

SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences

Qualification Guidance

Level 2 – 603/4788/0



About Us

Skills and Education Group Awards is a leading national awarding organisation which has a long-established reputation for developing and awarding high quality vocational qualifications. We are committed to developing qualifications, which help learners and organisations, by cultivating the relevant skills for learning, skills for employment and skills for life.

We work with hundreds of centres nationally and thousands of learners achieve our qualifications each year.

Skills and Education Group Awards has an on-line registration system to help customers register learners on our 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

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Specification Code, Date and Issue Number

The SEG Awards qualification code is C4401-C2.

The date of this specification is 24th November 2022. The issue number is **1.3**.

Version	Date	Details of change
1.0	01/09/19	New qualification guide
1.1	11/10/19	Unit summaries added
1.2	01/09/21	Updated review date and branding
1.3	24/11/2022	Updated review date
1.4	24/07/2023	Op end and cert end dates added

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.

Contents

About Us.....	1
Contents.....	3
Introduction	5
Pre-requisites	5
Aims	5
Target Group.....	6
Content Overview.....	6
Qualification Structure and Rules of Combination.....	7
Assessment.....	9
Practice Assessment Material	9
Teaching Strategies and Learning Activities	10
Progression Opportunities	10
Tutor/Assessor Requirements.....	10
Language.....	11
Qualification Summary	12
Unit Details	13
PAL2U01 – Academic Writing Skills	14
PAL2U02 – Building a Personal Career Portfolio.....	15
PAL2U03 – Critical Thinking.....	17
PAL2U04 – Improving Own Learning and Performance	18
PAL2U05 – Information Literacy	20
PAL2U06 – Managing Your Own Learning.....	22
PAL2U07 – Organisation and Evaluation of Study	25
PAL2U08 - Plagiarism	26
PAL2U09 – Practical Presentation Skills	27
PAL2U10 – Research Skills	29
PAL2U11 – Researching and Understanding Opportunities for Study in Higher Education.....	30
PAL2U12 – Working in a Group	31
SSL2U01 – British History	33
SSL2U02 – Business and the Economy.....	34
SSL2U03 – Business Finance	35
SSL2U04 – Contemporary British Political Ideologies	36
SSL2U05 – Crime and Deviance	37
SSL2U06 – Crime and Society.....	38
SSL2U07 – Development of Social Policy	39
SSL2U08 – Developmental Psychology	40

SSL2U09 – Ethical Issues in Social Policy	42
SSL2U10 – European History	43
SSL2U11 – Exploring Family	44
SSL2U12 – Exploring Industrialisation in Britain.....	45
SSL2U13 – Exploring Perspectives in Psychology.....	46
SSL2U14 – Exploring Sociological Explanations.....	47
SSL2U15 – Exploring Stereotyping and the Media	48
HSL2U07 – Health Promotion in Care Settings	49
HSL2U08 – Health Psychology	51
SSL2U16 – Introduction to History.....	52
SSL2U17 – Introduction to Humanities.....	53
SSL2U18 – Introduction to Psychology	54
SSL2U19 – Introduction to Social Work	55
SSL2U20 – Introduction to Sociology	56
SSL2U21 – Poverty in Contemporary Britain.....	57
SSL2U22 – Prejudice and Discrimination.....	58
SSL2U23 – Principles of Safeguarding and Protection in Health and Social Care.....	59
SSL2U24 – Psychology	61
HSL2U19 – Recognising Issues of Substance Misuse.....	62
SSL2U25 – The Sociology of Health	63
SSL2U26 – The Welfare State	64
SSL2U27 – Understanding Child Protection Theory	65
SSL2U28 – Understanding Diversity in Society	67
SSL2U29 – Understanding Equal Opportunities	69
SSL2U30 – Work Experience.....	70
SSL2U31 – Young People, Law and Order	71
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.....	72
Certification.....	73
Exemptions	73
Glossary of Terms	74

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 Certificate in Essential Skills for Further Study in Humanities and Social Sciences 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 to Level 3.

This qualification has been endorsed by Open College Network Yorkshire and Humber Region and has been recognised as an entry route onto a Skills and Education Group Access to HE Diploma and as a first step academic progression route into higher education.

The SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences is a regulated qualification.

Pre-requisites

This qualification is designed for learners who are returning to study after a period of time outside of formal education, that wish to progress to Level 3. The qualification is small enough that up to two GCSEs can be studied alongside, where learners are hoping to eventually progress to a HE course that requires GCSEs (for example Humanities).

Typical progression routes after this qualification include:

- Access to HE Diploma, then University.
- A-Level study
- Access to HE Diploma, then a Higher Apprenticeship.
- Scottish Highers.

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.

There are no specific entry requirements to study for these qualifications.

Aims

The SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Science is aimed primarily at learners who wish to pursue a career in one of the humanities or social science professions which require academic 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 academic 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

- achieve an appropriate formal qualification in order to progress to Level 3 study such as A-Levels, Scottish Highers or an Access to HE Diploma

Target Group

This qualification is designed for learners who are returning to academic study after a period of time outside of formal education, that wish to progress to Level 3. The qualification is small enough that up to two GCSEs can be studied alongside, where learners are hoping to eventually progress to a HE course that requires GCSEs (for example Science/ Engineering).

Typical progression routes after this qualification include:

- Access to HE Diploma, then University
- A-Level study
- Access to HE Diploma, then a Higher Apprenticeship
- Scottish Highers

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.

This qualification is for learners who are 16+.

Content Overview

The SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences is made up of 25 credits so learners will need to study for approximately 200 hours. All units are at Level 2.

Learners will choose a selection of units from Group A and Group B.

Group A 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.

Group B contains units designed to help learners develop the skills, knowledge and understanding they will need in order to progress to the Skills and Education Group Access to HE Diploma (Humanities and Social Sciences).

The SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences 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-academic units will be contextualised wherever possible, to ensure that the assessment is relevant.

Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences

To achieve this qualification learners must achieve a minimum of 25 credits. All units in this Qualification are at Level 2.

Learners will choose a selection of units from Group A and Group B.

A maximum of 5 credits **must** be taken from Group A.

The remaining credits **must** come from units in the Group B.

Group A 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.

Unit	Unit Number	Level	Credit Value	GL
Group A 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
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
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

Group B contains units designed to help learners develop the skills, knowledge and understanding they will need in order to progress to the Skills and Education Group Access to HE Diploma (Humanities and Social Sciences).

Unit	Unit Number	Level	Credit Value	GL
Group B Units				
British History	A/617/6624	2	4	32
Business and the Economy	R/617/6709	2	3	24
Business Finance	Y/504/9689	2	3	24
Contemporary British Political Ideologies	K/617/6652	2	3	24
Crime and Deviance	F/617/6625	2	6	48
Crime and Society	J/617/6626	2	6	48
Development of Social Policy	F/504/9704	2	3	24
Developmental Psychology	Y/617/6713	2	6	48
Ethical Issues in Social Policy	L/504/9706	2	3	24
European History	L/617/6630	2	4	32
Exploring Family	R/617/6631	2	3	24
Exploring Industrialisation in Britain	M/617/6653	2	3	24
Exploring Perspectives in Psychology	Y/617/6632	2	3	24
Exploring Sociological Explanations	D/617/6633	2	3	24
Exploring Stereotyping and the Media	M/617/6703	2	3	24
Health Promotion in Care Settings	Y/504/8963	2	3	24
Health Psychology	M/505/0377	2	3	24
Introduction to History	Y/504/9742	2	3	24
Introduction to Humanities	M/617/6636	2	3	24
Introduction to Psychology	R/505/2090	2	3	24
Introduction to Social Work	A/617/6638	2	3	24
Introduction to Sociology	Y/504/9711	2	3	24
Poverty in Contemporary Britain	D/617/6650	2	5	40

Unit	Unit Number	Level	Credit Value	GL
Group B Units				
Prejudice and Discrimination	A/504/8843	2	3	24
Principles of Safeguarding and Protection in Health and Social Care	F/505/3297	2	3	26
Psychology	T/505/0378	2	3	24
Recognising Issues of Substance Misuse	L/505/1262	2	1	8
The Sociology of Health	D/504/9709	2	3	24
The Welfare State	K/617/6649	2	3	24
Understanding Child Protection Theory	R/504/8525	2	3	24
Understanding Diversity within Society	F/504/8505	2	3	24
Understanding Equal Opportunities	K/617/6702	2	3	24
Work Experience	A/504/9362	2	1	8
Young People, Law and Order	R/505/5121	2	3	24

Assessment

The SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences 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-academic units will be contextualised wherever possible, to ensure that the assessment is relevant.

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.

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 SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences is primarily designed to enable learners with few formal or appropriate qualifications to progress to the Skills and Education Group Access to HE Diploma (Humanities and Social Sciences).

From this they can progress to a range of humanities and social science courses at university, such as criminology, psychology, occupational therapy or social policy.

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 (Humanities and Social Sciences), even if they have significant gaps in their prior knowledge and understanding, or have been out of education for some time.

The SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences may also enable progression to Level 3 humanities and social science related academic qualifications.

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 humanities or social policy professions or careers, which is likely to increase their prospects of gaining employment in the future. Examples include criminology, economics, health and social care, occupational therapy, psychology or social work, for which a university course is usually required.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must therefore inform learners of any limits their learning difficulty may impose on future progression, if applicable.

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	
Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences – 603/4788/0	
Qualification Purpose	The SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences is primarily designed to enable learners with few formal or appropriate qualifications to progress to the Skills and Education Group Access to HE Diploma (Humanities and Social Sciences).
Age Range	Pre 16 16-18 ✓ 18+ ✓ 19+ ✓
Regulation	The above qualifications are regulated by Ofqual
Assessment	<ul style="list-style-type: none"> • 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	01/09/2019
Review Date	30/06/2023
Operational End Date	31/08/2024
Certification End Date	31/08/2026
Guided Learning (GL)	200 hours
Total Qualification Time (TQT)	250 hours
Skills and Education Group Awards Sector	Social Science
Ofqual SSA Sector	11.2 Sociology and Social Policy
Support from Trade Associations/Stakeholder Support	
Administering Office	See Skills and Education Group Awards website

Unit Details

PAL2U01 – 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 develop skills required to interpret, structure and present information to an audience, using academic conventions.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

PAL2U02 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Know about own skills, abilities, experience, knowledge and personal qualities.	<p>1.1. Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals.</p> <p>1.2. Describe in detail own:</p> <ul style="list-style-type: none"> a. personal qualities b. skills c. experience d. knowledge <p>1.3. Identify different types of information that can be used to evidence own:</p> <ul style="list-style-type: none"> a. personal qualities b. skills c. experience d. knowledge <p>1.4. Select information that can be used to establish current relevance, adequacy and/or validity of own:</p> <ul style="list-style-type: none"> a. personal qualities b. skills c. experience d. knowledge
2. Be able to build a portfolio of information to evidence achievements and qualities.	<p>2.1. Identify personal, educational and career opportunities for which a portfolio can be used.</p> <p>2.2. Assemble a portfolio to evidence own achievements and qualities.</p>

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

PAL2U03 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 2.2) <i>The learner can</i>
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: <ul style="list-style-type: none"> 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.

PAL2U04 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
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: <ul style="list-style-type: none"> a. own strengths b. own aptitudes c. own skills 2.2. Select short term learning targets based on existing: <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none">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.

PAL2U05 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Know about information sources.	<p>1.1. Identify available information sources for specific purposes.</p> <p>1.2. Describe the tools which can be used to find information.</p> <p>1.3. Describe the benefits and limitations of different sources of information for specific purposes.</p>
2. Be able to prepare for gathering information for a specific purpose.	<p>2.1. Use techniques to clarify what information is required.</p> <p>2.2. Use techniques to search relevant information from different sources.</p> <p>2.3. Produce an action plan breaking down tasks and actions to be taken.</p> <p>2.4. Prepare criteria against which to assess the relevance of information.</p>
3. Be able to gather required information.	<p>3.1. Search information sources with reference to information required for specific purposes.</p> <p>3.2. Assess located information against own devised criteria.</p> <p>3.3. Select, organise and store and label information for efficient retrieval.</p>
4. Be able to communicate information according to purpose and audience.	<p>4.1. Combine and summarise information, ideas and data for specific purposes.</p> <p>4.2. Use an appropriate referencing system to</p>

	<p>acknowledge information sources.</p> <p>4.3. Communicate summarised information in a format suitable for audience and purpose.</p>
--	---

PAL2U06 – Managing 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) <i>The learner will</i>	Assessment Criteria (1.1 to 6.2) <i>The learner can</i>
1. Know own learning goals.	<p>1.1. Describe an important:</p> <ul style="list-style-type: none"> 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 <p>1.2. Select a personal goal and explain why it connects to own interests, skills and achievements.</p> <p>1.3. Select a learning goal from a range of options and explain how it will help achieve a personal goal.</p>
2. Understand opportunities and practical issues involved in pursuing learning goals.	<p>2.1. Select a learning opportunity from a range of options and explain how it will help to achieve a learning goal.</p> <p>2.2. Assess the learning opportunity in relation to the following factors:</p> <ul style="list-style-type: none"> a. cost b. duration c. attendance d. travel e. effect on other commitments <p>2.3. Assess the learning opportunity with reference to any support needed in the following areas:</p> <ul style="list-style-type: none"> a. finance b. study skills c. literacy

	<ul style="list-style-type: none"> 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.	<p>3.1. Describe possible content of the learning programme taking into account the following factors:</p> <ul style="list-style-type: none"> 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 <p>3.2. Describe sources of assistance and support required to complete the learning programme.</p> <p>3.3. Describe own personal goal(s) and record:</p> <ul style="list-style-type: none"> 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.	<p>5.1. Follow the learning programme.</p> <p>5.2. Assess any actions taken during the programme and describe how difficulties in following the programme were dealt with.</p> <p>5.3. Identify and describe any progress made on the learning programme, and identify any learning achievements and generic skills developed as a result.</p>

<p>6. Be able to review the learning programme.</p>	<p>6.1. Assess progress made to date towards a personal goal(s) as a result of the learning programme.</p> <p>6.2. Review goals and identify further activities to be taken towards next personal goal(s).</p>
---	--

PAL2U07 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
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.

PAL2U08 - 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) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
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.

PAL2U09 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Understand the skills involved in preparing and delivering presentations.	<p>1.1. Give reasons why presentations may be necessary.</p> <p>1.2. Describe the most common delivery styles and structures for presentations.</p> <p>1.3. Explain the importance of:</p> <ul style="list-style-type: none"> a. preparation b. planning c. presentation d. performance <p>1.4. Describe the main elements that make up each of the above.</p>
2. Be able to use different visual aids and delivery styles in presentations.	<p>2.1. Select a variety of visual aids for use within given presentations.</p> <p>2.2. Give reasons for selection of the visual aids used.</p> <p>2.3. Use a selected delivery style for given presentations.</p> <p>2.4. Give reasons for using delivery style chosen.</p>

<p>3. Be able to plan a presentation.</p>	<p>3.1. Identify sources of information.</p> <p>3.2. Select different sources of information relevant to the topic of presentation.</p> <p>3.3. Follow a given structure to plan a presentation for a given task.</p>
<p>4. Be able to deliver a presentation.</p>	<p>4.1. Introduce topic clearly.</p> <p>4.2. Speak audibly, using tone and register appropriate to the audience and level of formality.</p> <p>4.3. Present material logically, linking ideas together.</p> <p>4.4. Explain key concepts.</p> <p>4.5. Use appropriate evidence to support the ideas, arguments and opinions presented.</p> <p>4.6. Present an effective conclusion.</p>
<p>5. Be able to assess performance and identify areas for improvement.</p>	<p>5.1. Assess own performance.</p> <p>5.2. Obtain feedback from audience.</p> <p>5.3. Identify areas for own improvement.</p>

PAL2U10 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
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: <ul style="list-style-type: none"> 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.

PAL2U11 – Researching and Understanding Opportunities for Study in Higher Education

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) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
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.

PAL2U12 – 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) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand characteristics of groups.	<p>1.1. Describe, with examples, characteristics of effective groups.</p> <p>1.2. Describe possible advantages and disadvantages of working in a group.</p> <p>1.3. Give examples of roles played by members of a group.</p>
2. Be able to plan work with a group.	<p>2.1. Use team working skills to plan group activities.</p> <p>2.2. Negotiate own role and contribution to group work.</p> <p>2.3. Negotiate the roles and contribution of group members.</p> <p>2.4. Negotiate ground rules when planning activities with a group.</p>
3. Be able to work in a group.	<p>3.1. Work to a plan to carry out group activities.</p> <p>3.2. Respond appropriately to feedback on own contribution and group activity.</p> <p>3.3. Support others during group activities.</p> <p>3.4. Coordinate own work with that of others to complete group activities.</p>

4. Be able to review own group working experience.	<ul style="list-style-type: none">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.
--	---

SSL2U01 – British History

Unit Reference	A/617/6624
Level	2
Credit Value	4
Guided Learning	32 hours
Unit Summary	This unit will enable learners to research and understand a period of British history, including the factors that contributed to events within the period of study.
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the key issues in a given historical theme.	1.1. Identify the key issues in a given historical theme.
2. Understand the key issues in a given period in British History.	2.1. Identify the key issues in a given period of British History.
3. Understand the cultural aspects of particular themes.	3.1. Outline different cultural developments taking place within a particular theme.
4. Understand the social aspects of particular periods in British History.	4.1. Outline different social developments taking place within a period in British History.
5. Understand the political aspects of themes.	5.1. Define different political developments taking place within a particular historical theme.
6. Understand the economic aspects of periods in British History.	6.1. Define different economic developments taking place within a particular period in British History.

SSL2U02 – Business and the Economy

Unit Reference	R/617/6709
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit allows learners to explore the interrelationship between the economy and businesses. Learners will consider economic performance and how businesses need to adapt in line with the wider economy.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.4) <i>The learner can</i>
1. Understand the main causes of economic growth, inflation and unemployment.	1.1. Identify possible causes of: <ul style="list-style-type: none"> a. economic growth b. inflation c. unemployment
2. Understand the effects that changes in the economy may have on business.	2.1. Explain how companies may respond to changes in economic growth. 2.2. Describe effects that inflation may have on companies. 2.3. Identify the strategies that companies may use to deal with the effects of inflation. 2.4. Describe the effects of increased unemployment on a company.

SSL2U03 – Business Finance

Unit Reference	Y/504/9689
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit requires learners to consider sources of finance for businesses and how such finance could be invested.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand the sources of finance available to a business.	1.1. Identify different internal sources of finance for particular business needs. 1.2. Identify different external sources of finance for particular business needs.
2. Understand financial capital investment appraisal.	2.1. Explain how capital investment appraisal is used to make a particular investment decision.
3. Know how to apply cost-benefit analysis to investment decisions.	3.1. Explain how cost benefit analysis is used to make a particular investment decision.

SSL2U04 – Contemporary British Political Ideologies

Unit Reference	K/617/6652
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit encourages learners to consider current-day British political parties, their ideologies and how ideology may affect the policies championed by the parties.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand the various definitions of politics.	1.1. Outline two or three definitions of politics.
2. Understand the main political parties in contemporary Britain.	2.1. Identify the prominent political parties in contemporary British Politics. 2.2. Briefly outline the key beliefs of the identified political parties.
3. Understand the relevance of prominent political parties in relation to contemporary political issues.	3.1. Explain the policies of two prominent political parties in relation to a current issue in British politics.

SSL2U05 – Crime and Deviance

Unit Reference	F/617/6625
Level	2
Credit Value	6
Guided Learning	48 hours
Unit Summary	This unit allows learners to develop their understanding of what is meant by 'crime and deviance', factors affecting criminal and deviant behaviour and how data can be used to create statically patterns of crime.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Understand the social construction of crime and deviance.	<p>1.1. Explain the social construction of concepts of crime and deviance.</p> <p>1.2. Compare a variety of sociological perspectives on the social construction of crime (e.g. anomie, labelling, subcultural theories).</p> <p>1.3. Explain the problematic nature of defining deviance using a range of sociological theories.</p>
2. Understand a range of explanations of crime and deviance.	<p>2.1. Describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age.</p> <p>2.2. Analyse explanations of one criminal and deviant behaviour that has led to public debate.</p> <p>2.3. Analyse how crime and deviance is presented in the media.</p>
3. Understand the advantages and disadvantages of statistical approaches to crime and deviance.	<p>3.1. Explain the main sources of data on crime.</p> <p>3.2. Identify patterns and trends in crime figures using relevant statistical data.</p>

SSL2U06 – Crime and Society

Unit Reference	J/617/6626
Level	2
Credit Value	6
Guided Learning	48 hours
Unit Summary	This unit encourages learners to gain an understanding into theoretical approaches to crime. Learners will need to consider social aspects of crime and the effect of crime on society.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand theoretical explanations of crime.	1.1. Explain different theoretical approaches to crime, such as: functionalism, Marxism, interactionism, labelling, anomie, structural theories.
2. Understand social and cultural patterns of crime and criminality.	2.1. Describe patterns of social division within crime and criminality e.g. social class, ethnicity; gender and age.
3. Understand crime statistics.	3.1. Summarise methods of collecting crime statistics. 3.2. Outline the uses of crime statistics. 3.3. Analyse how crime statistics are represented in the media.
4. Understand the effects of crime on society.	4.1. Summarise the range of societal reactions to crime and deviance. 4.2. Analyse explanations of one area of criminal and deviant behaviour that has led to public debate.

SSL2U07 – Development of Social Policy

Unit Reference	F/504/9704
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit gives learners an understanding in the development of Social Policy and its origins.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Understand the influence of the law on social policy.	1.1. Describe the main features of the Poor Law (1834). 1.2. Explain its influence on social policy today.
2. Understand the development of social policy.	2.1. Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century.

SSL2U08 – Developmental Psychology

Unit Reference	Y/617/6713
Level	2
Credit Value	6
Guided Learning	48 hours
Unit Summary	This unit gives learners an insight into developmental psychology in humans. This includes both cognitive development and also the psychological changes that accompany aging.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.4) <i>The learner can</i>
1. Understand the nature/nurture debate in developmental psychology.	1.1. Outline key aspects of the nature/nurture debate in relation to human development.
2. Understand early socialisation and the formation of attachment.	2.1. Describe the differences between two relevant theories of the development of attachment. 2.2. Explain possible physical and emotional impacts of a failure to develop attachments. 2.3. Describe research findings related to the consequences of broken attachments. 2.4. Outline research studies relating to the process of social development.
3. Understand cognitive development and the ways in which children process and use information.	3.1. Compare two theories of cognitive development. 3.2. Identify two types of developmental delay linked to cognition.
4. Understand the application of developmental psychology theories in the real world.	4.1. Assess how attachment theory has influenced professional child care practice. 4.2. Assess how theories of cognitive development have informed education practice.

<p>5. Understand psychological changes that accompany ageing.</p>	<p>5.1. Outline psychological changes that can accompany ageing.</p> <p>5.2. Describe research studies about the causes of psychological changes that can accompany ageing.</p> <p>5.3. Review research studies about the causes of psychological changes that can accompany ageing.</p> <p>5.4. Identify current recommended measures that can impact on successful ageing.</p>
---	--

SSL2U09 – Ethical Issues in Social Policy

Unit Reference	L/504/9706
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit allows learners to consider the role of ethics in Social Policy. Learners will gain an understanding of the meaning of ethics and how different ethical issues can cause competing views.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
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).

SSL2U10 – European History

Unit Reference	L/617/6630
Level	2
Credit Value	4
Guided Learning	32 hours
Unit Summary	This unit will enable learners to research and understand a period of European history, including the factors that contributed to events within the period of study.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand the key issues in European History.	1.1. Identify the key issues in a historical theme. 1.2. Identify the key issues in a period in European History.
2. Understand social aspects within European History.	2.1. Outline different social developments taking place within a particular theme. 2.2. Outline different social developments taking place within a particular period in European History.
3. Understand cultural aspects within European History.	3.1. Outline different cultural developments taking place within a particular theme. 3.2. Outline different cultural developments taking place within a particular period in European History.
4. Understand economic aspects within European History.	4.1. Define different economic developments taking place within a particular historical theme. 4.2. Define different economic developments taking place within a particular period in European History.
5. Understand political aspects within European History.	5.1. Recognise different political developments taking place within a particular historical theme. 5.2. Recognise different political developments taking place within a particular period in European History.

SSL2U11 – Exploring Family

Unit Reference	R/617/6631
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit will enable learners to understand roles within the family and the role of the family in society, and how these have changed over time.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand how relationships within families have changed over time.	1.1. Describe how relationships within families have changed historically.
2. Understand the relationship between the family and the wider society.	2.1. Explain at least a minimum of three sociological approaches to explain the role of the family in society. 2.2. Analyse the impact of social policy on the family.
3. Understand the role of relationships within the family.	3.1. Analyse the distribution of roles within the family.

SSL2U12 – Exploring Industrialisation in Britain

Unit Reference	M/617/6653
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit allows learners to gain an understanding of the industrial revolution in Britain and how this changed British society.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Understand changes that took place during the industrial revolution in Britain.	1.1. Outline key changes that characterised the industrial revolution in Britain.
2. Understand the impact of industrialisation on Britain.	2.1. Explain how the industrial revolution impacted life in Britain.

SSL2U13 – Exploring Perspectives in Psychology

Unit Reference	Y/617/6632
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit allows learners to understand different psychological perspectives, the similarity and differences of these perspectives and the application of different psychological perspectives.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand different psychological perspectives.	1.1. Outline at least two psychological perspectives. 1.2. Review the key assumptions of the chosen psychological perspectives. 1.3. Summarise the work of key theorists relating to each of the chosen psychological perspectives.
2. Understand the similarities and differences between psychological perspectives.	2.1. Outline the similarities between at least two perspectives in psychology. 2.2. Outline the differences between at least two perspectives in psychology. 2.3. State the main research methods that are used within the two chosen perspectives.
3. Understand the application of psychological perspectives to contemporary issues in psychology.	3.1. Describe the application of two psychological perspectives to contemporary issues in psychology.

SSL2U14 – Exploring Sociological Explanations

Unit Reference	D/617/6633
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit gives learners an understanding of structures within society the theoretical perspectives behind these structures.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand how the structures of society impact on people and their lives.	1.1. Describe two structures of society. 1.2. Explain the impact of two structures on people and their lives.
2. Understand how Sociological perspectives differ from subjective opinion.	2.1. Compare 'common sense' and Sociological explanations of everyday life.
3. Understand contemporary topics in sociology within the theoretical perspectives.	3.1. Summarise at least two contemporary topics related to theoretical perspectives in sociology.

SSL2U15 – Exploring Stereotyping and the Media

Unit Reference	M/617/6703
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit allows learners to explore example of stereotyping in the media and how this may have changed over time. Learners will consider explanations behind such stereotyping.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand stereotyping in the media.	1.1. Identify current examples of three different aspects of stereotyping in the media. 1.2. Explain the potential impact of one of the aspects of stereotyping within the media on a section of society.
2. Understand the historical influence of stereotyping in the media.	2.1. Explain how historical stereotyping in the media has been influential in the development of social or political aspects of society.
3. Understand theoretical explanations of stereotyping in the media.	3.1. Choose three different aspects and explain the theory of using stereotyping in the media.

HSL2U07 – Health Promotion in Care Settings

Unit Reference	Y/504/8963
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit gives learners an understanding of the promotion of health, including controversies that may be linked to health promotion and the health and basic concepts of health and safety for care workers.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
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: <ul style="list-style-type: none"> a. rest b. healthy eating c. exercise d. safe sex e. smoking f. alcohol g. drugs

	<ul style="list-style-type: none"> h. contact with a social world i. home/working environment
<p>3. Know about potential conflicts related to health promotion.</p>	<ul style="list-style-type: none"> 3.1. Identify situations where the care workers' standards may differ from those of: <ul style="list-style-type: none"> 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.
<p>4. Know about care workers keeping safe and healthy.</p>	<ul style="list-style-type: none"> 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.

HSL2U08 – Health Psychology

Unit Reference	M/505/0377
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit explores the meaning of 'health' and different approaches to health.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
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-psycho-social approach to health.	3.1. Describe bio-psycho-social approach to health. 3.2. Describe the advantages and disadvantages of the bio-psycho-social approach to health.

SSL2U16 – Introduction to History

Unit Reference	Y/504/9742
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit allows learners to consider the key concepts behind historical study including evaluation of sources and bias found within sources.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Understand primary and secondary sources.	1.1. Explain what is meant by: <ul style="list-style-type: none"> a. primary sources b. secondary sources 1.2. Describe the strengths and weaknesses of each type of source in terms of reliability and validity. 1.3. Distinguish between first and second hand information in each type of source.
2. Know the impact of bias in the study of history.	2.1. Explain the effect of bias in historical writing.

SSL2U17 – Introduction to Humanities

Unit Reference	M/617/6636
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit gives an introduction to the study of Humanities. Learners will understand that there are different debates, approaches and methods within the study of Humanities that can be applied to their own work.
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.3) <i>The learner can</i>
1. Understand what fields the study of humanities may include.	1.1. Define the term 'humanities'. 1.2. Describe the subjects that may be included in humanities study.
2. Understand historical and current debate in relations to the study of humanities.	2.1. Describe how culture and context impact on humanities study. 2.2. Describe current debates relating to the study of humanities.
3. Understand methods and approaches used in the study of humanities.	3.1. Illustrate methods and approaches used in humanities study.
4. Understand how humanities study may impact on own life and work.	4.1. Describe, with examples, how humanities study may impact on own life and work.
5. Understand how humanities study may impact on cultural and global issues.	5.1. Describe how the study of humanities may impact on cultural and global issues.
6. Be able to use methods and approaches to study an area of humanities.	6.1. Select an area of study in a humanities subject. 6.2. Apply appropriate methods to research a humanities 'question'. 6.3. Report on own humanities research findings.

SSL2U18 – Introduction to Psychology

Unit Reference	R/505/2090
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit gives an introduction to the study of psychology. Learners will understand that there are different approaches and applications to the study of psychology and understand that consideration must be given to ethical issues.
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
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.

SSL2U19 – Introduction to Social Work

Unit Reference	A/617/6638
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit outlines the study of social work, including the principles of social work. Learners will consider the careers available within social work and the skills and qualities required.
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.2) <i>The learner can</i>
1. Understand what is studied in social work.	1.1. Explain what is studied in social work.
2. Understand the purpose of social work.	2.1. Explain the purpose of social work.
3. Understand principles of social work.	3.1. List principles of social work.
4. Understand how social work principles affect practice.	4.1. Describe how social work principles affect practice.
5. Know careers available in social work.	5.1. Describe different careers available in social work.
6. Know skills and qualities needed for careers in social work.	6.1. Describe the skills and qualities needed to work in a specific career in social work. 6.2. Assess own skills and qualities in terms of pursuing a specific career in social work.

SSL2U20 – Introduction to Sociology

Unit Reference	Y/504/9711
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit gives learners an introduction to the study of Sociology. Learners will gain an understanding of different sociological topics and theories and be able to carry out basic sociological research.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.4) <i>The learner can</i>
1. Know about sociological topics.	1.1. Describe a range of sociological topics.
2. Know about key theories in the study of sociology.	2.1. Describe a range of sociological theories. 2.2. Compare the key differences between sociological theories.
3. Be able to carry out sociological research.	3.1. Select an area of sociological interest for research. 3.2. Choose appropriate research methods. 3.3. Carry out research on a sociological issue. 3.4. Identify problems that arise during research.

SSL2U21 – Poverty in Contemporary Britain

Unit Reference	D/617/6650
Level	2
Credit Value	5
Guided Learning	40 hours
Unit Summary	This unit gives learners the opportunity to explain how poverty in Britain has changed over a period of time, understand some explanations behind poverty and current policies for tackling poverty.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Understand definitions of poverty.	1.1. Outline two or more definitions of poverty.
2. Understand the historical context of poverty in Britain.	2.1. Describe the differences between poverty in contemporary Britain and poverty in another period in British history.
3. Understand approaches used to measure poverty.	3.1. Explain approaches of measuring poverty.
4. Understand why certain social groups are more likely to experience poverty.	4.1. Prove various arguments as to why certain groups experience poverty.
5. Understand current policies for tackling poverty in Britain.	5.1. Outline current policies for tackling poverty in Britain.

SSL2U22 – Prejudice and Discrimination

Unit Reference	A/504/8843
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit allows learners to understand the difference between prejudice and discrimination, including attitudes to and consequences of prejudice and discrimination.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
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

SSL2U23 – 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 introduces a basic understanding of the principles of safeguarding, including the local and national context and knowing when to report safeguarding concerns to the relevant person(s).
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Know how to recognise signs of abuse.	<p>1.1. Define the following types of abuse:</p> <ul style="list-style-type: none"> a. physical abuse b. sexual abuse c. emotional/psychological abuse d. financial abuse e. institutional abuse f. self-neglect g. neglect by others <p>1.2. Identify the signs and/or symptoms associated with each type of abuse.</p> <p>1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.</p>
2. Know how to respond to suspected or alleged abuse.	<p>2.1. Explain the actions to take if there are suspicions that an individual is being abused.</p> <p>2.2. Explain the actions to take if an individual alleges that they are being abused.</p> <p>2.3. Identify ways to ensure that evidence of abuse is preserved.</p>
3. Understand the national and local context of safeguarding and protection from abuse.	<p>3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse.</p> <p>3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.</p>

	<p>3.3. Identify reports into serious failures to protect individuals from abuse.</p> <p>3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.</p>
<p>4. Understand ways to reduce the likelihood of abuse.</p>	<p>4.1. Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> a. working with person centred values b. encouraging active participation c. promoting choice and rights <p>4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.</p>
<p>5. Know how to recognise and report unsafe practices.</p>	<p>5.1. Describe unsafe practices that may affect the well-being of individuals.</p> <p>5.2. Explain the actions to take if unsafe practices have been identified.</p> <p>5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.</p>

SSL2U24 – Psychology

Unit Reference	T/505/0378
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit gives an introduction into the study of Psychology. Learners will learn about psychological terms and investigation and also the ethical challenges involved in the study of Psychology.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Know psychological terminology.	1.1. Define the following terms in relation to psychology: <ul style="list-style-type: none"> a. falsifiable b. verifiable c. theoretical approach
2. Know about the role of ethics within psychological research.	2.1. Identify current ethical guidelines relating to psychological research. 2.2. Describe why ethical approaches to psychological research are required. 2.3. Outline ethical issues found in psychological theory.
3. Know about psychological methods of investigation.	3.1. Describe different psychological methods of investigation.

HSL2U19 – Recognising Issues of Substance Misuse

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

SSL2U25 – The Sociology of Health

Unit Reference	D/504/9709
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit encourages the consideration of differing concepts of 'health'. Learners will consider competing theories and understand sociological views on the role of the medical profession.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
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: <ul style="list-style-type: none"> 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.

SSL2U26 – The Welfare State

Unit Reference	K/617/6649
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit encourages learners to consider the welfare state in Britain, its roots and how the welfare state has changed over time. Learners will gain an appreciation of the range of welfare providers and differing opinions as to how the welfare state should operate.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand the historical background to the foundation of the welfare state.	1.1. Outline the origins of the welfare state.
2. Understand the main welfare services available in contemporary British society.	2.1. Explain the role of the main welfare providers in the welfare state.
3. Understand the differing ideologies of welfare.	3.1. Outline the differences in the main UK political parties' policies regarding their views on welfare.

SSL2U27 – Understanding Child Protection Theory

Unit Reference	R/504/8525
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit looks at child protection theory, considering differences between the needs and rights of children. Learners will gain a basic understanding of issues and the role of professionals in child protection.
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.2) <i>The learner can</i>
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.

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

SSL2U28 – Understanding Diversity in Society

Unit Reference	F/504/8505
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit will require learners to understand that society is formed of diverse social groups with differing practices. Learners will consider the contribution of different groups to society and the importance of respecting diversity.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
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.

<p>5. Be able to recognise the contributions of diverse groups to society.</p>	<p>5.1. Define the term 'diverse society'.</p> <p>5.2. Describe the contributions of different groups/individuals to society.</p> <p>5.3. Explain the advantages of living in a diverse society.</p>
--	--

SSL2U29 – Understanding Equal Opportunities

Unit Reference	K/617/6702
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit encourages the consideration of equal opportunities in modern Britain. This includes understanding ways that discrimination can be challenged and support that is available.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand discrimination with regard to ethnicity, gender, disability and sexuality.	1.1. Give examples of oppression highlighted by the national or international media. 1.2. Give examples of discrimination which may be occurring in own community.
2. Understand equal opportunities.	2.1. Give examples of instances where there is equal opportunity.
3. Understand ways of challenging discrimination.	3.1. Give examples of unacceptable language. 3.2. Consider own language and identify ways to ensure it is non-discriminatory. 3.3. Give examples of unacceptable behaviour. 3.4. Consider own behaviour and identify ways to ensure it is non-discriminatory.
4. Know about support agencies in his/her area.	4.1. Identify two support agencies in their area and identify how these can help with issues related to equality of opportunity and discrimination.

SSL2U30 – Work Experience

Unit Reference	A/504/9632
Level	2
Credit Value	1
Guided Learning	8 hours
Unit Summary	This unit allows learners to plan and review their experience on a work placement. Learners will consider how this contributes to their own future development.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
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.

SSL2U31 – Young People, Law and Order

Unit Reference	R/505/5121
Level	2
Credit Value	3
Guided Learning	24 hours
Unit Summary	This unit encourages learners to consider why young people may become involved in crime and the consequences of this. Learners will gain an understanding of the criminal justice system and the role of local agencies in supporting young offenders.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
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 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.