illness.	2.1. Describe management and treatment approaches that may be used in mental illnesses. 2.2. Compare the strengths and weaknesses of the different approaches described.
3. Know about aggressive behaviour.	3.1. Describe obvious signs of aggressive behaviour. 3.2. Explain causes of aggressive behaviour. 3.3. Describe different ways of defusing and controlling volatile situations.
4. Know about the role of therapeutic communication skills in 'Mental Health'.	4.1. Outline therapeutic verbal and non-verbal communication skills used in mental health. 4.2. Give an example of the use of skills, describing own strengths and weaknesses.
5. Know about the roles and functions of agencies and individuals providing care services for people who are mentally ill.	5.1. Identify the different agencies working the field of 'Mental Health'. 5.2. Explain the roles of the identified agencies. 5.3. Explain how they relate to each other to support an individual with mental illness.

Understanding the Physical Development of Children and Young People

Unit Reference	**D/504/8589**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise what is needed in the development of children.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.1)** ***The learner can***
1. Understand the physical growth and development of children and how this relates to other aspects of their development.	1.1. Describe the physical development of children and how this relates to other aspects of their development.
2. Understand the necessary requirements for promoting the physical development of children.	2.1. Describe with examples the requirements needed to promote the physical development of children.
3. Understand the difference between fine and gross motor skills and their development using a range of activities and different equipment.	3.1. Know different approaches and equipment which can be used to promote both fine and gross motor skills.
4. Understand the importance of maintaining a safe environment whilst promoting the physical development of children.	4.1. Describe how to maintain a safe environment whilst promoting the physical development of children.
5. Understand ways of promoting physical development in children and young people without discriminating on grounds of gender, race, culture or disability.	5.1 Describe strategies which could be used to overcome stereotyping when promoting physical development in children and young people.

Academic Writing Skills

Unit Reference	**A/507/0728**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to interpret specific questions and structure their responses.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Be able to interpret specific questions (e.g. essay or research question).	1.1. Interpret either essay title, essay or research question, considering the following: a. instructional words b. topic words c. any particular focus required d. any additional factors to be considered
2. Be able to structure a written response.	2.1. Develop a plan for a written response. 2.2. Use the plan to develop a structured response, maintaining logical argument.
3. Be able to present the response appropriately for audience and purpose.	3.1. Review and revise writing using academic conventions of: a. use of English language b. use of appropriate terminology
4. Understand how to organise and apply information in their academic writing.	4.1. Describe the appropriate referencing style for citations and reference lists in their academic work. 4.2. Describe different types of plagiarism. 4.3. Describe the consequences of plagiarising in academic work.

Building a Personal Career Portfolio

Unit Reference	**T/504/7495**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to build a personal career portfolio, including a CV and personal goals.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Know about own skills, abilities, experience, knowledge and personal qualities.	1.1. Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals. 1.2. Describe in detail own: a. personal qualities b. skills c. experience d. knowledge 1.3. Identify different types of information that can be used to evidence own: a. personal qualities b. skills c. experience d. knowledge 1.4. Select information that can be used to establish current relevance, adequacy and/or validity of own: a. personal qualities b. skills c. experience d. knowledge
2. Be able to build a portfolio of information to evidence achievements and qualities.	2.1. Identify personal, educational and career opportunities for which a portfolio can be used. 2.2. Assemble a portfolio to evidence own achievements and qualities.

3. Be able to produce a Curriculum Vitae (CV).	3.1. Identify the essential elements of a CV. 3.2. Produce a structured general CV which includes key information. 3.3. Modify own CV for a specific purpose.
4. Know how to plan to achieve personal goals	4.1. Identify personal goals. 4.2. Explain personal goals. 4.3. Develop an action plan to show how own personal goals are going to be achieved.

Critical Thinking

Unit Reference	**M/504/7592**
Level	**2**
Credit Value	**2**
Guided Learning	**16 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand the concepts and applications of critical analysis.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.2)** ***The learner can***
1. Understand basic concepts of critical analysis.	1.1. Identify differing types of arguments. 1.2. Give examples of simple explanatory arguments. 1.3. Give examples of arguments which justify decisions about action. 1.4. Give examples of commonly held: a. assumptions b. stereotypes c. biases 1.5. Describe why different standards are applied to evaluating arguments.
2. Understand the application of critical analysis to concepts, ideas and opinions.	2.1. Present an argument in a clear, logical, coherent way. 2.2. Identify critical analysis in a group discussion.

Developing Personal Study Skills

Unit Reference	**Y/504/8493**
Level	**2**
Credit Value	**6**
Guided Learning	**48 hours**
Unit Summary	This unit has five learning outcomes.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.1)** ***The learner can***
1. Know how to locate, retrieve and store information efficiently.	1.1. Locate written reference sources relevant to given subjects or topics using standard classification systems. 1.2. Create written notes from given sources in at least two different formats. 1.3. Use browsers and simple public search engines to retrieve relevant information. 1.4. Set up electronic filing systems to enable efficient location, retrieval and transfer of information.
2. Be able to read and respond to written materials.	2.1. Use skimming and scanning techniques to select information relevant to a given topic. 2.2. Make an accurate and organised summary of the main points in a simple piece of writing.
3. Be able to produce written materials for specific purposes.	3.1 Produce written work using standard punctuation and accurate spelling with no major grammatical errors. 3.2 Plan and present ideas in a clearly and appropriately structured, sequenced and paragraphed written form. 3.3 Produce a list of reference sources used for a given piece of work.

4. Know how to use basic IT applications to enhance own learning.	4.1 Use appropriate IT functions to edit and organise information from a range of sources using backup routines. 4.2 Use basic word processing and spreadsheet programmes to present information clearly. 4.3 Use e-mail to communicate with others.
5. Be able to make personal contributions in individual and group discussions.	5.1 Make personal contributions in individual and group discussion in a variety of situations.

Improving Own Learning and Performance

Unit Reference	**A/504/8275**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will provide learners with an understanding of different learning styles and will enable them to identify which applies to them. Using own strengths they will be able to set learning targets and use the plan to demonstrate achievement.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Know about different ways and areas of learning which reflect own likes and/or dislikes.	1.1. Describe different ways of learning. 1.2. Give reasons why they like or dislike different ways of learning. 1.3. Identify areas of learning which they enjoy and/or they feel that they are good at. 1.4. Describe the identified areas of learning.
2. Be able to use own strengths, aptitudes and skills to determine learning targets.	2.1. Describe how the achievement of learning targets can be supported by: a. own strengths b. own aptitudes c. own skills 2.2. Select short term learning targets based on existing: a. strengths b. aptitudes c. skills
3. Be able to plan how to achieve learning targets.	3.1. Produce an action plan showing how the learning targets can be achieved. 3.2. Identify possible obstacles to learning. 3.3. Describe ways of overcoming identified obstacles to learning.

4. Be able to review own performance against action plan.	4.1. Use feedback from others to aid progress towards learning targets. 4.2. Describe the progress made in implementing the action plan. 4.3. Revise the action plan after reviewing progress.

Information Literacy

Unit Reference	**D/505/1976**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability in knowing what information is needed and how and where to find it and present it.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Know about information sources.	1.1. Identify available information sources for specific purposes. 1.2. Describe the tools which can be used to find information. 1.3. Describe the benefits and limitations of different sources of information for specific purposes.
2. Be able to prepare for gathering information for a specific purpose.	2.1. Use techniques to clarify what information is required. 2.2. Use techniques to search relevant information from different sources. 2.3. Produce an action plan breaking down tasks and actions to be taken. 2.4. Prepare criteria against which to assess the relevance of information.
3. Be able to gather required information.	3.1. Search information sources with reference to information required for specific purposes. 3.2. Assess located information against own devised criteria. 3.3. Select, organise and store and label information for efficient retrieval.

4. Be able to communicate information according to purpose and audience.	4.1. Combine and summarise information, ideas and data for specific purposes. 4.2. Use an appropriate referencing system to acknowledge information sources. 4.3. Communicate summarised information in a format suitable for audience and purpose.

Manage Your Own Learning

Unit Reference	**K/505/8915**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will provide learners with an understanding of own learning goals and the ability to plan, achieve and review their learning programme.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.2)** ***The learner can***
1. Know own learning goals.	1.1. Describe an important: a. personal achievement and explain how it was achieved b. personal skill and explain how it was learned c. personal interest and explain how it was pursued 1.2. Select a personal goal and explain why it connects to own interests, skills and achievements. 1.3. Select a learning goal from a range of options and explain how it will help achieve a personal goal.
2. Understand opportunities and practical issues involved in pursuing learning goals.	2.1. Select a learning opportunity from a range of options and explain how it will help to achieve a learning goal. 2.2. Assess the learning opportunity in relation to the following factors: a. cost b. duration c. attendance d. travel e. effect on other commitments 2.3. Assess the learning opportunity with reference to any support needed in the following areas: a. finance b. study skills c. literacy d. numeracy e. language

	f. childcare g. special needs h. dealing with personal matters i. information technology
3. Be able to plan a programme to achieve learning goals.	3.1. Describe possible content of the learning programme taking into account the following factors: a. mode of learning b. the way in which he/she prefers to learn c. assessment and accreditation procedures d. availability and compatibility of chosen opportunities 3.2. Describe sources of assistance and support required to complete the learning programme. 3.3. Describe own personal goal(s) and record: a. a summary of the goals b. learning goal(s) c. the content and sequence of the learning programme d. a date for reviewing goals
4. Understand the learning environment.	4.1. Describe key features of the learning environment with reference to, for example, teaching methods, support systems, location, facilities, assessment and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment and health and safety procedures.
5. Be able to follow the learning programme and review progress.	5.1. Follow the learning programme. 5.2. Assess any actions taken during the programme and describe how difficulties in following the programme were dealt with. 5.3. Identify and describe any progress made on the learning programme, and identify any learning achievements and generic skills developed as a result.
6. Be able to review the learning programme.	6.1. Assess progress made to date towards a personal goal(s) as a result of the learning programme. 6.2. Review goals and identify further activities to be taken towards next personal goal(s).

Organisation and Evaluation of Study

Unit Reference	**T/507/0744**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to plan and monitor their own workloads.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Be able to monitor and record own work.	1.1. Demonstrate how to monitor and record own work.
2. Be able to manage study time and organise own work.	2.1. Use a plan to order and prioritise tasks to meet set deadlines.
3. Be able to identify and describe own learning style.	3.1. Describe a range of learning styles. 3.2. Identify own learning style. 3.3. Describe ways to improve own learning and performance.
4. Be able to review own work.	4.1. Describe own strengths and weaknesses. 4.2. Use feedback from others to plan improvements or adapt work.

Personal Learning Skills

Unit Reference	**H/504/7797**
Level	**2**
Credit Value	**6**
Guided Learning	**48 hours**
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.7)** ***The learner can***
1. Know how the working of the brain is relevant to learning.	1.1. Identify important facts about the brain. 1.2. Explain facts about the brain. 1.3. Explain how the identified facts are relevant to: a. own learning b. current learning experience
2. Know how learning takes place.	2.1. Define 'learning'. 2.2. Describe different learning experiences. 2.3. Explain different ways of learning.
3. Know about own learning profile.	3.1. Describe different learning styles. 3.2. Identify own learning style. 3.3. Describe own learning style. 3.4. Describe strategies that they can use to learn more effectively.
4. Be able to make plans to use 'learning to learn' skills to aid learning in other subjects.	4.1. Select learning projects. 4.2. Plan learning projects. 4.3. Complete learning projects. 4.4. Set targets to achieve each learning project. 4.5. Describe the thinking and learning processes that have taken place whilst completing the projects. 4.6. Explain what has been learnt from the projects.

	4.7. Explain how this learning could be applied in other subjects.

Plagiarism

Unit Reference	**F/507/2117**
Level	**2**
Credit Value	**1**
Guided Learning	**7 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand what plagiarism is and how it impacts on their own work.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.1)** ***The learner can***
1. Understand definitions of plagiarism.	1.1. Describe different definitions of plagiarism. 1.2. Describe the difference between plagiarism and copyright infringement.
2. Understand how plagiarism may be used in different contexts.	2.1. Give examples of contexts in which work might be plagiarised.
3. Understand what constitutes plagiarism.	3.1. Describe the types of activity that plagiarism includes. 3.2. List different types of plagiarism.
4. Understand terms used in relation to plagiarism and its avoidance.	4.1. Describe the meaning of terms used in relation to plagiarism and its avoidance.
5. Know how plagiarism can be avoided in own work.	5.1. Describe ways in which plagiarism can be avoided in own work.
6. Be able to avoid plagiarism in own work.	6.1. Use correct and appropriate citation methods in own work.

Practical Presentation Skills

Unit Reference	**M/504/8659**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will provide an understanding of the skills required to plan and prepare a presentation and will enable learners to demonstrate their ability to deliver and review their performance, identifying any areas for improvement.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.3)** ***The learner can***
1. Understand the skills involved in preparing and delivering presentations.	1.1. Give reasons why presentations may be necessary. 1.2. Describe the most common delivery styles and structures for presentations. 1.3. Explain the importance of: a. preparation b. planning c. presentation d. performance 1.4. Describe the main elements that make up each of the above.
2. Be able to use different visual aids and delivery styles in presentations.	2.1. Select a variety of visual aids for use within given presentations. 2.2. Give reasons for selection of the visual aids used. 2.3. Use a selected delivery style for given presentations. 2.4. Give reasons for using delivery style chosen.
3. Be able to plan a presentation.	3.1. Identify sources of information. 3.2. Select different sources of information relevant to the topic of presentation. 3.3. Follow a given structure to plan a presentation for a given task.

4. Be able to deliver a presentation.	4.1. Introduce topic clearly. 4.2. Speak audibly, using tone and register appropriate to the audience and level of formality. 4.3. Present material logically, linking ideas together. 4.4. Explain key concepts. 4.5. Use appropriate evidence to support the ideas, arguments and opinions presented. 4.6. Present an effective conclusion.
5. Be able to assess performance and identify areas for improvement.	5.1. Assess own performance. 5.2. Obtain feedback from audience. 5.3. Identify areas for own improvement.

Research Skills

Unit Reference	**L/504/8202**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to know the different types of research methodology and how to plan, report on and evaluate a research piece for a particular topic.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Understand different types of research methods and their uses.	1.1. Describe the methodology of research methods. 1.2. Describe how different methods can be used for research purposes.
2. Know how to plan a piece of research.	2.1. Describe how to identify research aims for a relevant topic of research. 2.2. Describe how to plan a research design model.
3. Know how to report on a piece of research.	3.1. Describe how to produce a research report that: a. uses a standard format b. presents information c. describes findings in relation to the research aims 3.2. Describe how to use an accepted method of referencing for source material.
4. Know how to evaluate a piece of research.	4.1. Describe the process for evaluating the outcomes of research.

Researching and Understanding Opportunities for Study in HE

Unit Reference	**K/507/0742**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to research various options for studying at HE level and then demonstrate their ability to develop a basic application for entry onto chosen route.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Understand study opportunities available in Higher Education.	1.1. Assess information about Higher Education study opportunities which relate to own interests and aspirations.
2. Understand the advantages and disadvantages of choosing a particular Higher Education course.	2.1. Compare the advantages and disadvantages of a course in relation to own personal development, career aspirations and circumstances.
3. Be able to produce an action plan for the development of graduate career related abilities and skills.	3.1. Identify the abilities and skills to access a chosen graduate career path. 3.2. Produce an action plan to develop the abilities and skills to access a chosen graduate career path.
4. Understand the importance of broader life experiences and transferable skills in relation to progression to Higher Education.	4.1. Assess the importance of life experiences and transferable skills to progress to Higher Education. 4.2. Develop an outline application for entry into a Higher Education institution.

Working in a Group

Unit Reference	**A/505/2164**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to understand the different characteristics that make up an effective working group. Learners will be able to demonstrate their ability to plan and carry out a group activity and then to review their performance.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Understand characteristics of groups.	1.1. Describe, with examples, characteristics of effective groups. 1.2. Describe possible advantages and disadvantages of working in a group. 1.3. Give examples of roles played by members of a group.
2. Be able to plan work with a group.	2.1. Use team working skills to plan group activities. 2.2. Negotiate own role and contribution to group work. 2.3. Negotiate the roles and contribution of group members. 2.4. Negotiate ground rules when planning activities with a group.
3. Be able to work in a group.	3.1. Work to a plan to carry out group activities. 3.2. Respond appropriately to feedback on own contribution and group activity. 3.3. Support others during group activities. 3.4. Coordinate own work with that of others to complete group activities.

4. Be able to review own group working experience.	4.1. Assess the activities completed by own group. 4.2. Assess the performance of own group. 4.3. Assess own performance as a group member.

Aspects of Energy

Unit Reference	**Y/504/8767**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their understanding of different types of energy. They will have the opportunity to build circuits and gain knowledge to enable them to explain the energy conversion process.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Understand a range of optical phenomena.	1.1. Describe reflection, refraction and dispersion. 1.2. Give examples of their use. 1.3. Distinguish between the properties of converging and diverging lenses.
2. Understand the relationship between temperature and heat.	2.1. Describe simple kinetic theory. 2.2. Distinguish between temperature and heat. 2.3. Measure temperature and specific heat capacity.
3. Understand simple electrical circuits.	3.1. Build circuits involving cells, bulbs and switches and comment on the brightness in terms of current. 3.2. Outline the meaning of potential difference, current and resistance using correct units. 3.3. Perform simple calculations involving V=IR and P=IV to determine resistance and current.
4. Know that the principle of conservation of energy controls conversion processes.	4.1. State the types of energy that exist in the physical world. 4.2. State the principle of conservation of energy and use it to explain energy conversion processes.

Chemistry in Society

Unit Reference	**F/507/0732**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise different types of chemistry and how it is used in everyday life.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.1)** ***The learner can***
1. Understand an aspect of the history of chemistry.	1.1. Describe the development over time of a topic in chemistry.
2. Understand the importance of chemistry in modern life.	2.1. Describe the chemistry of substances used in everyday life (e.g., fabrics, plastics, pharmaceuticals, cleaning agents, toiletries, cosmetics, fuels). 2.2. Describe the chemistry behind a recent news story.
3. Understand the use and occurrence of an element in modern life.	3.1. Describe the occurrence and use of an element in modern life.

Chemistry of Life

Unit Reference	**J/507/0733**
Level	**2**
Credit Value	**6**
Guided Learning	**48 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand the make-up of various chemical elements.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.1)** ***The learner can***
1. Understand basic atomic structure.	1.1. Describe the electron configuration of the major organic elements.
2. Understand the major chemical elements in organisms.	2.1. Identify the chemicals of greatest importance in organisms.
3. Understand structures and bonds in the polymerisation of macromolecules.	3.1. Describe the structures and bonds in the polymerisation of macromolecules including their associated monomers.
4. Understand the biological role of macromolecules.	4.1. Identify the occurrence and use of macromolecules in organisms.
5. Understand the "lock and key" hypothesis of enzyme function.	5.1. Describe factors which affect normal enzyme action with reference to enzyme structure.
6. Understand the role of enzymes in metabolic pathways.	6.1. Identify the role of enzymes in metabolic pathways using an example such as respiration.

Chemistry: Structure and Changes

Unit Reference	**Y/504/9482**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand the physical structures of various chemical elements, including the periodic table.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Understand the structure of the atom and the arrangement of electrons.	1.1. Using a given mass and atomic number, state the number of protons, neutrons and electrons in atoms and ions up to calcium. 1.2. Construct electron shell diagrams for atoms up to calcium.
2. Know about patterns in the periodic table.	2.1. Describe trends in physical properties in groups 0, 1 and 7. 2.2. Explain typical reactions of the elements of groups 1 and 7 and their compounds.
3. Know about types of chemical reactions.	3.1. Define the characteristics of a chemical reaction. 3.2. Define the characteristics of the following types of reaction: a. redox b. acid-base c. combustion d. precipitation 3.3. Explain the factors which affect the rate of a chemical reaction.
4. Understand pH, acids, alkalis, indicators and neutralisation.	4.1. Describe acids and alkalis in terms of ions formed, pH and the effects on indicators. 4.2. Describe the reactions of dilute acids with metals, alkalis and carbonates.

5. Use symbols to represent molecules and equations to represent chemical reactions.	5.1. Construct simple formulae for molecules. 5.2. Construct a balanced equation for types of chemical reaction.

Co-ordination of the Human Body

Unit Reference	**K/507/0739**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand and explain how the eyes and ears are structured and how they function in relation to the nervous system.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.2)** ***The learner can***
1. Understand the structure and function of the nervous system.	1.1. Describe the structure and function of sensory, relay and motor neurones and their role in a simple spinal reflex. 1.2. Identify the main parts of the human nervous system including the brain. 1.3. Describe the nerve impulse in terms of generation of action potential and changes in membrane permeability. 1.4. Outline the mechanism of transmission at the synapse. 1.5. Describe the role of neurotransmitters.
2. Understand the structure and function of the eye.	2.1. Describe the structure and function of the main parts of the eye. 2.2. Describe the transmissive and refractive properties of the eye. 2.3. Illustrate the role of the rods and cones in monochromatic and trichromatic vision. 2.4. Describe how visual acuity is affected.
3. Understand the structure and function of the ear.	3.1. Illustrate the structure and function of the main parts of the ear. 3.2. Describe the transmission and recognition of sound waves.

Data Handling and Algebra

Unit Reference	**M/507/0743**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to understand the basic concepts of obtaining, presenting and interpreting data.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Understand the basic concepts of data handling.	1.1. Use a range of statistical terms appropriately. 1.2. Use appropriate methods to obtain data. 1.3. Use appropriate methods to organise and present data of different types, i.e., discrete and continuous. 1.4. Calculate or estimate measures of central tendency and spread for different types of data. 1.5. Interpret and draw conclusions from statistical diagrams and results.
2. Understand the basic concepts of probability.	2.1. Use the vocabulary of probability. 2.2. Find and interpret the probabilities of events in simple cases.
3. Understand the basic concepts of algebra.	3.1. Use letters to represent variables. 3.2. Recognise a number pattern and make a generalisation. 3.3. Represent a functional relationship on a graph. 3.4. Construct, manipulate and solve equations.
4. Be able to apply appropriate data handling methods.	4.1. Select and use data handling methods to collect, process, represent, and interpret a variety of situations. 4.2. Select and use algebraic methods to communicate and solve problems.

Database Software

Unit Reference	**M/502/4555**
Level	**2**
Credit Value	**4**
Guided Learning	**30 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to be able to set up and interrogate database tables.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.4)** ***The learner can***
1. Create and modify non-relational database tables.	1.1. Identify the components of a database design. 1.2. Describe the field characteristics for the data required. 1.3. Create and modify database tables using a range of field types. 1.4. Describe ways to maintain data integrity. 1.5. Respond appropriately to problems with database tables. 1.6. Use database tools and techniques to ensure data integrity is maintained.
2. Enter, edit and organise structured information in a database.	2.1. Create forms to enter, edit and organise data in a database. 2.2. Select and use appropriate tools and techniques to format data entry forms. 2.3. Check data entry meets needs, using IT tools and making corrections as necessary. 2.4. Respond appropriately to data entry errors.

3. Use database software tools to run queries and produce reports.	3.1. Create and run database queries using multiple criteria to display or amend selected data. 3.2. Plan and produce database reports from a single table non-relational database. 3.3. Select and use appropriate tools and techniques to format database reports. 3.4. Check reports meet needs, using IT tools and making corrections as necessary.

Developing Meeting Skills

Unit Reference	**T/504/9490**
Level	**2**
Credit Value	**1**
Guided Learning	**8 hours**
Unit Summary	This unit will enable learners to understand the purpose and structure of meetings and what is needed to ensure they run smoothly. Learners will also have the opportunity to gain confidence in contributing to different types of meetings.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Understand the purpose and format of meetings.	1.1. Describe a range of reasons and purposes for holding meetings. 1.2. Describe the purpose and structure of an agenda and a meeting minute and how these can differ for different types of meeting. 1.3. Describe the importance of agendas and taking notes and recording outcomes for meetings.
2. Know how to prepare for meetings.	2.1. Describe the types of information and documentation that may be needed at a meeting. 2.2. Describe the role of the Chair and the note-taker in the meeting. 2.3. Describe the purpose and format of the meeting and the key issues to be discussed.
3. Be able to contribute to a meeting.	3.1. Make clear contributions at a meeting which are relevant to the matters being discussed. 3.2. Demonstrate appropriate behaviours and interactions with others at the meeting. 3.3. Communicate in a style appropriate to the purpose and level of formality of the meeting.

Fundamentals of Physics

Unit Reference	**D/504/8768**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise the different type of terms in physics.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Understand the nature of physical quantities and how they are expressed.	1.1. State the meaning of relevant terms and give examples, e.g. mass, density and force. 1.2. Give units and symbols for quantities and SI units. 1.3. Convert to subunits and use exponential notations. 1.4. Distinguish between scalar and vector quantities.
2. Understand the structure of matter.	2.1. Describe models of the atom including the nucleus. 2.2. Describe nuclear fission and nuclear fusion.
3. Understand simple motion with uniform acceleration.	3.1. Describe simple situations using the terms 'velocity' and 'acceleration' appropriately. 3.2. Interpret velocity to time and displacement to time graphs. 3.3. Determine the acceleration of a body moving under a constant force.
4. Understand the concept of density.	4.1. Define density and carry out calculations of density accurately and in relevant units. 4.2. Experimentally determine the density of regular and irregular solids.

5. Understand the effects of a force on a rigid body.	5.1. State Newton's Laws and describes simple situations where they are applicable. 5.2. Determine the net force of no more than two forces acting on a small rigid body and describe its effect.

Human Life Processes

Unit Reference	**L/507/0748**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand how the body works, in terms of cells, blood and the digestive system.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Understand life processes and cellular organisation in humans.	1.1. Describe the characteristics of living organisms. 1.2. Describe the structure of a human cell. 1.3. Describe the main functions of a human cell.
2. Understand the features of blood and the human circulatory system.	2.1. Outline the main constituents of human blood. 2.2. Describe the functions of the main constituents of human blood. 2.3. Describe the features of the human circulatory system.
3. Understand the human digestive process.	3.1. Describe the features of the human digestive system. 3.2. Explain how proteins, fats and carbohydrates are broken down. 3.3. Describe how proteins, fats and carbohydrates are absorbed.

Human Physiology

Unit Reference	**M/504/9763**
Level	**2**
Credit Value	**6**
Guided Learning	**48 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise how the body is structured.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Understand the organisation of the body.	1.1. Identify the levels of organisation in the human body. 1.2. Name the main body systems.
2. Know about the structure and functions of the digestive system.	2.1. Describe the role of the main components of a balanced diet. 2.2. Describe the effects of nutritional deficiencies on health. 2.3. Identify the components of the digestive system. 2.4. Describe the process of peristalsis. 2.5. Outline how carbohydrates, fats and proteins are broken down during digestion. 2.6. Describe the process of absorption.
3. Know about homeostasis.	3.1. Outline the control of body temperature. 3.2. Describe the control of water in the body. 3.3. Outline the effects and treatment of kidney failure.
4. Know about the role of hormones in controlling body processes.	4.1. Describe the regulation of blood glucose by the pancreas.

Human Sex and Reproduction

Unit Reference	**F/507/0746**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise the difference between male and female reproductive systems.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.1)** ***The learner can***
1. Understand the structures and functions of male and female reproductive systems.	1.1. Outline the structure and function of the human male and female reproductive systems.
2. Understand the human menstrual cycle.	2.1. Describe the human menstrual cycle.
3. Understand the main stages involved in gametogenesis and fertilisation.	3.1. Describe the process of production of haploid gametes. 3.2. Compare similarities and differences between male and female systems. 3.3. Outline the process of fertilisation.
4. Understand methods of contraception.	4.1. Describe a range of contraception methods.
5. Understand contemporary issues in human reproduction.	5.1. Describe contemporary issues in human reproduction.

Interpersonal Skills

Unit Reference	**H/504/7783**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise behaviours and how they impact on themselves and others.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Be able to identify personal skills.	1.1. Describe own strengths and skills. 1.2. Describe how the identified strengths and skills could be transferred to different roles. 1.3. Describe ways of improving own time management.
2. Know about stress in self.	2.1. Identify signs and symptoms of stress in self. 2.2. Describe strategies for managing own stress.
3. Know about different types of criticism.	3.1. Describe different types of criticism. 3.2. Describe real situations showing the use of appropriate criticism.
4. Know about body language.	4.1. Describe the application of body language in real situations.
5. Know about respond to different behaviours.	5.1. Describe how to respond to: a. aggressive behaviour b. passive behaviour c. assertive behaviour 5.2. Describe real situations which illustrate confident behaviour.

Interview Skills

Unit Reference	**T/503/2866**
Level	**2**
Credit Value	**1**
Guided Learning	**10 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise how to be ready and conduct themselves at interview.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Be able to demonstrate readiness for an interview.	1.1. Present an appearance and dress code that conforms to interview requirements. 1.2. Demonstrate punctuality for the interview. 1.3. Introduce self at the interview location. 1.4. Give the name or job role/title of the interviewer during introductions.
2. Be able to respond to questions in an interview.	2.1. Give responses to clarify an interviewer's questions if they are unclear. 2.2. Give responses which provide answers to the questions asked by the interviewer. 2.3. Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course.
3. Know how to review own performance in an interview.	3.1. Describe what went well in the interview. 3.2. Describe what did not go well in the interview. 3.3. Suggest ways of improving own performance in a future interview.

Introduction to Computer Studies

Unit Reference	**T/505/1983**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has five learning outcomes.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.1)** ***The learner can***
1. Know about the capability of a range of computer applications.	1.1. Compare the functionality of a range of computer applications. 1.2. Describe the advanced features of a specific computer application. 1.3. Describe the limitations of computer applications designed for specific purposes.
2. Be able to solve problems using computing tools and techniques.	2.1. Use computer tools and techniques to solve a range of identified problems. 2.2. Organise a range of files into directories and sub-directories. 2.3. Design and test own computing solution to an identified problem. 2.4. Review and amend own computing solution for an identified problem. 2.5. Use appropriate terminology to describe computing tools and functions.
3. Know about the place of computing in society.	3.1. Illustrate aspects of the social and economic impact of computing.
4. Be able to integrate use of computers into own studies and interests.	4.1. Use computing tools, techniques and applications in an area of own study or interest.
5. Know about careers available in computer studies.	5.1. Describe available careers in computing.

Introduction to Psychology

Unit Reference	**R/505/2090**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand psychology and the different approaches to it.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.1)** ***The learner can***
1. Understand what is studied in psychology.	1.1. Describe what is studied in psychology.
2. Understand different approaches in psychology.	2.1. Outline the main approaches in psychology. 2.2. Describe two approaches in psychology.
3. Understand research methods used in psychology.	3.1. Describe research methods used in psychology. 3.2. Describe why scientific methodology is important in psychology.
4. Know applications of psychology.	4.1. Describe applications of psychology.
5. Know careers open to psychologists.	5.1. Describe careers open to psychologists.
6. Understand ethical considerations in psychological research.	6.1. Describe ethical considerations in psychology research.

Leadership Skills

Unit Reference	**Y/504/7778**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	The purpose of this unit is to introduce learners to the key characteristics of an effective leader and how they work with a team.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Understand the key characteristics of an effective leader.	1.1. Describe the key characteristics of an effective leader. 1.2. Explain how a leader appears effective.
2. Understand the skills involved in being an effective leader.	2.1. Describe the skills employed by an effective leader. 2.2. Describe the ways in which a leader motivates and organises a team.
3. Know about the development of the relationship of leader and team member.	3.1. Describe the relationship between leader and team member. 3.2. Explain ways in which a leader and team member can develop effective working patterns.
4. Know how to lead.	4.1. Describe ways in which they have effectively employed leadership skills. 4.2. Reflect on things that went well. 4.3. Describe how things could be developed further.

Life Processes and Living Things

Unit Reference	**Y/505/4682**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to show their understanding of biological science.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.1)** ***The learner can***
1. Understand the nature of biological science.	1.1. Define key attributes of living organisms. 1.2. Describe growth and reproductive strategies of selected organisms.
2. Know about animal, plant and bacterial cells.	2.1. Describe the structure and function of typical animal, plant and bacterial cells. 2.2. Describe the principles of diffusion, osmosis and active transport. 2.3. Define the principles of enzyme action.
3. Understand inheritance.	3.1. Describe the process of monohybrid inheritance. 3.2. Describe the principles of natural and artificial selection.
4. Understand how organisms interact with the environment and each other.	4.1. Define a range of key ecological terms. 4.2. Describe energy flow through a simple food chain. 4.3. Describe a selected example of evolution. 4.4. Describe the role of micro-organisms in nutrient recycling.
5. Understand the structure and function of a key plant system.	5.1. Describe the structure and function of a key plant system.

6. Understand the structure and function of a key animal system.	6.1. Describe the structure and function of a key animal system.

Materials and their Properties

Unit Reference	**H/505/4684**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to show their understanding of chemical processes.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Understand the nature of chemistry and the main types of chemical reaction.	1.1. Describe several chemical processes. 1.2. Use simple balanced chemical equations to represent reactions. 1.3. Describe the changes taking place in oxidation and reduction in terms of addition and removal of a non-metal. 1.4. Assess the pH of a solution. 1.5. Describe the process of neutralisation. 1.6. Describe the use of thermal decomposition within industry.
2. Understand atomic structure and bonding.	2.1. Describe the structure of the atom in terms of relative atomic mass and charge. 2.2. Describe the difference between elements, compounds and mixtures. 2.3. Define and give an example of ionic bonding. 2.4. Define and give an example of covalent bonding.
3. Know about the periodic table.	3.1. Describe the general trends and patterns within the periodic table. 3.2. Differentiate common elements from their proton number or chemical symbol. 3.3. Describe the properties of elements of Groups one and seven.

	3.4. Use the reactivity series of metals to predict the results of simple experiments.
4. Understand rates of reaction.	4.1. Describe the progress of reaction in terms of kinetic theory. 4.2. Describe factors affecting the rate of reaction.

Multimedia Software

Unit Reference	**D/505/6420**
Level	**2**
Credit Value	**4**
Guided Learning	**30 hours**
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.4)** ***The learner can***
1. Be able to plan the content and organisation of multimedia products to meet needs.	1.1. Describe the type of multimedia outcome needed and the specification that it must meet. 1.2. Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products. 1.3. Identify how the different elements of the content will be sourced and how they will relate in the design layout. 1.4. Plan the use of interactive features and transitions to meet needs. 1.5. Describe how copyright and other constraints affect use of own and others' information.
2. Be able to obtain, input and combine content to build multimedia outcomes.	2.1. Select and use an appropriate combination of input device, software and input techniques to obtain and input relevant content for multimedia outcomes. 2.2. Combine a range of information of different types or from different sources for multimedia outcomes. 2.3. Describe the file format and storage media to use. 2.4. Store and retrieve multimedia files effectively, in line with local guidelines and conventions.

3. Be able to use multimedia software tools to edit and format multimedia content to meet needs.	3.1. Select and use appropriate techniques to edit and format multimedia outcomes. 3.2. Manipulate images and graphic elements effectively. 3.3. Check multimedia outcomes meet needs, using IT tools and making corrections as necessary. 3.4. Adjust outcomes in response to any identified quality problems.
4. Be able to play and present multimedia outcomes.	4.1. Describe what combination of display device and software to use for displaying different multimedia file formats. 4.2. Select and use appropriate software for displaying multimedia outcomes. 4.3. Select and use appropriate navigation techniques and playback controls to suit the files. 4.4. Adjust the display settings of the software and display device to present outcomes effectively.

Number and Graphical Representation

Unit Reference	**A/507/0745**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has five learning outcomes.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Be able to use basic concepts of number.	1.1. Perform calculations involving whole numbers, decimals, fractions, percentages, ratio and proportion.
2. Be able to estimate, approximate, and be aware of limits of accuracy.	2.1. Estimate and approximate solutions to numerical calculations. 2.2. Give answers to appropriate degrees of accuracy (decimal places and significant figures).
3. Be able to understand and use the facilities of a calculator.	3.1. Use a calculator to solve problems. 3.2. Use appropriate calculator facilities such as constant functions, memory, brackets, powers and roots.
4. Be able to select and apply appropriate methods in context.	4.1. Solve problems using the application of numerical techniques involving whole numbers, decimals, fractions and percentages.
5. Be able to construct and interpret graphs describing real life situations.	5.1 Extract information accurately from graphs. 5.2 Construct graphs using appropriate scales, plotting points accurately.

Numeracy in Context: Planning a Mathematical Project

Unit Reference	**A/505/4030**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to use maths in a project.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Be able to identify and agree a substantial mathematical project in practical context.	1.1. Clearly define the objectives of a coherent, substantial investigation, practical activity, problem or task in a practical context with guidance from the tutor.
2. Be able to plan the project.	2.1. Organise the work into a series of manageable tasks. 2.2. Select methods to use to complete the tasks.
3. Be able to implement the plan.	3.1. Collect information from different sources. 3.2. Successfully perform a variety of calculations, showing methods and checking all calculations by a different method. 3.3. Use mathematical language and notation throughout the activity. 3.4. Use diagrams, tables or graphs to present information. 3.5. Monitor and make adjustments as necessary.
4. Be able to interpret the results.	4.1. Interpret the results logically and concisely using mathematical language.
5. Be able to draw conclusions.	5.1. Clearly state conclusions. 5.2. Comment critically on the outcomes of the project, identifying how improvements could have been made.

Physical Processes

Unit Reference	**T/505/4687**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand the different types of physics.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.4)** ***The learner can***
1. Understand the nature of physics and energy transfer.	1.1. Describe several physical processes. 1.2. Describe different forms of energy. 1.3. Apply the law of conservation of energy to simple situations. 1.4. Describe the processes of conduction, convection, evaporation and radiation. 1.5. Describe how these processes relate to: a. the regulation of body temperature b. energy conservation in the home
2. Understand electricity.	2.1. Define electrical energy and power. 2.2. Construct simple series and parallel circuits. 2.3. Use appropriate meters to measure voltage and current. 2.4. Define resistance. 2.5. Use Ohm's law in series circuits.
3. Understand forces and motion.	3.1. Describe the forces acting on an object. 3.2. Use Newton's laws to explain changes in motion in one direction.

4. Understand waves.	4.1. Define: a. frequency b. wavelength c. amplitude d. period e. velocity 4.2. Describe the electromagnetic spectrum. 4.3. Describe everyday uses of different regions of the spectrum. 4.4. Describe the properties of sound waves.

Prejudice and Discrimination

Unit Reference	**A/504/8843**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand how attitudes affect them and others.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***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.

Presentation Software

Unit Reference	**M/502/4622**
Level	**2**
Credit Value	**4**
Guided Learning	**30 hours**
Unit Summary	This unit has three learning outcomes.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.4)** ***The learner can***
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Enter text and other information using layouts appropriate to type of information. 1.3. Insert charts and tables into presentation slides. 1.4. Insert images, video or sound to enhance the presentation. 1.5. Identify any constraints which may affect the presentation. 1.6. Organise and combine information of different forms or from different sources for presentations. 1.7. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format slide sequences.	2.1. Identify what slide structure and themes to use. 2.2. Select, change and use appropriate templates for slides. 2.3. Select and use appropriate techniques to edit slides and presentations to meet needs. 2.4. Select and use appropriate techniques to format slides and presentations. 2.5. Identify what presentation effects to use to enhance the presentation. 2.6. Select and use animation and transition effects appropriately to enhance slide sequences.

3. Prepare slideshow for presentation.	3.1. Describe how to present slides to meet needs and communicate effectively. 3.2. Prepare slideshow for presentation. 3.3. Check presentation meets needs, using IT tools and making corrections as necessary. 3.4. Identify and respond to any quality problems with presentations to ensure that presentations meet needs.

Reading Strategies

Unit Reference	**T/505/5385**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has five learning outcomes.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.3)** ***The learner can***
1. Understand the purpose of a range of texts.	1.1. Explain how language is used to achieve a specific purpose. 1.2. Evaluate the effectiveness of a text by identifying the techniques used by the author to achieve a purpose. 1.3. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.
2. Be able to read critically to evaluate information and ideas.	2.1. Distinguish fact and opinion from different sources. 2.2. Compare information, ideas and opinions from different sources. 2.3. Describe how vocabulary is used for different purposes.
3. Be able to use reading strategies depending on purpose.	3.1. Use different reading strategies to find and obtain information. 3.2. Identify main points and specific details.
4. Be able to use organisational features and systems to locate texts and information.	4.1. Use reference materials to find information. 4.2. Select relevant information from different types of sources. 4.3. Use an index system to locate materials by: a. author b. topic

5. Understand vocabulary associated with different types of text.	5.1 Interpret 'specialist language'. 5.2 Use reference materials to find the meaning of unfamiliar words. 5.3 Summarise information from large documents.

Shape Using Pythagoras and Trigonometry

Unit Reference	**J/505/5374**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.4)** ***The learner can***
1. Understand properties of angles.	1.1. Measure angles using a protractor. 1.2. Draw accurately angles using a protractor. 1.3. Use the angle properties of shapes to solve problems. 1.4. Identify different types of triangle. 1.5. Give properties of the triangles identified. 1.6. Identify regular polygons. 1.7. Calculate the internal and external angles of the identified regular polygons in 1.4. 1.8. Identify regular shapes which will tessellate. 1.9. Use three figure bearings to describe directions/positions and solve problems.
2. Be able to create basic constructions.	2.1. Draw circles using a pair of compasses. 2.2. Construct triangles using: a. compasses b. ruler c. protractor 2.3. Construct perpendicular bisector of straight line using compass and ruler. 2.4. Construct angle bisector using compasses and ruler.

3. Know about symmetrical properties of shapes.	3.1. Identify symmetrical properties of 2-D shapes. 3.2. Identify planes of symmetry of common 3-D shapes.
4. Be able to apply relationships in right-angled triangles.	4.1. Use Pythagoras theorem to find the missing lengths of sides in right-angled triangles. 4.2. Choose the correct trigonometrical ratios to find: a. a missing side b. an angle in right-angled triangles 4.3. Solve problems involving right-angled triangles. 4.4. Use Pythagoras/trigonometry to solve problems in context.

Skelton and Muscles

Unit Reference	**T/504/9764**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise the structure of the human skeleton and explain how it works.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Know about the role of the human skeletal system.	1.1. Describe the structure of the human skeleton. 1.2. Outline the function of the human skeleton. 1.3. Describe types of joints. 1.4. Describe the properties of the joints described. 1.5. Describe the structure and function of a synovial joint. 1.6. Identify the properties and functions of: a. tendons b. ligaments c. cartilage
2. Understand the role of the human muscular system.	2.1. Describe the properties of different types of muscle. 2.2. Outline the sliding filament hypothesis of muscle contraction. 2.3. Outline how antagonistic muscles bring about extension and flexion of a joint.
3. Understand the importance of maintaining the health of the muscular and skeletal systems.	3.1. List the effects of bad posture on the muscular and skeletal systems. 3.2. Identify the effects of poor lifting techniques on the muscular and skeletal systems. 3.3. Describe the effects of a skeletal disease on the healthy functioning of the skeletal system.

Speaking and Listening Skills

Unit Reference	**Y/503/3377**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.5)** ***The learner can***
1. Be able to communicate with others.	1.1. Use language and tone to response to a range of situations. 1.2. Illustrate actual and potential barriers to effective speaking and listening. 1.3. Use strategies to overcome barriers to effective speaking and listening.
2. Be able to present information to others.	2.1. Select features of effective communication. 2.2. Present information in a logical manner. 2.3. Present ideas in a logical manner. 2.4. Speak clearly and coherently using appropriate pace and volume.
3. Be able to obtain information from others.	3.1. Encourage others in a group to speak. 3.2. Create opportunities for listeners to clarify or question information presented.
4. Be able to engage in discussion.	4.1. Demonstrate the ability to create relevant contribution and help to move discussion forward. 4.2. Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation. 4.3. Use a range of phrases for interruption and change of topic. 4.4. Select evident to support opinions and arguments. 4.5. Respond to criticism and criticise constructively.

Spreadsheet Software

Unit Reference	**F/502/4625**
Level	**2**
Credit Value	**4**
Guided Learning	**30 hours**
Unit Summary	This unit has three learning outcomes.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.7)** ***The learner can***
1. Use a spreadsheet to enter, edit and organise numerical and other data.	1.1. Identify what numerical and other information is needed in the spreadsheet and how it should be structured. 1.2. Enter and edit numerical and other data accurately. 1.3. Combine and link data across worksheets. 1.4. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.
2. Select and use appropriate formulas and data analysis tools to meet requirements.	2.1. Identify which tools and techniques to use to analyse and manipulate data to meet requirements. 2.2. Select and use a range of appropriate functions and formulas to meet calculation requirements. 2.3. Use a range of tools and techniques to analyse and manipulate data to meet requirements.
3. Select and use tools and techniques to present and format spreadsheet information.	3.1. Plan how to present and format spreadsheet information effectively to meet needs. 3.2. Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets. 3.3. Select and format an appropriate chart or graph type to display selected information. 3.4. Select and use appropriate page layout to present and print spreadsheet information. 3.5. Check information meets needs, using

	spreadsheet tools and making corrections as necessary. 3.6. Describe how to find errors in spreadsheet formulas. 3.7. Respond appropriately to any problems with spreadsheets.

Stress and Stress Management Techniques

Unit Reference	**H/504/8819**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has five learning outcomes.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Understand the term stress.	1.1. Define what stress is. 1.2. Identify different types of stress.
2. Be able to recognise signs and symptoms of stress.	2.1. List signs and symptoms of stress that may affect an individual. 2.2. Relate signs and symptoms of stress to its long term influence on personal health.
3. Know how stress affects health.	3.1. Describe how stress can reduce personal health. 3.2. Identify conditions and disorders associated with stress.
4. Know about potential causes of stress in everyday life.	4.1. Describe a range of causes of stress in different settings. 4.2. Assess potential causes of stress in their own lives.
5. Be able to design a personal plan to combat stress.	5.1. Explain a limited range of techniques used to manage stress. 5.2. Use a range of techniques to manage stress.

The Investigative Process, Principles and Practical Skills

Unit Reference	**T/504/9229**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.5)** ***The learner can***
1. Be able to produce a plan to test a hypothesis.	1.1. Produce a simple testable hypothesis. 1.2. Produce a plan identifying variables which need to be controlled. 1.3. Record apparatus/materials to implement the plan.
2. Be able to implement a practical investigation.	2.1. Follow instructions to carry out an investigation methodically. 2.2. Use instruments to obtain consistent results. 2.3. Make contemporaneous records. 2.4. Record readings or observations.
3. Be able to work safely in the laboratory.	3.1. Carry out a risk assessment. 3.2. Follow laboratory safety procedures. 3.3. Handle and organise apparatus safely. 3.4. Identify common hazard warning symbols.

4. Know how to interpret results.	4.1. Apply an appropriate numerical or graphical technique to the data. 4.2. Describe trends. 4.3. Draw conclusions. 4.4. Relate results to scientific principles. 4.5. Identify some errors and/or anomalies and limitations.

Understanding Diversity within Society

Unit Reference	**F/504/8505**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise what is meant by diversity.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.3)** ***The learner can***
1. Understand what is meant by 'Diversity in Society'.	1.1. Explain what is meant by the term 'diversity'. 1.2. Distinguish between a range of diverse groups
2. Know about diverse social groups and their practices.	2.1. Describe examples of how groups may differ from one another, for example, religious beliefs and cultural practices. 2.2. Describe different practices in relation to the above, for example, food, drink, clothes, festivals and relationships. 2.3. Relate different practices to the underlying values/beliefs/history of the groups.
3. Be able to identify similarities between diverse groups.	3.1. Describe similarities across a range of different groups.
4. Understand the importance of respecting diversity in a tolerant society.	4.1. Describe a range of examples illustrating a lack of tolerance of diverse groups within society. 4.2. Describe why it is important to respect diversity in terms of tolerance.
5. Be able to recognise the contributions of diverse groups to society.	5.1. Define the term 'diverse society'. 5.2. Describe the contributions of different groups/individuals to society. 5.3. Explain the advantages of living in a diverse society.

Using IT for Study

Unit Reference	**R/507/0735**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit has five learning outcomes.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.4)** ***The learner can***
1. Be able to keep electronic copies of work efficiently and safely.	1.1. Create and maintain a meaningful folder structure to store electronic copies of work. 1.2. Demonstrate how to save documents and other files in appropriate locations with meaningful names. 1.3. Use network and other drives to ensure the security of work.
2. Be able to use word processing software effectively.	2.1. Create a range of document templates, eg for reports, assignments and other work. 2.2. Use software tools to improve the effectiveness of communication (eg spellchecker, thesaurus, tables, font, formatting). 2.3. Demonstrate how to proofread, review and amend draft documents to produce final versions using suitable file names. 2.4. Use software tools to improve the efficiency of document production (eg styles, indexing).
3. Be able to use a word processing package to manage a reference system.	3.1. Demonstrate how to use a word processing package to reference: a. a web based information source b. a book based information source c. a journal based information source

4. Be able to find and evaluate the validity of web based information sources.	4.1. Use a search engine to find specific information. 4.2. Use the advanced search facilities to refine search criteria. 4.3. Assess the validity of information found as the result of internet searches.
5. Be able to use a Virtual Learning Environment (VLE).	5.1. Use a VLE to submit work electronically. 5.2. Use a VLE to access assignments and other notes. 5.3. Demonstrate how to contribute effectively to online discussion forums. 5.4. Demonstrate regular use of a VLE over the period of study.

Word Processing Software

Unit Reference	**R/502/4628**
Level	**2**
Credit Value	**4**
Guided Learning	**30 hours**
Unit Summary	This unit has three learning outcomes.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.6)** ***The learner can***
1. Enter and combine text and other information accurately within word processing documents.	1.1. Identify what types of information are needed in documents. 1.2. Use appropriate techniques to enter text and other information accurately and efficiently. 1.3. Select and use appropriate templates for different purposes. 1.4. Identify when and how to combine and merge information from other software or other documents. 1.5. Select and use a range of editing tools to amend document content. 1.6. Combine or merge information within a document from a range of sources. 1.7. Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.
2. Create and modify layout and structures for word processing documents.	2.1. Identify the document requirements for structure and style. 2.2. Identify what templates and styles are available and when to use them. 2.3. Create and modify columns, tables and forms to organise information. 2.4. Select and apply styles to text.

3. Use word processing software tools to format and present documents effectively to meet requirements.	3.1. Identify how the document should be formatted to aid meaning. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page and section layouts to present and print documents. 3.4. Describe any quality problems with documents. 3.5. Check documents meet needs, using IT tools and making corrections as necessary. 3.6. Respond appropriately to quality problems with documents so that outcomes meet needs.

Work Experience

Unit Reference	**A/504/9362**
Level	**2**
Credit Value	**1**
Guided Learning	**8 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to understand what is needed when undertaking work experience.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Be able to plan their work experience.	1.1. Identify their expectations and goals for the work experience placement. 1.2. Describe their responsibilities in the work experience role and where these lie within the organisation.
2. Be able to work effectively in their role.	2.1. Work effectively with colleagues in the organisation. 2.2. Observe and apply appropriate organisational procedures and practices when working.
3. Be able to review their work experience placement.	3.1. Review their working practice. 3.2. Describe how the work experience relates to their original expectations and goals. 3.3. Identify ways in which the experience will contribute to their future learning and development.

Writing

Unit Reference	**J/505/5584**
Level	**2**
Credit Value	**3**
Guided Learning	**30 hours**
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Use appropriate language in response to purpose and audience.	1.1. Identify the purpose and audience of a text. 1.2. Select different writing styles (and tones) as required. 1.3. Write formally and informally according to purpose and audience.
2. Organise writing through structure and formatting.	2.1. Use a range of formats linked to different purposes. 2.2. Present information and ideas in a logical or persuasive sequence, using paragraphs where necessary. 2.3. Organise and structure information according to purpose.
3. Be able to plan and draft writing.	3.1. Plan and draft writing appropriate to the purpose. 3.2. Judge the length and level of detail required.
4. Be able to proof read and revise written work.	4.1. Proof read and revises writing for accuracy and meaning. 4.2. Produce final legible text.

Young People, Law and Order

Unit Reference	**R/505/5121**
Level	**2**
Credit Value	**3**
Guided Learning	**24 hours**
Unit Summary	This unit will enable learners to demonstrate their ability to recognise crime in young people and how it can be managed.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.1)** ***The learner can***
1. Understand why some young people become involved in crime.	1.1. Identify crimes commonly committed by young people. 1.2. Describe factors that may contribute to the involvement of young people in crime.
2. Understand the consequences of crime on different people.	2.1. Describe the consequences of two given crimes for: a. the victim b. the offender c. identified/name of others
3. Know about the Criminal/Youth Justice System.	3.1. Describe each stage of the Criminal/Youth Justice System from reporting through to sentencing. 3.2. Describe the role of people involved at each stage.
4. Understand custodial and alternative forms of sentences.	4.1. Assess arguments for and against custodial sentences. 4.2. Explain the advantages and disadvantages of two alternative forms of sentence.
5. Understand the roles of local agencies.	5.1. Describe how local agencies work together to provide support for young offenders and their victims.

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing SEG Awards Qualifications' which can be downloaded from the Skills and Education Group Awards website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the web site.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'
GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.