

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

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## **Qualification Guidance**

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**Level 2 Diploma – 601/5766/5**

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## About Us

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At the Skills and Education Group Awards (Certa Awards) [1] we 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.

Certa 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 link on our website.

## Sources of Additional Information

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The Certa website [www.certa.org.uk](http://www.certa.org.uk) provides access to a wide variety of information.

## Copyright

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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

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The Certa 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 Certa Access to HE Diploma (Health Science Professions), making it the first step in a vocational progression route into higher education.

## Aims

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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 Certa Access to HE Diploma (Health Science Professions)
- gain a substantial full Level 2 qualification

## Content Overview

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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 Certa 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.

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.

## **Progression Opportunities**

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The Level 2 Diploma is primarily designed to enable learners with few formal or appropriate qualifications to progress to the Certa 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 Certa 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 also enables progression to the Certa Level 3 Certificate in Tackling Substance Abuse qualification.

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.

## **Language**

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These specifications and associated assessment materials are in English only.

## Qualification Summary

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<b>Qualification and Pathways</b>	
Certa Level 2 Diploma in Progression to Further Study in Health Science Professions	
<b>Qualification Number</b>	601/5766/5
<b>Regulated</b>	The qualification, identified above, is regulated by Ofqual.
<b>Assessment</b>	Internal assessment, internal and external moderation.
<b>Grading</b>	Pass
<b>Operational Start Date</b>	1 <sup>st</sup> April 2015
<b>Ofqual Review Date</b>	31 <sup>st</sup> August 2019
<b>Operational End Date</b>	
<b>Certificate End Date</b>	
<b>Certa Sector</b>	Pre-Access Health Science Professions
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Stakeholder Support</b>	
<b>Contact</b>	See the Certa website for Centre Support Officer responsible for this qualification.

## Certa Level 2 Diploma in Further Study in Health Science Professions

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### 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**.

Vocational Core Group A Units	Unit Number	Level	Credit Value*	GLH
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

<b>Optional Group B Units</b>	<b>Unit Number</b>	<b>Level</b>	<b>Credit Value*</b>	<b>GLH</b>
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

<b>Optional Group C Units</b>	<b>Unit Number</b>	<b>Level</b>	<b>Credit Value*</b>	<b>GLH</b>
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
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

<b>Optional Group C Units</b>	<b>Unit Number</b>	<b>Level</b>	<b>Credit Value*</b>	<b>GLH</b>
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
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	6	48
Young People, Law and Order	R/505/5121	2	3	24

\*Credit Values may not be appropriate and may not be included

<b>Qualification Purpose</b>	The Level 2 Diploma is primarily designed to enable learners with few formal or appropriate qualifications to progress to the Certa Access to HE Diploma (Health Science Professions).							
<b>Entry Requirements</b>	There are no specific entry requirements for this qualification.							
<b>Age Range</b>	Pre 16		16 - 18	✓	18+	✓	19+	✓
<b>Recommended GLH</b>	360							
<b>Recommended TQT</b>	450							
<b>Credit Value</b>	45							
<b>Learning Aims Reference</b>	See Learning Aim Reference Service (LARS) website: <a href="https://data.gov.uk/dataset/learning-aim-reference-service">https://data.gov.uk/dataset/learning-aim-reference-service</a>							
<b>Type of Funding Available</b>	See Learning Aim Reference Service (LARS) website							
<b>Qualification Fee / Unit Fee</b>	See Certa website for current fees and charges.							
<b>Additional Information</b>	See Certa website for resources available for this qualification.							

## Assessment Overview

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### Summary

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The qualification will be awarded to learners who successfully achieve the mandatory units within the qualification plus the optional units in accordance with the Rules of Combination, by meeting the specified Assessment Criteria.

Please note that the Learning Outcomes and Assessment Criteria must not be changed in any way.

### Who can assess this qualification?

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- We require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.
- Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

# Unit Details

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## 1. Barriers to Health

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Unit Reference	L/504/9737
Level	2
Credit Value	1
Guided Learning Hours	8
Unit Summary	This unit has one learning outcome.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Barriers to Health – L/504/9737 – Level 2

## Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

### **Learning Outcome 1: Know about barriers that prevent equal access to health care in Britain**

## Teaching Strategies and Learning Activities

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

## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 2. Eating Disorders

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Unit Reference	Y/504/8798
Level	2
Credit Value	1
Guided Learning Hours	8
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Eating Disorders – Y/504/8798 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know about eating disorders**

**Learning Outcome 2: Understand the link between food and feelings**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

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## **Additional Information**

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### 3. Ethical Issues in Social Policy

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Unit Reference	L/504/9706
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

	Assessment Criteria 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).

## Supporting Unit Information

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Ethical Issues in Social Policy – L/504/9706 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Know about ethics.**

1.1 Explain what is meant by ethics.

Answers will broadly state: Ethics represent a moral code that individuals and societies live by. Ethics underpin political viewpoints, religious beliefs and cultural practices in addition to serving as a person's sense of right and wrong.

1.2 Identify an ethical dilemma and the key issues surrounding it.

Answers can consider any current/relevant ethical dilemma including the following examples: abortion debate (is abortion murder? Do women have the right to make the decision to abort a foetus? Under what circumstances? At what age is a foetus considered being living/conscious/able to feel pain and at what point in gestation should abortion be prohibited?), end of life care (Is allowing patients to die murder? Who has the right to decide to allow a patient to die? What actions/inactions are allowable to enable a life to end?), and gene editing (should gene editing only be allowed to eradicate serious, life-shortening conditions? Should other disabilities be eradicated using gene editing? Should gene editing be allowed to utilise only desirable genes?).

#### **Learning Outcome 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.

An example ethical dilemma might focus on equal pay and employment policies. Responses could draw on the issues surrounding pay inequalities and the reasons/arguments as to why men typically are paid more than women for the same work. For example, arguments that support men being paid more are that women often have long-term breaks from work during child rearing years. Discussion of the Equality Act (2010) (which

ensures the right for men and women who undertake the same work to receive the same level of pay and contractual benefits) would be useful. In addition, discussion of maternity/paternity legislation would highlight how equality in work might be achieved. Learners should consider the extent to which the legislation does support equality of pay and rights within employment between the genders.

### **Learning Outcome 3: Be able to appreciate competing views in an ethical debate.**

#### 3.1 Identify different views on the chosen ethical dilemma.

Answers should consider at least two views. The different views discussed can be opposing or a nuanced set of views can be utilised. For example, in the discussion as to whether end of life care decisions to allow a patient to die should be allowed, some doctors may argue that withdrawing food and water to enable a patient who is terminally ill and non-responsive is in the best interests of the patient. Other doctors may argue that allowing a patient in their care to die when death can be prevented fundamentally goes against the Hippocratic Oath.

#### 3.2 Draw own conclusion(s).

Answers should respond to the range of different views and draw conclusions based on which views the learner personally subscribes to and which they disagree with. Reasons as to why the learner supports or disagrees with the views should be explored.

### **Teaching Strategies and Learning Activities**

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

### **Methods of Assessment**

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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## 4. Health Promotion in Care Settings

Unit Reference	Y/504/8963
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ Rest</li> <li>○ Healthy eating</li> <li>○ Exercise</li> <li>○ Safe sex</li> </ul>

	<ul style="list-style-type: none"> <li>○ Smoking</li> <li>○ Alcohol</li> <li>○ Drugs</li> <li>○ Contact with a social world</li> <li>○ Home/working environment.</li> </ul>
3. Know about potential conflicts related to health promotion	<p>3.1 Identify situations where the care workers' standards may differ from those of:</p> <ul style="list-style-type: none"> <li>○ the individual</li> <li>○ other colleagues</li> </ul> <p>3.2 Discuss the potential conflict that these differences could cause.</p>
4. Know about care workers keeping safe and healthy	<p>4.1 Explain the personal risks to care workers' safety and well-being.</p> <p>4.2 Outline safeguards that can be implemented to minimise the identified risks.</p> <p>4.3 Explain why it is necessary to unwind in an appropriate way after a period of work.</p>

## Supporting Unit Information

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Health Promotion in Care Settings – Y/504/8963 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand the concept of health promotion.**

1.1 Outline what is meant by health promotion.

The process and encouragement of supporting and maintaining activities that leads to an increased improvement and control of a healthy environment and well-being, leading to a healthy lifestyle. As part of the outline, there should be an example.

1.2 List the services that are involved in health promotion in health and social care.

Services including: Preventative health services such as breast cancer screening and smear tests, smoking cessation, obesity prevention services. Health education such as sexual education in schools. Economic regulatory services such as restrictions on the sale of alcohol and cigarettes. Public policies such as the banning of smoking indoors.

1.3 Explain how to assist individuals to access any of the services involved in health promotion in health and social care.

Ensure that individuals have the correct information such as leaflets, ensuring that individuals are able to understand this information and that it is available in an accessible format, obtain relevant contact details of services for the individual, support individuals to overcome any barriers in accessing the services.

1.4 Outline own role in health promotion.

Roles include: encouraging individuals to develop an awareness of their health, encouraging individuals to attend health promotion appointments such as smear tests, ensuring that appropriate leaflets and brochures are provided to individuals to aid health promotion, ensure that you have up to date training and knowledge of health promotion.

- 1.5 Describe how they would address the issue of an individual refusing to accept any advice and guidance on health matters.

Actions to take include: Speak to the individual about their concerns and if required discuss the situation with your manager, it may be necessary to obtain guidance from colleagues with specialist knowledge

- 1.6 Discuss how personal preferences and beliefs can have an impact on health promotion.

If an individual already has a preference or belief about a certain form of health promotion, such as it will definitely work, they may experience an enhanced response beyond the average biological effect of the intervention. On the flip side, if an individual does not believe a form of health promotion will work then they may resist the outcomes.

Other beliefs such as religious beliefs may also have an impact on the forms of health promotion that individual may accept.

## **Learning Outcome 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.

Differences may include: exercise, diet, smoking, alcohol consumption, amount of sleep, working environment, home environment.

- 2.2 Explain the reasons behind the differences.

Reasons for differences for differences may include: Eg an unhealthy diet due to long working hours resulting in fast food and ready meals. Eg lack of exercise due to not being able to afford gym membership and not having an understanding of how to exercise effectively.

- 2.3 Describe how the following have an impact on healthy living:

(a) Rest

Rest is essential in your ability to learn and process memories. It helps restore the body's energy, repair muscles, and release essential hormones.

(b) Healthy eating

A healthy diet can help you reach and maintain a healthy weight, reducing the risk of chronic diseases.

(c) Exercise

Exercise can reduce your risk of major illnesses such as heart disease, stroke, type 2 diabetes and others. It increases self-esteem, mood, sleep quality and energy.

(d) Safe sex

Safe sex reduces the risk of sexually transmitted diseases and unintended pregnancy.

(e) Smoking

Smoking increases the risk of developing more than 50 serious health conditions, some of which can be fatal, such as cancer, heart attack, and stroke.

(f) Alcohol

Alcohol can have a number of effects including expanding blood vessels, changing judgement and decision making and reaction times, liver disease, depression, infertility.

(g) Drugs

Drugs have a range of effects including: reducing inhibitions, paranoia, seizures, addiction, high blood pressure, depression, anxiety.

(h) Contact with a social world

Social support from friends and family can be encouraging when eating a healthy diet. The media can also play an important role in facilitating healthy behaviours.

(i) Home/working environment

Spouses tend to have an influence on each other, such as if one member of relationship quits smoking, the other is likely to do so.

Food available at work has an impact on health living, such as if healthy food is available at the canteen it is easier to maintain a healthy lifestyle. Working environment can have an impact if individual sits at a desk or is on their feet.

**Learning Outcome 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

Differences may be due to: Expectations of care, previous care provided at home, religious beliefs, previous experience.

(b) other colleagues

Differences may be due to: Previous work settings with different standards, different personal beliefs etc

3.2 Discuss the potential conflict that these differences could cause.

Conflicts may cause animosity, disagreements or even violence.

3.3 Explain ways of working through these conflicts.

Remaining calm, obtaining advice and guidance, reflecting on practice, working in line with agreed procedures.

#### **Learning Outcome 4: Know about care workers keeping safe and healthy.**

4.1 Explain the personal risks to care workers' safety and well-being.

Risks include: Moving and handling accidents, slips and trips, violence, aggression or challenging behaviour, increased stress may cause issues with well-being.

4.2 Outline safeguards that can be implemented to minimise the identified risks.

Ensuring that risk assessments are in place, ensuring that staff are appropriately trained, use of protective clothing, ensuring the safety of equipment, ensuring appropriate supervision and support is in place.

4.3 Explain why it is necessary to unwind in an appropriate way after a period of work.

Unwinding is necessary to reduce work related stress, individuals who are unable to recover in periods between work will be operating on reduced resources therefore work performance will require more effort, the inability to unwind may result in burnout or fatigue, work errors may then occur.

### **Teaching Strategies and Learning Activities**

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### **Methods of Assessment**

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 5. Health Psychology

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Unit Reference	M/505/0377
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Health Psychology – M/505/0377 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know about the role of psychology in health**

**Learning Outcome 2: Know about the medical model approach to health**

**Learning Outcome 3: Know about the bio-psychosocial approach to health**

### Teaching Strategies and Learning Activities

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### Methods of Assessment

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### Minimum requirements when assessing this unit

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### Evidence of Achievement

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### **Additional Information**

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## 6. Human Health and Disease

Unit Reference	K/504/9762
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ viruses</li> <li>○ bacteria</li> <li>○ fungi</li> <li>○ protoctista</li> </ul>
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.

	<p>3.5 Outline the long term effects of the over use of antibiotics on pathogen resistance.</p>
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## Supporting Unit Information

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Human Health and Disease – K/504/9762 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand the nature of micro-organisms.**

1.1 Define the terms infectious disease and pathogen.

Infectious disease: a disorder or disease caused by micro-organisms such as bacteria, viruses, fungi invading the body.

Pathogen: a micro-organism such as bacteria, virus or fungi that is harmful and can cause disease.

1.2 List the characteristics of:

- a) Viruses: they adapt well to the host cells, have a head that contains the genetic material that makes it function and spikes to attach to the host cells
- b) Bacteria: they have no nucleus (they are prokaryotic), they have a cell wall and membrane, are covered in pilli (small tube/ hair like projections) they can reproduce in many ways
- c) Fungi: are classed as yeasts or molds and can be unicellular (just one) or multicellular (many cells)
- d) protocista- are not classed as any of the above, are just one cell with a nucleus (e.g. amoeba)

#### **Learning Outcome 2: Understand the effects of personal behaviour on the spread of infectious diseases.**

2.1 Identify the methods by which pathogens may be spread.

Pathogens spread by being allowed to grow/ multiply and then by being transferred from surface to surface by touch, by person to person by touch or kissing (cross contamination) or by being airborne (sneezing or coughing).

2.2 Describe the ways in which personal hygiene and the use of antiseptics can prevent the spread of infectious diseases.

Personal hygiene and regular washing of the hands and clothes inhibits pathogens from growing on the area and transferring to other surfaces like kitchen worktops or people. Antiseptics work by preventing the micro-organisms from growing and multiplying.

2.3 Describe the personal, social, medical and economic problems associated with HIV.

Learners should ensure that they cover the how stigma and discrimination can make them feel isolated and afraid to ask for help with support services delaying their treatment. Outline how the treatment of the symptoms of the disease may affect their ability to work, leading to loss of income.

### **Learning Outcome 3: Understand the impact of medical research and development on the spread of infectious diseases.**

3.1 Define the terms immunity and immunisation.

Immunity: is having the biological defence to resist and fight infection of unwanted pathological invasion.

Immunisation: This is when a vaccine is administered to stimulate the body's own immune system to fight against an infection or disease.

3.2 Describe antibody formation resulting from both natural and artificial exposure to antigens.

White blood cells (B lymphocytes) are stimulated to produce antibodies when a vaccine or invasion of pathogens occurs (antigen).

3.3 Outline the effects of the use of antibodies in the control of a disease.

The antigen binds to the surface of the antibody which causes it to divide several times over until engulfs and digests the antigen.

3.4 List the effects of mass immunisation programmes.

- Reduces spread of infectious disease
- Reduces number of deaths as a direct result of the infection
- Improves tolerance to pathogens
- Improves quality of life
- Improves survival rates

### 3.5 Outline the long term effects of the over use of antibiotics on pathogen resistance.

The pathogens will become immune to the antibiotic, therefore surviving and continuing to mature and spread, increasing infectious diseases and creates bacteria that cannot be destroyed. Antibiotics are not selective, therefore will also destroy the good bacteria that is present in the body i.e. digestive tract, which can lead to an imbalance in the gut and later stimulate the overgrowth of bad bacteria, which would lead to other forms of infection.

## Teaching Strategies and Learning Activities

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## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence of Achievement

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## Additional Information

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## 7. Introduction to Health Studies

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Unit Reference	K/505/1995
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

<p>7. Know skills and qualities needed for careers in health.</p>	<p>7.1 Describe the skills and qualities needed to work in a specific career in health.</p> <p>7.2 Assess own skills and qualities in terms of pursuing a specific career in health.</p>
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## Supporting Unit Information

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Introduction to Health Studies – K/505/1995 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand what is studied in health studies.**

1.1 Describe what is studied in health studies.

Roles and responsibilities of care workers, boundaries of care workers, confidentiality, communication, policies and procedures, conflicts in healthcare, safeguarding, abuse, healthy living.

#### **Learning Outcome 2: Understand different perspectives in health studies.**

2.1 Describe different explanatory models of health and ill health.

Models including: Biomedical models, holistic models, personal health behaviour models, health belief model.

2.2 Describe how different models of health and ill health may affect health practice.

For example for the holistic model: A broader view of illness is taken by providing frameworks that help care professionals to identify factors that may be affecting health. This takes into account the individuals mind, body, biological, psychological, sociological and spiritual components.

For example for the biomedical model: This focuses on purely biological factors and excludes psychological, environmental and social factors. Often criticised for being too narrow and not considering individual understanding and experience of health needs.

#### **Learning Outcome 3: Understand emergency procedures in the workplace**

3.1 Describe the purpose of health studies.

To prepare for further learning or training and to develop knowledge and skills. Providing a firm foundation of knowledge and understanding of health. Helps you develop the skills to follow a career in health, social care, leisure or education.

#### **Learning Outcome 4: Know research methods used in health studies.**

4.1 Describe research methods used in health studies.

Quantitative research: Uses measurable data to formulate facts and uncover patterns in research. Methods include surveys and interviews.  
Qualitative research: Seeks to answer questions about why and how people behave in the way they do. Provides in depth information about human behaviour.

#### **Learning Outcome 5: Know how health research findings may be applied.**

5.1 Describe how findings in health research may be applied in practice.

Resources should be available at work for staff to read, research information should be shared by staff, appropriate training should be put in place, policies and procedures may need updating with relevant research findings.

#### **Learning Outcome 6: Know careers available in health.**

6.1 Describe different careers available in health.

A range of roles, including: Nurse, doctor, paramedic, healthcare assistant, support worker, dentist, dental nurse, midwife, health visitor, pharmacist, physiotherapist, education and training, management, clinical support staff.

#### **Learning Outcome 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.

For example, Nurse, in all careers, qualities and skills such as: compassion, communication skills, calm under pressure, respect, detail orientated, organisational skills, dedication and patience, observant, responsible, decision making skills.

7.2 Assess own skills and qualities in terms of pursuing a specific career in health.

Assess how own skills may work well for a specific career in health including skills such as compassionate, caring, hardworking, willing to learn. Learners could create a table of their strengths and weaknesses.

## Teaching Strategies and Learning Activities

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## Methods of Assessment

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### Minimum requirements when assessing this unit

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## Evidence of Achievement

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## Additional Information

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## 8. Nutrition, Performance and Healthy Eating

Unit Reference	M/504/8970
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ fat weight loss</li> <li>○ lean weight gain</li> <li>○ weight maintenance</li> </ul> 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.

## Supporting Unit Information

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Nutrition, Performance and Healthy Eating – M/504/8970 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### Learning Outcome 1: Understand the function of food

1.1 Explain the main functions of food.

Answers may include: provide energy, support the immune system, ensure healthy function of organs, support good brain function, enable growth and development, maintain strong bones and muscles, and enables the body to heal itself.

1.2 Outline the basic principles of digestion and absorption.

Answer will broadly state: Digestion is the process where large molecules are broken down into smaller molecules so that they can be absorbed into the blood where they can then be transported around the body. Enzymes within the gut enable different foods to be digested. Amylase aids the digestion and absorption of starch, carbohydrase breaks down carbohydrates, protease aids the digestion and absorption of protein and lipase aids the digestion and absorption of lipids (fats). The sugars, amino acids and fatty acids/glycerol etc that are produced during the digestive reactions are then absorbed into the bloodstream.

1.3 Summarise the components of food and how these are needed in everyday diets.

Answers may include: Carbohydrate – Carbohydrates are the main source of energy needed for physical activity, efficient operation of the body's organs and brain function. They also play a role in ensuring waste removal. Fats – fats are needed to provide a source of energy, maintain body temperature, and provide a store of fat during periods of starvation, aid in the absorption of certain nutrients. Protein –proteins are responsible for building and repairing muscles, supporting the immune system, producing hormones and enzymes and providing energy. Water –water is needed to ensure that cells function efficiently, to metabolise food, regulate temperature and to carry nutrients around the body and to remove toxins from the body. Vitamins and minerals – vitamins and

minerals have numerous roles including supporting the immune system, strengthening bones and teeth, converting food into energy, enhancing the function of cells, making hormones, transmitting nerve impulses. Fibre – aids in maintaining healthy digestion and weight control.

## **Learning Outcome 2: Understand the relationship between food and health.**

2.1 Discuss the concept of a balanced diet.

Answers will broadly state: A balanced diet should include the daily recommended consumption of all of the major food groups. For example, five portions of fruit and vegetables, 8 glasses of water, 55g (male) 45g (female) of protein, etc. Foods high in saturated and trans fats and those that are high in salt and sugar should be avoided.

2.2 Describe different sorts of diets.

Answers may list different groups of people and the diets that would best suit their needs. For example, a long-distance runner will require a diet high in carbohydrate and protein to ensure they have adequate energy and to support the development of lean muscle. A pregnant woman will need a diet rich in vitamins A, C and D, Folic Acid, calcium and Iron to prevent them from becoming anaemic and to ensure that their bones and teeth are healthy and to protect against birth defects in the foetus (such as spina bifida).

2.3 Discuss ways of promoting healthy eating.

Answers may include: teach healthy eating to children from a young age, parents and adults should act as role models for healthy eating habits, provide education on a range of healthy eating options to provide choice, provide budget-friendly recipes for healthy eating, etc.

## **Learning Outcome 3: Understand the basic principles of weight control.**

3.1 Describe the principles of:

(a) Fat weight loss - Answers will broadly state: Eat a balanced diet that includes all of the main food groups at their recommended levels, avoid foods high in saturated and trans fats, sugars and salt, increase physical activity to burn more calories, reduce calorie intake (at healthy levels), time nutrient intake to ensure maximal benefit to the body, etc.

(b) Lean weight gain - Answers will broadly state: Increase intake of protein to increase muscle growth and repair, take in a caloric surplus (no

more than 500 calories) to increase muscle growth, undertake weight lifting exercises.

(c) Weight maintenance - Answers will broadly state: to ensure weight maintenance calorie intake should match energy expenditure. Maintaining a balanced diet and exercising regularly will enable this.

3.2 Describe the links between exercise and weight control.

Answers will broadly state: In order to maintain a healthy weight it is important that the amount of energy taken into the body is expelled from the body. Exercise is a key way to ensure the adequate expenditure of energy to maintain a healthy weight. When there is too little physical activity an individual will put on weight/mass. If an individual expends more energy via exercise than they take in then they will either lose weight or convert weight from fat loss into muscle gain.

3.3 Design practical exercise sessions.

Answers should consider at least two types of exercise programme to ensure fat weight loss, lean weight gain or weight maintenance.

#### **Learning Outcome 4: Understand why a balanced diet is required to maximise performance.**

4.1 Explain why a balanced diet is required to maximise performance.

Answers may broadly state: A balanced diet ensures that the body has all of the key nutrients required to maintain the efficient function of cells and organs, to promote growth and development of strong bones and muscles and to ward off disease. Students may use specific examples to explain how particular food components can maximise performance: For example, when the body is healthy this ensures that it can perform at optimal levels in order to maximise both physical and mental performance. For example, an athlete is more likely to perform well when they have consumed an adequate supply of carbohydrates which will release the energy required to run, swim, and cycle at their optimum pace and /or to maintain stamina. Adequate protein intake ensures the development and repair of muscles to power physical activity. Consuming iron-rich foods ensures that blood absorbs enough oxygen to power all of the cells in the body.

#### **Teaching Strategies and Learning Activities**

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## Methods of Assessment

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## Evidence of Achievement

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## Additional Information

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## 9. Physiology and Exercise

Unit Reference	K/504/9759
Level	2
Credit Value	6
Guided Learning Hours	48
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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

	<p>gaseous exchange.</p> <p>2.4 Measure lung volumes.</p> <p>2.5 Explain the importance of lung volume.</p> <p>2.6 Describe the short term responses of the respiratory system to exercise.</p>
<p>3. Understand the structure and function of the cardiovascular system.</p>	<p>3.1 Describe the structure of the heart.</p> <p>3.2 Describe the cardiac cycle.</p> <p>3.3 Outline the structure of arteries, veins and capillaries.</p> <p>3.4 Describe the function of arteries, veins and capillaries.</p> <p>3.5 Describe the short term responses of the cardiovascular system to exercise.</p>
<p>4. Understand the long term adaptations of the body to exercise.</p>	<p>4.1 List the effects of different types of training on:</p> <ul style="list-style-type: none"> <li>○ the respiratory system,</li> <li>○ the cardiovascular system,</li> <li>○ the muscular/skeletal system</li> </ul>

## Supporting Unit Information

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Physiology and Exercise – K/504/9759 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand the structure and function of the skeleton and muscle tissue.**

1.1 Describe the structure of the human skeleton.

Functions: Protection, Support, Movement, Shape, Production, Storage  
Classification of bones: Flat, Irregular, Short, Long and Sesamoid.  
Main bones: Cranium, Clavicle, Sternum, Scapula, Spine, Ischium, Ilium, Humerus, Ulna, Radius, Ribs, Femur, Tibia, Fibula, Tarsals, Carpals, Phalanges

Bone Growth: Osteoblasts, osteoclasts, cartilage, compact bone, primary and secondary ossification

1.2 Describe the role of different types of joints in movement.

Fixed/fibrous: immovable found in the skull

Cartilaginous/ slightly moveable: connected by ligaments, found in the vertebrae

Synovial/freely moveable: most common joint and most unstable, 6 types of synovial joint: Hinge (knee), Gliding (acromioclavicular), Pivot (atlas/axis) Ball and Socket (shoulder), Saddle (thumb) and Ellipsoid (finger)

Joint movements: Flexion, Extension, Adduction, Abduction, Circumduction, Retraction, Protraction, Rotation, Supination and Pronation

1.3 Describe different types of muscle tissue.

Smooth found in the digestive system and blood vessels

Cardiac found in the heart

Skeletal found throughout the body (biceps)

#### 1.4 List their properties.

Smooth: causes vasoconstriction (narrowing), vasodilation (widening) of blood vessels, not striated, works aerobically, involuntary

Cardiac: contraction and rhythm of the heart, striated works aerobically and is reliant on oxygen, involuntary

Skeletal: produces movement and maintains posture, generates heat, striated shortens in one direction, voluntary

#### 1.5 Identify key muscles of the human body.

Posterior: Trapezius, Rhomboids, Tricep, Latissimus Dorsi, Erector Spinae, Abductors, Gluteus Maximus, Hamstrings, Gastrocnemius and Soleus

Anterior: Deltoid, Pectoralis Major, Bicep, Obliques, Rectus Abdominus, Transverse Abdominus, Adductors, Hip flexors (Iliopsoas), Quadriceps and Tibialis Anterior

#### 1.6 Describe the importance of the muscles identified in effective movement of the body.

The muscles are responsible for the main smooth movements and flexibility of the body allowing a range of movement. It is important to know the insertions and origins of main muscles and the range of movement e.g.

- 1) Deltoid: Origin = Clavicle & Scapula, Insertion = Humerus, Movement = Abduction, Flexion and Extension of shoulder
- 2) Triceps: Origin = Humerus and Scapula, Insertion = Ulna, Movement = Extension of elbow
- 3) Rectus Abdominus: Origin = Pubis, Insertion = Sternum, Movement = Flexion of spine and Lateral Flexion of spine

#### 1.7 Outline how skeletal muscles contract.

Muscle Structure: Tendon, Fasciculi, Muscle Fibres, Myofibrils, Myofilaments

Sliding Filament Theory: Actin and Myosin, Calcium, Cross Bridges  
Isotonic (Concentric and Eccentric): shortening and lengthening the muscles

Isometric: muscle stays same length

Isokinetic: constant speed of movement

#### 1.8 Describe how energy is produced in skeletal muscle

Muscle contraction needs energy; break-down of ATP, heat is produced. During exercise this causes body temperature to increase or in cold weather causes us to shiver to generate heat

1.9 List the joints and muscles used in different sporting movements.

Learners should choose various sporting movements for example: kicking a ball, catching a ball, throwing a ball/ javelin, breast stroke, golf swing  
E.g. bowling a ball (cricket): shoulder and elbow joint, muscles: Pectorals, Deltoid, Latissimus Dorsi and Trapezius.

## **Learning Outcome 2: Understand the structure and function of the respiratory system.**

2.1 Describe the structure of the respiratory system.

Location and make-up of the lungs, number and description of the lobes  
Passage of air: Nose/Mouth, Pharynx, Larynx, Trachea, Bronchi, Bronchioles and Alveoli

2.2 Explain how the lungs are ventilated.

Muscles involved with breathing: Diaphragm and Intercostal  
Inspiration: (Breathing in) Diaphragm flattens (moves down), increasing chest cavity volume, rib cage expands

Expiration: (Breathing out) Diaphragm relaxes (moves up), decreasing chest cavity volume, rib cage relaxes

2.3 List the conditions necessary for effective gaseous exchange.

Also known as 'diffusion', takes place between the alveoli and surrounding capillaries, capillaries 1 cell thick, oxygen transported through circulatory system via blood. Carbon dioxide is the waste product.

2.4 Measure lung volumes.

Spirometry study of lung function

Tidal Volume (TV), amount of air inhaled/exhaled

Forced vital capacity (FVC), volume of air in the lungs that can be exhaled following a deep inhalation

Residual Volume, amount of air left in the lungs following a maximal exhalation

## 2.5 Explain the importance of lung volume.

Links to 2.4, tidal volume, forced vital capacity, residual volume, total lung capacity, cardiovascular exercise has a positive impact on lung volume and efficiency of lungs

## 2.6 Describe the short-term responses of the respiratory system to exercise.

Changes in the concentration of carbon dioxide and oxygen in the blood  
Increase in breathing rate  
Muscles work harder to draw more air in (Intercostal muscles and diaphragm)

### **Learning Outcome 3: Understand the structure and function of the cardiovascular system.**

#### 3.1 Describe the structure of the heart.

Size of a clenched fist, slightly to left side of chest cavity protected by the rib cage

4 chambers: Atria and Ventricles

Main veins and arteries: pulmonary artery, pulmonary vein, aorta and vena cava

#### 3.2 Describe the cardiac cycle.

Right atrium receives deoxygenated blood from body (via vena cava), right ventricle pumps deoxygenated blood to lungs (via pulmonary vein), left atrium receives oxygenated blood from lungs (via pulmonary vein), and left ventricle pumps oxygenated blood to body (via aorta)

#### 3.3 Outline the structure of arteries, veins and capillaries.

Arteries: thick walls, no valves, divide into smaller arteries 'arterioles'

Veins: work under low pressure, have non-return valves, divide into smaller veins 'venules'

Capillaries: 1 cell thick, thin walls, smallest blood vessel

#### 3.4 Describe the function of arteries, veins and capillaries.

Arteries: carry blood away from heart; carry oxygenated blood (apart from pulmonary artery)

Veins: carry blood towards the heart; carry deoxygenated blood (apart from pulmonary vein)

Capillaries: carry blood through an organ or tissue from arterioles to venules, involved with gaseous exchange

3.5 Describe the short-term responses of the cardiovascular system to exercise.

- Heart rate increase, as does cardiac output
- Venous return increases due to the higher cardiac output
- Oxygen levels within the blood decrease which causes increased diffusion
- Blood pressure increases

#### **Learning Outcome 4: Understand the long term adaptations of the body to exercise.**

4.1 List the effects of different types of training on:

- Types of training:
- HITT (High intensity interval training)
- LSD (Long Slow Distance)
- Muscular Endurance
- Muscular Strength

a) the respiratory system:

- Respiratory muscles (Diaphragm/intercostal) increase in strength
- Larger respiratory volumes allowing more oxygen to be diffused
- Increase in number and diameter of capillaries surrounding the alveoli increases efficiency of gaseous exchange

b) the cardiovascular system:

- Stroke volume and cardiac output both increase
- Density of the capillary beds in the muscles increases as more branches develop
- Resting heart rate decreases
- The accumulation of lactic acid is lower during high-level activity, due to better efficiency at removing waste products
- Arterial walls more elastic permitting increased tolerance of changes in blood pressure

c) the muscular/skeletal system:

- Muscles, bones and ligaments get stronger
- More oxygen can be stored within the muscle & transported to mitochondria

- Muscles can store larger volume of glycogen (for energy)
- Increased numbers of mitochondria causing an increased rate of energy production
- Volume of myoglobin (within skeletal muscle) increases

## Teaching Strategies and Learning Activities

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

## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## Additional Information

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 10. Principles of Safeguarding and Protection in Health and Social Care

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Unit Reference	F/505/3297
Level	2
Credit Value	3
Guided Learning Hours	26
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to recognise signs of abuse.	<p>1.1 Define the following types of abuse:</p> <ul style="list-style-type: none"> <li>○ physical abuse</li> <li>○ sexual abuse</li> <li>○ emotional/psychological abuse</li> <li>○ financial abuse</li> <li>○ institutional abuse</li> <li>○ self-neglect</li> <li>○ neglect by others</li> </ul> <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	<p>3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.</p>

<p>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"> <li>○ working with person centred values</li> <li>○ encouraging active participation</li> <li>○ promoting choice and rights</li> </ul> <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>

## Supporting Unit Information

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Principles of Safeguarding and Protection in Health and Social Care – F/505/3297 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know how to recognise signs of abuse**

**Learning Outcome 2: Know how to respond to suspected or alleged abuse.**

**Learning Outcome 3: Understand the national and local context of safeguarding and protection from abuse.**

**Learning Outcome 4: Understand ways to reduce the likelihood of abuse.**

**Learning Outcome 5: Know how to recognise and report unsafe practices.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 11. Recognising Issues of Substance Misuse

Unit Reference	L/505/1262
Level	2
Credit Value	1
Guided Learning Hours	8
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Recognising Issues of Substance Misuse – L/505/1262 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know the differences between legal and illegal substances.**

**Learning Outcome 2: Understand the impact of the use and misuse of substances.**

**Learning Outcome 3: Know some sources of available support available relating to misuse of substances**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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## 12. Resources for Nursing

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Unit Reference	T/504/9702
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ Centigrade/Fahrenheit</li> <li>○ Imperial/Metric</li> </ul> 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.

## Supporting Unit Information

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Resources for Nursing – T/504/9702 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know the basic formulae used in a nursing context**

**Learning Outcome 2: Be able to use graphs relating to conversions for nursing**

**Learning Outcome 3: Be able to calculate solution strengths**

**Learning Outcome 4: Know how to make drug calculations**

**Learning Outcome 5: Know how to calculate infusion rates**

**Learning Outcome 5: Know how to calculate infusion rates**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 13. The Sociology of Health

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Unit Reference	D/504/9709
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ Social Realism</li> <li>○ Social Constructionism</li> <li>○ Labelling Theorists</li> </ul>
3. Understand sociological views on the role of medical professionals	3.1 Explain sociological views on the role of medical professionals in society.

## Supporting Unit Information

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The Sociology of Health – D/504/9709 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand differing definitions of the concept of health**

1.1 Describe the differences between biomedical and social conceptions of health.

Answers will broadly express the following: Biomedical model focuses on the physical and biological causes and treatment of illness and diseases. Medical treatment is undertaken by doctors and other health professionals. Conversely, a social conception of health look at wider determinates that effect health such as environmental, economic and social aspects. The social conception of health explores how prevention of health issues can occur by addressing detrimental social, environment and economic issues. The social model involves a wider range of individuals and organisations

#### **Learning Outcome 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 - Answers will broadly cover the following: Mental illnesses may not be universally recognised but they do exist. There are recognisable factors that cause and influence mental ill health and conditions require treatment. There are biomedical causes of mental health and these require medical treatment and there are social causes of mental ill-health which need to be addressed by external agents. Quantitative research is undertaken to draw out empirical causes of ill-health within individuals and groups and to measure effective treatments (medically and on wider social level).

b) Social Constructionism - Answers will broadly cover the following: mental illnesses are 'constructions'. What is viewed to be a mental illness changes over time and reflects cultural and social shifts. Treatment of diseases/illnesses also changes over time and there may be contested

views amongst medical professionals as to what constitutes a mental illness. There are also social expectations as to how someone should behave when they are mentally ill and how they should be treated medically and within society (The Sick Role). Constructionists are more concerned about how mental health designations reflect broader social concerns than on treatment of individuals/ groups. Theorist that could be considered are Browne and Friedson.

c) Labelling Theorists - Answers will broadly cover the following: Health professionals must reach a universal definition of mental ill-health to recognise that there is cause for treatment. Once labelled as having a mental health condition an individual is viable for treatment to become better. Once labelled the individual is more likely to adopt expected behaviors of the illness and health professionals and members of society are more likely to treat them with respect. Labelling designates a-typical behaviors (which might otherwise be attributed to deviance) to sickness. Theorists that could be considered are Goffmann and Rosenhan.

### **Learning Outcome 3: Understand sociological views on the role of medical professionals.**

3.1 Explain sociological views on the role of medical professionals in society.

Answers should focus on at least three views on medical professionals in society. For example, Marxist sociologists may view the role of medical professionals as agents in maintaining the class system by using disability designations to identify which members of society are reasonably in receipt of welfare and those who are deemed to be burdens on society.

### **Teaching Strategies and Learning Activities**

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

### **Methods of Assessment**

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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### **Additional Information**

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## 14. Understanding Child Protection Theory

Unit Reference	R/504/8525
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	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.

<p>issues of child protection.</p>	
<p>5. Be aware of family circumstances which may result in abusive situations.</p>	<p>5.1 Describe with examples family circumstances which may result in abusive situations.</p>
<p>6. Understand the roles and responsibilities of key professionals in relation to child protection.</p>	<p>6.1 Describe the roles and responsibilities of key professionals in relation to child protection.</p>
<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>

## Supporting Unit Information

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Understanding Child Protection Theory – R/504/8525– Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand the relationship between children’s needs and children’s rights.**

1.1 Describe with examples the universal needs of children.

The universal needs of children include their physical, mental and social and emotional needs, which are typically met by their parents or caregivers and community services such as schools, nurseries, health centres and their GP. Their physical needs encompass their need for food, warmth and shelter, rest and access to medical care. A child’s mental needs include the need for positive and consistent interactions, the chance to play and learn new skills and language. Social and emotional needs that need to be met include forming positive attachments, and understanding their place and role within their family and wider community.

1.2 Describe how these needs become rights.

The needs of children have become rights through both national and international frameworks which set out the standards of rights which should be recognised and adhered to. These rights have been enshrined in law as children’s rights need to be protected and promoted to ensure children’s rights are met and they have the best chance to develop to their full potential. Internationally, the Convention on the Rights of the Child sets out the rights which governments must acknowledge and abide by. Furthermore, children are protected in law by legislative acts such as The Children’s Act and its reforms which sets out the duties of parents, carers, the Local Authority and other agencies in respect of caring for, safeguarding, and promoting the wellbeing of children.

#### **Learning Outcome 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.

Physical signs and symptoms of abuse include cuts and bruises, broken bones, non-accidental head injuries, bite marks, burns and scald marks, and in severe case, death. Signs and symptoms of sexual abuse include inappropriate sexual knowledge, behaviour and language, genital and urinary tract infections, bruising and soreness in the underwear area, and pregnancy. Children experiencing child exploitation may have frequent unexplained absences from home or education; have access to unexplained money or gifts and other signs of sexual abuse. Signs and symptoms of emotional abuse includes ignoring a child, telling them they are unloved or worthless, being expected to carry out tasks that are beyond their age or developmental abilities, being overly protective of the child, for example not allowing them to take part in activities with their peer group. Neglect occurs when a parent or caregiver omits to provide the child with their basic needs for example not providing food, adequate clothing or bedding or seeking appropriate medical care or treatment. A child experiencing any type of abuse may present as being fearful, clingy or withdrawn, angry, tearful, underweight, dirty or have repeated or untreated issues such as nappy rash head lice or other common childhood ailments.

## 2.2 Describe the effects abuse can have on children

Abuse can have long lasting and wide ranging effects on children. They may become withdrawn, tearful or aggressive. They may develop attachment disorders and struggle to form positive relationships. Children who have experienced abuse may struggle to meet their developmental milestones. They may suffer from bedwetting or clothes soiling. Children who have suffered abuse may develop eating disorders or engage in risk taking behaviours, including self-harm and using drugs and/ or alcohol.

### **Learning Outcome 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.

It is important to respond professionally to disclosures of abuse to prevent the child being placed at further and increased risk of harm.

Unprofessional responses such as confronting the abuser or doing nothing will put the child at further risk. Children often fear not being believed or the consequences of disclosing abuse, so it is important to listen carefully and reassure them they have done the right thing, and that the abuse is not their fault, to avoid them shutting down or escalating their fears.

Where appropriate explain to the child what you will do next and act promptly on the information you have received. Making timely notes and referrals to appropriate agencies in line with Local Authority guidance and applying safeguarding policies and protocols will help to ensure that the child and their family receive appropriate support and interventions.

## **Learning Outcome 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.

Appropriate records using skilled observation should include the time, date and setting where the observation was made, the name and contact details of the record writer and any others who were present or who the disclosure has been discussed with. The name of the child and any other details which are available such as address, date of birth, parent/ carers details and details of any siblings or other children who may be affected (for example if a disclosure is made against a member of staff or volunteer at a school or nursery) . Reports should include factual information such as the words a child used descriptions of marks you have seen or interactions you have seen or heard. It is acceptable to include your opinion but do make clear that it is an opinion and why you formed it. The views and wishes of the child should be reported. Reports should be written and acted upon as soon as possible after a disclosure or observation and should note what action was taken and the outcome of the action taken.

### 4.2 Demonstrate some key skills used when observing children and adults.

Key skills in observing children and adults include communication and active listening, awareness of family history and culture and working to identify remove or reduce any additional barriers the child or family member may face. It is important to be able to build rapport and trust and to apply consistency in your interactions with the child or adult. It is essential to maintain appropriate professional boundaries and ensure the child remains the focus of your observations.

## **Learning Outcome 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.

Abuse can occur in any family regardless of race, culture, and age or socio economic status. Family circumstances which may result in abuse include drug and alcohol issues, criminal offending behaviour or parental ill mental health. For example, a parent with drug or alcohol issues may be unable to prioritise the budget which could lead to scarcity of food and other essential items in preference for their substances. They may also be

incapacitated by their substance use and therefore unable to provide care and suitable interactions with their child. Domestic abuse between parents is recognised as a safeguarding concern; children homes where there is abuse between their parents suffer emotional abuse and are at heightened risk of other types of abuse and neglect. Parents who received poor parenting themselves or were 'looked after children' may be neglectful or abusive through lack of skills in caring for and parenting their child. Children who have disabilities or communication difficulties can be at an increased risk of abuse. Poverty can impact on a family's circumstance such as their housing stability, community integration and debts, and may increase the risk of abuse due to lack of resources and parents capacity to provide a positive and consistent home life.

### **Learning Outcome 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.

Midwives, Health Visitors and School Nurses monitor and record the wellbeing and development of children. GPs and hospital workers are responsible for the treatment of children who have an illness or injury. All health workers have a duty to report any concerns to the appropriate authority and to contribute to further enquiries. Schools and nurseries have regular contact with children and are responsible for providing educational learning and development, they have duty to report on any disclosures or observations to the appropriate authority and they like health workers are likely to be involved in support and intervention plans where a child is found to be in need of additional services or at risk of harm. Social care workers, and in some areas the NSPCC, are responsible for responding to and investigating disclosures and concerns of abuse and for working with families to make positive changes where abuse has been identified. Social Workers are responsible for putting together child protection plans and monitoring the input of services and the progress of families. The Police can become involved where there are concerns about a child which may result in criminal proceedings and have the power to remove children in an emergency situation.

### **Learning Outcome 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.

Confidentiality is key in building trusting relationship with others. People are naturally fearful of being judged, particularly around personal and sensitive information or issues. People have the right to a private life and it is important that they understand what information you have, who has

access to it and when, how, why and who with it would be shared. This may be with appropriate agencies, and in support of the family, and where possible, with their consent. It is important to explain that you take their confidentiality seriously and are respectful of the information that you have so that children and families can feel confident in sharing information with you or your organisation. It is essential that safeguarding children takes priority over the need for confidentiality and that this is clear to all parents and professionals.

7.2 Describe how confidentiality can be maintained in keeping and using records.

Confidentiality can be maintained when keeping and using records by ensuring the information is accurate, up to date, proportional and there are appropriate policies and procedures in place to ensure record keepers are aware of their responsibilities. Consideration should be given to the secure storage of physical and computer files, for example lockable cabinets and password secure computing systems. There should be agreed process for when and how records can be shared, such as over the phone, secure email, post or face to face, and those whom the records are about should have information regarding this.

## Teaching Strategies and Learning Activities

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

## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 15. Understanding Mental Health

Unit Reference	H/504/8965
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

<p>5. Know about the roles and functions of agencies and individuals providing care services for people who are mentally ill.</p>	<p>5.1 Identify the different agencies working the field of 'Mental Health'.</p> <p>5.2 Explain the roles of the identified agencies.</p> <p>5.3 Explain how they relate to each other to support an individual with mental illness.</p>
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## Supporting Unit Information

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Understanding Mental Health – H/504/8965 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand the term 'Mental Health'.**

1.1 Define the term 'Mental Health'.

Answers may make reference to: everyone has mental health and they can either experience good mental health or bad mental health. Good mental health means an individual is in a state of psychological and emotional well-being where they can cope with the usual pressures of their life and be productive. Someone who has compromised mental health will be under either/both psychological or emotional strain and may struggle to cope with their daily lives. Mental health is likely to fluctuate as a person experiences different life events.

1.2 Describe the key symptoms of mental health illnesses.

Answers may include general or specific symptoms of general or specific mental health illnesses. For example, a general set of symptoms for mental health illnesses may include: low mood, panic attacks, fear of certain settings or situations, aggressive or risky behaviours, etc. Specific symptoms of an anxiety disorder may be: sweating, panic attacks, inability to rest/sleep, inability to sit still, fidgeting etc.

1.3 Describe the impact of mental health problems.

Answers will be stronger if they are more nuanced so that they consider both short and long term impacts on an individual's life. For example, in the short term anxiety disorders could cause someone to have a panic attack that could endanger their well-being in certain situations (for example if they were driving). In the long term anxiety can lead to a person becoming isolated and becoming depressed. Any appropriate description of the impact of general mental health illness or specific conditions and its impact is acceptable.

## **Learning Outcome 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.

Answers should describe at least three management and treatment approaches including: medication, psychotherapy/ and other talking therapies, hospitalisation in a psychiatric unit, meditation or mindfulness, creative therapies (such as painting, dance or music), etc.

2.2 Compare the strengths and weaknesses of the different approaches described.

Answers should closely compare the strengths and weaknesses of at least two different approaches. For example: creative therapies are non-intrusive and focus on providing positive stimulus for well-being. They can work especially well in enabling re-socialisation and increasing confidence and emotional balance. Usually creative therapies are used in combination with talking therapies as they can have limited impact in themselves. Creative therapies are unlikely to be able to combat acute mental health illnesses where more formalised treatment pathways are more appropriate. Medications are usually more effective when someone is suffering a severe form of mental health illness and where the risk to the individual or others is greater. However, often a range of medications need to be tried before the right fit emerges, they can also have significant physical side effects, and many patients complain of an emotional numbing effect that makes them feel as though they are losing their identity. Medication is rarely effective treatment on its own as it does not tackle the psychological and emotional triggers for the condition.

## **Learning Outcome 3: Know about aggressive behaviour.**

3.1 Describe obvious signs of aggressive behaviour.

Answer may include: use of insulting language, sarcasm, repeating what has been said, pretending not to hear or understand, obsessing, sulking and withdrawing, tensed body language, angry facial expressions, fidgeting, clenching hands, pacing, violence, etc.

3.2 Explain causes of aggressive behaviour.

Answers may include: frustration, feeling as though people do not listen or understand, being faced by something that is feared or causes anger, being under the influence of drugs or alcohol, intense emotional responses to life events, etc.

### 3.3 Describe different ways of defusing and controlling volatile situations.

Answers may include: speaking calmly and slowly, use non-threatening body language, gesture and facial expressions, providing a private and safe space to retreat to, asking others to leave the situation, actively listening to the issues, offer guidance and support where can, avoid making promises about solutions that are unreasonable or unachievable, etc.

## **Learning Outcome 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.

Answers may include: Developing rapport, demonstrating respect, using appropriate eye contact and open body language, active listening, adjusting level of language to the patient, repeating and confirming what a patient has said to confirm understanding, paying attention to the words, body language and facial expressions used by the patient, consider cultural and social background in all interactions, providing a safe, private and confidential space.

### 4.2 Give an example of the use of skills, describing own strengths and weaknesses.

Answers should describe an example of when the learner has personally adopted therapeutic skills and assess how successful they were. Or they can describe a case study example of a therapeutic session and assess the strengths and weaknesses. Strengths may broadly indicate when verbal or nonverbal communication methods were used to aid the patient (for example, the therapist remembered in their last meeting that the patient had a party coming up and they ask the patient whether they enjoyed it – this shows that they listen to the patient and care about them as individuals). Weaknesses may generally outline where opportunities were missed to help the patient (for example, a therapist may have missed that a patient's body language was clearly defensive and withdrawn when verbally they are saying that they are ok).

## **Learning Outcome 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'.

Answers may include: GP and other NHS professionals, local social services (including adult services, child and adolescent services, learning disability services, substance misuse services), charitable organisations (e.g. MIND, Mental Health Foundation, Samaritans, etc), educators (especially in relation to special learning needs and pastoral support) and occasionally the emergency services.

## 5.2 Explain the roles of the identified agencies

Answers may include: GPs are often first point of contact for those who are struggling with mental health issues they can offer medicated treatment pathways, offer support and guidance and make referrals to counselling and psychiatric teams. Counsellors and psychologist/psychiatric therapists can provide specific therapies such as talking therapies, cognitive behaviour therapies, and recommend/prescribe medication treatments. Charitable organisations initially can provide advice and guidance to enable an individual to contact a medical professional or to get in contact with other people who suffer from their condition. They also sometimes offer counselling treatment. Social services become involved when vulnerable individuals are involved, for example when a child has a condition or when a parent has a condition and there are some concerns about their welfare and the welfare of others in their care. Educators have a responsibility to safeguard all their learners and to ensure they can maximise on learning opportunities and they can liaise with parents and support workers to ensure they provide these aspects. Emergency services become involved when a person is an immediate risk to themselves or others or where harm has already been caused.

## 5.3 Explain how they relate to each other to support an individual with mental illness.

Answers may include: within the NHS GPs will make referrals to counsellors or psychiatric therapists. NHS professionals will involve Social Services when there are concerns about the ongoing wellbeing or needs of vulnerable individuals or those who are in their care. Educators will contact social services if they view that a learner in their care is at risk or being harmed, they may also contact the police when a severe risk or a potential crime has been identified. The emergency services can sometimes be the first point of contact for someone who poses an severe and/or immediate risk to themselves or others. The emergency services will link up with health professionals and social services to ensure the ongoing well-being of the individual (and those in their care).

## Teaching Strategies and Learning Activities

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

## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

## Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

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## Additional Information

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 16. Understanding the Physical Development of Children and Young People

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Unit Reference	D/504/8589
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

<p>4. Understand the importance of maintaining a safe environment whilst promoting the physical development of children.</p>	<p>4.1 Describe how to maintain a safe environment whilst promoting the physical development of children.</p>
<p>5. Understand ways of promoting physical development in children and young people without discriminating on grounds of gender, race, culture or disability.</p>	<p>5.1 Describe strategies which could be used to overcome stereotyping when promoting physical development in children and young people.</p>

## Supporting Unit Information

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Understanding the Physical Development of Children and Young People – D/504/8589 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 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.

Physical stages of development should be included split into age ranges e.g. 0-6months, 6-12months, 1-2yrs, 2-3yrs, 3-5yrs, 5-8yrs, 8-12yrs. Both fine motor and gross motor should be considered for all age groups. Example at around 12-15 months children start to walk this will enable children to explore their environment more freely and therefore build on their confidence and self-esteem (emotional development, intellectual development). Learners should include how all areas of development are connected.

#### **Learning Outcome 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.

Answers are not limited to but should consider the following: Adults should encourage and support children in their physical development; they can plan opportunities to develop these areas through play activities and toys this will allow the children to explore and develop in this area. E.g. providing young children with puzzles, threading will promote and develop their fine motor skills and hand-eye co-ordination.

#### **Learning Outcome 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.

Split this into age groups e.g. babies, mobile babies, walking toddlers, 3-3yrs, 3-5yrs, 5yrs-12yrs. Example non-mobile babies fine motor activities equipment – rattles and shakers, treasure baskets, water play. Gross motor activities – baby gyms, stacking beakers. Learners should provide examples for each age range.

#### **Learning Outcome 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.

Learners should include examples such as considering children's age, stage of development as well as individual needs. Always monitor the environment to ensure that hazards are limited whilst still allowing children to explore and promote their development. Answers are not limited to this.

#### **Learning Outcome 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.

Strategies could include encouraging all children to participate in activities and ensuring that all children have access to activities for example if playing outdoors ensure all children are able to access the outdoor area and are able to use the equipment. Challenge stereotypical behaviours witnessed for example if a group of boys are playing football and girls want to play ensure that they do and challenge anyone who says girls can't play this. Answers are not limited to this, learners will come up with their own ideas.

### **Teaching Strategies and Learning Activities**

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

### **Methods of Assessment**

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 17. Academic Writing Skills

Unit Reference	A/507/0728
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to interpret specific questions (eg essay or research question).	1.1 Interpret either essay title, essay or research question, considering the following: <ul style="list-style-type: none"> <li>○ instructional words</li> <li>○ topic words</li> <li>○ any particular focus required</li> <li>○ any additional factors to be considered</li> </ul>
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"> <li>○ use of English language</li> <li>○ use of appropriate terminology</li> </ul>
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.

## Supporting Unit Information

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Academic Writing Skills – A/507/0728 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to interpret specific questions (eg essay or research question).**

**Learning Outcome 2: Be able to structure a written response.**

**Learning Outcome 3: Be able to present the response appropriately for audience and purpose.**

**Learning Outcome 4: Understand how to organise and apply information in their academic writing.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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## **Additional Information**

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## 18. Building a Personal Career Portfolio

Unit Reference	T/504/7495
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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"> <li>○ personal qualities</li> <li>○ skills</li> <li>○ experience</li> <li>○ knowledge</li> </ul> <p>1.3 Identify different types of information that can be used to evidence own:</p> <ul style="list-style-type: none"> <li>○ personal qualities</li> <li>○ skills</li> <li>○ experience</li> <li>○ knowledge</li> </ul> <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"> <li>○ personal qualities</li> <li>○ skills</li> <li>○ experience</li> <li>○ knowledge</li> </ul>
2. Be able to build a portfolio of information to evidence	2.1 Identify personal, educational and career opportunities for which a portfolio can be used.

achievements and qualities	2.2 Assemble a portfolio to evidence own achievements and qualities.
3. Be able to produce a Curriculum Vitae (CV)	<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>
4. Know how to plan to achieve personal goals	<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>

## Supporting Unit Information

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Building a Personal Career Portfolio – T/504/7495 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know about own skills, abilities, experience, knowledge and personal qualities**

**Learning Outcome 2: Be able to build a portfolio of information to evidence achievements and qualities**

**Learning Outcome 3: Be able to produce a Curriculum Vitae (CV)**

**Learning Outcome 4: Know how to plan to achieve personal goals**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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## **Additional Information**

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## 19. Critical Thinking

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Unit Reference	M/504/7592
Level	2
Credit Value	2
Guided Learning Hours	16
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ assumptions</li> <li>○ stereotypes</li> <li>○ biases</li> </ul> 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.

## Supporting Unit Information

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Critical Thinking – M/504/7592 – Level 2

### Indicative Content

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**Learning Outcome 1: Understand basic concepts of critical analysis**

**Learning Outcome 2: Understand the application of critical analysis to concepts, ideas and opinions**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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## **Additional Information**

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## 20. Developing Personal Study Skills

Unit Reference	Y/504/8493
Level	2
Credit Value	6
Guided Learning Hours	48
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

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

## Supporting Unit Information

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Developing Personal Study Skills – Y/504/8493 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know how to locate, retrieve and store information efficiently.**

**Learning Outcome 2: Be able to read and respond to written materials.**

**Learning Outcome 3: Be able to produce written materials for specific purposes.**

**Learning Outcome 4: Know how to use basic IT applications to enhance own learning.**

**Learning Outcome 5: Be able to make personal contributions in individual and group discussions.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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### **Additional Information**

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## 21. Improving Own Learning and Performance

Unit Reference	A/504/8275
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ own strengths</li> <li>○ own aptitudes</li> <li>○ own skills</li> </ul> 2.2 Select short term learning targets based on existing: <ul style="list-style-type: none"> <li>○ strengths</li> <li>○ aptitudes</li> <li>○ skills</li> </ul>
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.

<p>4. Be able to review own performance against action plan</p>	<p>4.1 Use feedback from others to aid progress towards learning targets.</p> <p>4.2 Describe the progress made in implementing the action plan.</p> <p>4.3 Revise the action plan after reviewing progress.</p>
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## Supporting Unit Information

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Improving Own Learning and Performance – A/504/8275 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know about different ways and areas of learning which reflect own likes and/or dislikes**

**Learning Outcome 2: Be able to use own strengths, aptitudes and skills to determine learning targets**

**Learning Outcome 3: Be able to plan how to achieve learning targets**

**Learning Outcome 4: Be able to review own performance against action plan**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 22. Information Literacy

Unit Reference	D/505/1976
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

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

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Information Literacy – D/505/1976 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know about information sources.**

**Learning Outcome 2: Be able to prepare for gathering information for a specific purpose.**

**Learning Outcome 3: Be able to gather required information.**

**Learning Outcome 4: Be able to communicate information according to purpose and audience.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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## 23. Managing your Own Learning

Unit Reference	K/505/8915
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know own learning goals.	<p>1.1 Describe an important:</p> <ul style="list-style-type: none"> <li>○ Personal achievement and explain how it was achieved</li> <li>○ Personal skill and explain how it was learned</li> <li>○ Personal interest and explain how it was pursued</li> </ul> <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"> <li>○ Cost</li> <li>○ Duration</li> <li>○ Attendance</li> <li>○ Travel</li> <li>○ Effect on other commitments</li> </ul> <p>2.3 Assess the learning opportunity with reference to any support needed in the following areas:</p>

	<ul style="list-style-type: none"> <li>○ Finance</li> <li>○ Study skills</li> <li>○ Literacy</li> <li>○ Numeracy</li> <li>○ Language</li> <li>○ Childcare</li> <li>○ Special needs</li> <li>○ Dealing with personal matters</li> <li>○ Information technology</li> </ul>
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"> <li>○ Mode of learning</li> <li>○ The way in which he/she prefers to learn</li> <li>○ Assessment and accreditation procedures</li> <li>○ Availability and compatibility of chosen opportunities</li> </ul> <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"> <li>○ A summary of the goals</li> <li>○ Learning goal(s)</li> <li>○ The content and sequence of the learning programme</li> <li>○ A date for reviewing goals</li> </ul>
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>

	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).

## Supporting Unit Information

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Managing your Own Learning – K/505/8915 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know own learning goals.**

**Learning Outcome 2: Understand opportunities and practical issues involved in pursuing learning goals.**

**Learning Outcome 3: Be able to plan a programme to achieve learning goals.**

**Learning Outcome 4: Understand the learning environment.**

**Learning Outcome 5: Be able to follow the learning programme and review progress.**

**Learning Outcome 6: Be able to review the learning programme.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 24. Organisation and Evaluation of Study

Unit Reference	T/507/0744
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Organisation and Evaluation of Study – T/507/0744 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to monitor and record own work.**

**Learning Outcome 2: Be able to manage study time and organise own work.**

**Learning Outcome 3: Be able to identify and describe own learning style.**

**Learning Outcome 4: Be able to review own work.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

---

All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

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## 25. Personal Learning Skills

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Unit Reference	H/504/7797
Level	2
Credit Value	6
Guided Learning Hours	48
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: ○ own learning ○ 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	4.1 Select learning projects. 4.2 Plan learning projects. 4.3 Complete learning projects.

<p>other subjects.</p>	<p>4.4 Set targets to achieve each learning project.</p> <p>4.5 Describe the thinking and learning processes that have taken place whilst completing the projects.</p> <p>4.6 Explain what has been learnt from the projects.</p> <p>4.7 Explain how this learning could be applied in other subjects.</p>
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## Supporting Unit Information

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Personal Learning Skills – H/504/7797 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know how the working of the brain is relevant to learning.**

**Learning Outcome 2: Know how learning takes place.**

**Learning Outcome 3: Know about own learning profile.**

**Learning Outcome 4: Be able to make plans to use 'learning to learn' skills to aid learning in other subjects.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

---

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## **Additional Information**

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## 26. Plagiarism

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Unit Reference	F/505/2117
Level	2
Credit Value	1
Guided Learning Hours	7
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Plagiarism – F/505/2117 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand definitions of plagiarism.**

1.1 Describe different definitions of plagiarism.

Dictionary definition (e.g. “taking of other’s work and using as one’s own”) vs specific academic meaning of the intent to deceive by passing other’s work off as one’s own.

Deliberate plagiarism vs unintentional plagiarism, and how this applies to own work. Seriousness and consequences of plagiarism. What is included – e.g. not only words belonging to others, but also ideas.

Plagiarism mainly but not exclusively within essays – could also include use of diagrams and oral presentations. Need referencing of all work which is not the learner’s own.

Developing skill at L2.

1.2 Describe the difference between plagiarism and copyright infringement.

Organisational guidance on copyright might vary (e.g. for a licence to copy material in some organisations i.e. a CLA licence for copying) – guidance on plagiarism standard across academia. Examples of plagiarism. Definition of copyright infringement, the concept of “fair use” as it applies to published work in articles etc. Likely relevance to learner’s work – direct quotation from a literary work as part of an English Literature essay would be “fair dealing” and probably not infringe copyright, whereas copying several chapters of a modern novel for use in a classroom probably would. Using a section of any published work (even if out of copyright) and claiming it as your own would be plagiarism. Different contexts – e.g. essays, class resources, oral presentations. Different ways to reference to prevent plagiarism, and to acknowledge for copyright purposes. Refer also to organisational guidelines.

## **Learning Outcome 2: Understand how plagiarism may be used in different contexts.**

2.1 Give examples of contexts in which work might be plagiarised.

Give at least 3 of learner's own examples of contexts in which work could be plagiarised – e.g. critical views in an English essay, copying someone else's theory or idea in a sociology essay and claiming it as your own, copying someone else's UCAS personal statement and using an uncredited copy of a diagram in a piece of science coursework.

## **Learning Outcome 3: Understand what constitutes plagiarism.**

3.1 Describe the types of activity that plagiarism includes.

Direct lifting of the work of other writers (including other learners), even if "own words" are used, claiming of other's ideas as own, uncredited use of any material within a piece of academic writing. Be able to spot where plagiarism is occurring in a text. "Cut and paste" examples.

3.2 List different types of plagiarism.

Be able to list the main types of plagiarism – at least: Direct plagiarism, self-plagiarism (where parts of previous work, or work from another course is re-presented as new work), accidental plagiarism – eg the misquoting of a source, or a misattribution. Possibly also mosaic plagiarism, where the original structure is kept but some attempt made to put into "own words". Omission of citations.

## **Learning Outcome 4: Understand terms used in relation to plagiarism and its avoidance.**

4.1 Understand terms used in relation to plagiarism and its avoidance.

Types of plagiarism as above. Key terms: cite/citation/citation software (bibliographic managers – eg Endnote, Zotero). Permission. Referencing terms: reference, source, bibliography, footnote. Anti-plagiarism software (if used in organisation) eg Turnitin, and how this works, including specialist terms.

## **Learning Outcome 5: Know how plagiarism can be avoided in own work.**

5.1 Describe ways in which plagiarism can be avoided in own work.

Three or more ways plagiarism can be avoided, with examples. Planning stage (effective notes, accurate quotation, clear records of sources used). Confident essay plan. Good understanding of material. Understanding of

creation of own academic “voice” in essays. Clear referencing in a consistent and recognised format. Relation to own subject(s) if applicable.

### **Learning Outcome 6: Be able to avoid plagiarism in own work.**

6.1 Use correct and appropriate citation methods in own work.

Produce a piece of work appropriate to the level and the subject using a named citation system accurately. At level 2, a simplified version of Harvard or a footnoting system based on a Chicago system would be suitable.

### **Teaching Strategies and Learning Activities**

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### **Methods of Assessment**

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### **Minimum requirements when assessing this unit**

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### **Evidence of Achievement**

---

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### **Additional Information**

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## 27. Practical Presentation Skills

Unit Reference	M/504/8659
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ preparation</li> <li>○ planning</li> <li>○ presentation</li> <li>○ performance</li> </ul> 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	<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>
5. Be able to assess performance and identify areas for improvement.	<p>5.1 Assess own performance.</p> <p>5.2 Obtain feedback from audience.</p> <p>5.3 Identify areas for own improvement.</p>

## Supporting Unit Information

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Practical Presentation Skills – M/504/8659 – Level 2

### Indicative Content

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**Learning Outcome 1: Understand the skills involved in preparing and delivering presentations**

**Learning Outcome 2: Be able to use different visual aids and delivery styles in presentations**

**Learning Outcome 3: Be able to plan a presentation**

**Learning Outcome 4: Be able to deliver a presentation**

**Learning Outcome 5: Be able to assess performance and identify areas for improvement**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

---

All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

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## 28. Research Skills

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Unit Reference	L/504/8202
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ uses a standard format</li> <li>○ presents information</li> <li>○ describes findings in relation to the research aims</li> </ul> 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.

## Supporting Unit Information

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Research Skills – L/504/8202 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome: Understand different types of research methods and their uses**

**Learning Outcome 2: Know how to plan a piece of research**

**Learning Outcome 3: Know how to report on a piece of research**

**Learning Outcome 4: Know how to evaluate a piece of research**

### Teaching Strategies and Learning Activities

---

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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## 29. Researching and Understanding Opportunities for Study in HE

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Unit Reference	K/507/0742
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	4.1 Assess the importance of life experiences and transferable skills to progress to Higher Education.

<p>experiences and transferable skills in relation to progression to Higher Education.</p>	<p>4.2 Develop an outline application for entry into a Higher Education institution.</p>
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## Supporting Unit Information

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Researching and Understanding Opportunities for Study in HE –  
K/507/0742 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand study opportunities available in Higher Education.**

**Learning Outcome 2: Understand the advantages and disadvantages of choosing a particular Higher Education course.**

**Learning Outcome 3: Be able to produce an action plan for the development of graduate career related abilities and skills.**

**Learning Outcome 4: Understand the importance of broader life experiences and transferable skills in relation to progression to Higher Education.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 30. Working in a Group

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Unit Reference	A/505/2164
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

<p>4. Be able to review own group working experience.</p>	<p>4.1 Assess the activities completed by own group.</p> <p>4.2 Assess the performance of own group.</p> <p>4.3 Assess own performance as a group member.</p>
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## Supporting Unit Information

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Working in a Group – A/505/2164 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand characteristics of groups.**

**Learning Outcome 2: Be able to plan work with a group.**

**Learning Outcome 3: Be able to work in a group.**

**Learning Outcome 4: Be able to review own group working experience.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 31. Aspects of Energy

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Unit Reference	Y/504/8767
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	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.	processes.
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## Supporting Unit Information

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Aspects of Energy – Y/504/8767 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand a range of optical phenomena.**

**Learning Outcome 2: Understand the relationship between temperature and heat.**

**Learning Outcome 3: Understand simple electrical circuits.**

**Learning Outcome 4: that the principle of conservation of energy controls conversion processes.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 32. Chemistry in Society

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Unit Reference	F/507/0732
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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 (eg, 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.

## Supporting Unit Information

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Chemistry in Society – F/507/0732 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand an aspect of the history of chemistry.**

**Learning Outcome 2: Understand the importance of chemistry in modern life**

**Learning Outcome 3: Understand the use and occurrence of an element in modern life.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 33. Chemistry of Life

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Unit Reference	J/507/0733
Level	2
Credit Value	6
Guided Learning Hours	48
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Chemistry of Life – J/507/0733 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand basic atomic structure.**

**Learning Outcome 2: Understand the major chemical elements in organisms.**

**Learning Outcome 3: Understand structures and bonds in the polymerisation of macromolecules.**

**Learning Outcome 4: Understand the biological role of macromolecules.**

**Learning Outcome 5: Understand the “lock and key” hypothesis of enzyme function.**

**Learning Outcome 6: Understand the role of enzymes in metabolic pathways.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 34. Chemistry: Structure and Changes

Unit Reference	Y/504/9482
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ redox</li> <li>○ acid-base</li> <li>○ combustion</li> <li>○ precipitation</li> </ul> 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.

## Supporting Unit Information

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Chemistry: Structure and Changes – Y/504/9482 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the structure of the atom and the arrangement of electrons**

**Learning Outcome 2: Know about patterns in the periodic table**

**Learning Outcome 3: Know about types of chemical reactions**

**Learning Outcome 4: Understand pH, acids, alkalis, indicators and neutralisation**

**Learning Outcome 5: Use symbols to represent molecules and equations to represent chemical reactions**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 35. Co-ordination of the Human Body

Unit Reference	K/507/0739
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	3.1 Illustrate the structure and function of the main parts of the ear.

<p>function of the ear.</p>	<p>3.2 Describe the transmission and recognition of sound waves.</p>
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## Supporting Unit Information

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Co-ordination of the Human Body – K/507/0739 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the structure and function of the nervous system.**

**Learning Outcome 2: Understand the structure and function of the eye.**

**Learning Outcome 3: Understand the structure and function of the ear.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 36. Data Handling and Algebra

Unit Reference	M/507/0743
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Data Handling and Algebra – M/507/0743 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the basic concepts of data handling.**

**Learning Outcome 2: Understand the basic concepts of probability.**

**Learning Outcome 3: Understand the basic concepts of algebra.**

**Learning Outcome 4: Be able to apply appropriate data handling methods.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 37. Database Software

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Unit Reference	M/502/4555
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

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

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Database Software – M/502/4555 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Create and modify non-relational database tables.**

**Learning Outcome 2: Enter, edit and organise structured information in a database.**

**Learning Outcome 3: Use database software tools to run queries and produce reports.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

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### **Additional Information**

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## 38. Developing Meeting Skills

Unit Reference	T/504/9490
Level	2
Credit Value	1
Guided Learning Hours	8
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.
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## Supporting Unit Information

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Developing Meeting Skills – T/504/9490 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the purpose and format of meetings.**

**Learning Outcome 2: Know how to prepare for meetings.**

**Learning Outcome 3: Be able to contribute to a meeting.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 39. Fundamentals of Physics

Unit Reference	D/504/8768
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Fundamentals of Physics – D/504/8768 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the nature of physical quantities and how they are expressed.**

**Learning Outcome 2: Understand the structure of matter.**

**Learning Outcome 3: Understand simple motion with uniform acceleration.**

**Learning Outcome 4: Understand the concept of density.**

**Learning Outcome 5: Understand the effects of a force on a rigid body.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 40. Human Life Processes

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Unit Reference	L/507/0748
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.	Outline the main constituents of human blood. Describe the functions of the main constituents of human blood. 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.

## Supporting Unit Information

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Human Life Processes – L/507/0748 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand life processes and cellular organisation in humans.**

**Learning Outcome 2: Understand the features of blood and the human circulatory system.**

**Learning Outcome 3: Understand the human digestive process.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 41. Human Physiology

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Unit Reference	M/504/9763
Level	2
Credit Value	6
Guided Learning Hours	48
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

<p>4. Know about the role of hormones in controlling body processes.</p>	<p>4.1 Describe the regulation of blood glucose by the pancreas.</p>
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## Supporting Unit Information

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Human Physiology – M/504/9763 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand the organisation of the body.**

1.1 Identify the levels of organisation in the human body.

Cells, tissue, organelle, organs, organ system

1.2 Name the main body systems.

Skeletal, Muscular, Respiratory, Circulatory, Nervous, Endocrine

#### **Learning Outcome 2: Know about the structure and functions of the digestive system.**

2.1 Describe the role of the main components of a balanced diet.

- Eatwell Plate
- food groups
- Fruit and vegetables
- Potatoes
- Bread
- Cereal
- Dairy
- Beans seeds pulses
- Oils, spreads
- Water
- Portion sizes

2.2 Describe the effects of nutritional deficiencies on health.

- Illness and diseases
- Skin disorders
- Bone growth issues
- Osteoporosis
- Osteopenia
- Anaemia

### 2.3 Identify the components of the digestive system.

Large and small molecules, gut, enzymes, absorption of food, oesophagus, small and large intestines

### 2.4 Describe the process of peristalsis.

Food moves through digestive system, contraction of muscle on walls of the gut

### 2.5 Outline how carbohydrates, fats and proteins are broken down during digestion.

Duodenum (small intestines), lipids into fatty acids, protein into amino acids, carbohydrates inside cells

### 2.6 Describe the process of absorption.

Digested food absorbed into blood stream in small intestines, excess water absorbed back into body via large intestines

## **Learning Outcome 3: Know about homeostasis.**

### 3.1 Outline the control of body temperature.

Body temperature 37 degrees, nervous system controls it along with certain hormones.

Responsible for: conduction, convection and radiation

### 3.2 Describe the control of water in the body.

The hypothalamus is responsible for creating the sensation of thirst which will stimulate a person to drink if the water level is low. The level of water is controlled to protect cells, content controlled by water loss from lungs: skin (sweat) and urine via the kidneys

### 3.3 Outline the effects and treatment of kidney failure.

Kidneys lose ability to filter waste from blood properly  
Related to: acute / chronic diseases / severe dehydration / pollutants  
Treatment: Dialysis or transplant

## **Learning Outcome 4: Know about the role of hormones in controlling body processes.**

4.1 Describe the regulation of blood glucose by the pancreas.

Pancreas secretes insulin & glucagon. Insulin is secreted to maintain the regulation of glucose if levels are too high. If they drop or go too low / glucagon is secreted to bring them back to normal.

### **Teaching Strategies and Learning Activities**

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

### **Methods of Assessment**

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 42. Human Sex and Reproduction

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Unit Reference	F/507/0746
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Human Sex and Reproduction – F/507/0746– Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 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.

Learners should include as a minimum:

- Male function: to produce and transport sperm
- Structure: Testes (produces sperm and testosterone), epididymis and vas deferens – tubes that transport the sperm, penis – which houses the urethra and erectile tissue, urethra – transports both urine and semen, the prostate gland and seminal vesicles that produce fluid that nourishes the sperm.
- Female function: to produce and transport eggs for fertilization and then develop the foetus by nourishing and protecting it until birth.
- Structure: mammary glands / breasts to produce nutrition for the newborn (milk), vagina- is the tube, or canal, that connects the cervix of the uterus to the outside of the body, it is where the sperm enters the body and is the vessel for delivering the fully developed foetus. The Uterus or womb is where the foetus develops from the fertilised egg or ova, and menstrual blood leaves the uterus. The ovaries are on either side of the uterus and connected to the uterus by the fallopian tubes which allow the eggs to travel to the uterus. Egg cells (ova) are usually fertilised in the fallopian tube before embedding in the lining of the uterus to grow and develop.

#### **Learning Outcome 2: Understand the human menstrual cycle**

2.1 Describe the human menstrual cycle.

Learners need to include as a minimum:

- the purpose of the menstrual cycle (preparing for pregnancy)
- the average length of the cycle (28 days)

- the hormones involved in the cycle and their effect on the development and release of ova and the lining of the uterus, (i.e. follicle stimulating hormone, luteinizing hormone, oestrogen and progesterone)

### **Learning Outcome 3: Understand the main stages involved in gametogenesis and fertilisation.**

3.1 Describe the process of production of haploid gametes.

Male gametes are produced in the testes and female gametes in the ovaries through a process of cell division called meiosis. Learners need to state the characteristic of the gametes (i.e. how many chromosomes are present) and why that number exists.

3.2 Compare similarities and differences between male and female systems.

Male and female gametes are very different in structure. Sperm have more mitochondria to give them energy for the journey and propel the tail, as well as the head which contains enzymes which will break down the outside of the ova, the ova has a nutrient store to support the fertilized ova (zygote) until it is able to get nutrition from the placenta. The contents of the gametes are very similar in that they both hold just half the number of chromosomes required to create a human.

3.3 Outline the process of fertilisation.

Learners need to cover the structure of the sperm and ova, where they meet, (how they got there), and what part of the cells combine to result in fertilization (i.e. nuclei).

### **Learning Outcome 4: Understand methods of contraception.**

4.1 Describe a range of contraception methods.

Learners should describe how the methods work. Contraception methods could include:

- Hormonal methods (the Pill, patches, implants, injections, and vaginal ring)
- Barrier methods (male or female condoms, diaphragm or cap)
- Mechanical methods (Intrauterine device (copper))
- Intrauterine system (progesterone)

## **Learning Outcome 5: Understand contemporary issues in human reproduction.**

### 5.1 Describe contemporary issues in human reproduction.

These focus around the inability to conceive, ovulation problems, people waiting until they are older, endocrine disorder such as Polycystic Ovary Syndrome (PCOS) endometriosis, fibroids which can affect the ability of the fertilised egg to implant into the wall or Pelvic Inflammatory Disease as a result of (possibly) sexually transmitted diseases such as Chlamydia or gonorrhoea which can cause damage and blockages to fallopian tubes, low sperm count, lifestyle factors and methods to help overcome them ; IVF, Surrogacy.

### **Teaching Strategies and Learning Activities**

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

### **Methods of Assessment**

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 43. Interpersonal Skills

Unit Reference	H/504/7783
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ aggressive behaviour</li> <li>○ passive behaviour</li> <li>○ assertive behaviour</li> </ul> 5.2 Describe real situations which illustrate confident behaviour.

## Supporting Unit Information

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Interpersonal Skills – H/504/7783 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to identify personal skills.**

**Learning Outcome 2: Know about stress in self.**

**Learning Outcome 3: Know about different types of criticism.**

**Learning Outcome 4: Know about body language.**

**Learning Outcome 5: Know about respond to different behaviours.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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## **Additional Information**

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## 44. Interview Skills

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Unit Reference	T/503/2866
Level	2
Credit Value	1
Guided Learning Hours	10
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Interview Skills – T/503/2866 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to demonstrate readiness for an interview.**

**Learning Outcome 2: Be able to respond to questions in an interview.**

**Learning Outcome 3: Know how to review own performance in an interview.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

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### **Additional Information**

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## 45. Introduction to Computer Studies

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Unit Reference	T/505/1983
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

<p>4. Be able to integrate use of computers into own studies and interests.</p>	<p>4.1 Use computing tools, techniques and applications in an area of own study or interest.</p>
<p>5. Know about careers available in computer studies.</p>	<p>5.1 Describe available careers in computing.</p>

## Supporting Unit Information

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Introduction to Computer Studies – T/505/1983 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Know about the capability of a range of computer applications.**

**Learning Outcome 2: Be able to solve problems using computing tools and techniques.**

**Learning Outcome 3: Know about the place of computing in society.**

**Learning Outcome 4: Be able to integrate use of computers into own studies and interests.**

**Learning Outcome 5: Know about careers available in computer studies.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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### **Additional Information**

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## 46. Introduction to Psychology

Unit Reference	R/505/2090
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Introduction to Psychology – R/505/2090 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand what is studied in psychology.**

**Learning Outcome 2: Understand different approaches in psychology.**

**Learning Outcome 3: Understand research methods used in psychology.**

**Learning Outcome 4: Know applications of psychology.**

**Learning Outcome 5: Know careers open to psychologists.**

**Learning Outcome 6: Understand ethical considerations in psychological research.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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### **Additional Information**

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## 47. Leadership Skills

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Unit Reference	Y/504/7778
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	Describe the skills employed by an effective leader. 2.1 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.

## Supporting Unit Information

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Leadership Skills – Y/504/7778 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the key characteristics of an effective leader**

**Learning Outcome 2: Understand the skills involved in being an effective leader**

**Learning Outcome 3: Know about the development of the relationship of leader and team member**

**Learning Outcome 4: Know how to lead**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

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## **Evidence of Achievement**

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## **Additional Information**

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## 48. Life Processes and Living Things

Unit Reference	Y/505/4682
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Life Processes and Living Things – Y/505/4682 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the nature of biological science.**

**Learning Outcome 2: Know about animal, plant and bacterial cells.**

**Learning Outcome 3: Understand inheritance.**

**Learning Outcome 4: Understand how organisms interact with the environment and each other.**

**Learning Outcome 5: Understand the structure and function of a key plant system.**

**Learning Outcome 6: Understand the structure and function of a key animal system.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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### **Additional Information**

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## 49. Materials and their Properties

Unit Reference	H/505/4684
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

	<p>3.2 Differentiate common elements from their proton number or chemical symbol.</p> <p>3.3 Describe the properties of elements of Groups one and seven.</p> <p>3.4 Use the reactivity series of metals to predict the results of simple experiments.</p>
<p>4. Understand rates of reaction.</p>	<p>4.1 Describe the progress of reaction in terms of kinetic theory.</p> <p>4.2 Describe factors affecting the rate of reaction.</p>

## Supporting Unit Information

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Materials and their Properties – H/505/4684 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the nature of chemistry and the main types of chemical reaction.**

**Learning Outcome 2: Understand atomic structure and bonding.**

**Learning Outcome 3: Know about the periodic table.**

**Learning Outcome 4: Understand rates of reaction.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 50. Multimedia Software

Unit Reference	D/505/6420
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

	<p>2.4 Store and retrieve multimedia files effectively, in line with local guidelines and conventions.</p>
<p>3. Be able to use multimedia software tools to edit and format multimedia content to meet needs.</p>	<p>3.1 Select and use appropriate techniques to edit and format multimedia outcomes.</p> <p>3.2 Manipulate images and graphic elements effectively.</p> <p>3.3 Check multimedia outcomes meet needs, using IT tools and making corrections as necessary.</p> <p>3.4 Adjust outcomes in response to any identified quality problems.</p>
<p>4. Be able to play and present multimedia outcomes.</p>	<p>4.1 Describe what combination of display device and software to use for displaying different multimedia file formats.</p> <p>4.2 Select and use appropriate software for displaying multimedia outcomes.</p> <p>4.3 Select and use appropriate navigation techniques and playback controls to suit the files.</p> <p>4.4 Adjust the display settings of the software and display device to present outcomes effectively.</p>

## Supporting Unit Information

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Multimedia Software – D/505/6420 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to plan the content and organisation of multimedia products to meet needs.**

**Learning Outcome 2: Be able to obtain, input and combine content to build multimedia outcomes.**

**Learning Outcome 3: Be able to use multimedia software tools to edit and format multimedia content to meet needs.**

**Learning Outcome 4: Be able to play and present multimedia outcomes.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 51. Number and Graphical Representation

Unit Reference	A/507/0745
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Number and Graphical Representation – A/507/0745 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to use basic concepts of number.**

**Learning Outcome 2: Be able to estimate, approximate, and be aware of limits of accuracy.**

**Learning Outcome 3: Be able to understand and use the facilities of a calculator.**

**Learning Outcome 4: Be able to select and apply appropriate methods in context.**

**Learning Outcome 5: Be able to construct and interpret graphs describing real life situations.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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## 52. Numeracy in Context- Planning a Mathematical Project

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Unit Reference	A/505/4030
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Numeracy in Context- Planning a Mathematical Project – A/505/4030 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to identify and agree a substantial mathematical project in practical context.**

**Learning Outcome 2: Be able to plan the project.**

**Learning Outcome 3: Be able to implement the plan.**

**Learning Outcome 4: Be able to interpret the results.**

**Learning Outcome 5: Be able to draw conclusions.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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## 53. Physical Processes

Unit Reference	T/505/4687
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ the regulation of body temperature</li> <li>○ energy conservation in the home</li> </ul>
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.

<p>4. Understand waves.</p>	<p>4.1 Define:</p> <ul style="list-style-type: none"><li>○ frequency</li><li>○ wavelength</li><li>○ amplitude</li><li>○ period</li><li>○ velocity</li></ul> <p>4.2 Describe the electromagnetic spectrum.</p> <p>4.3 Describe everyday uses of different regions of the spectrum.</p> <p>4.4 Describe the properties of sound waves.</p>
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## Supporting Unit Information

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Physical Processes – T/505/4687 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the nature of physics and energy transfer.**

**Learning Outcome 2: Understand electricity.**

**Learning Outcome 3: Understand forces and motion**

**Learning Outcome 4: Understand waves.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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## 54. Prejudice and Discrimination

Unit Reference	A/504/8843
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.
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## Supporting Unit Information

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Prejudice and Discrimination – A/504/8843 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the meaning of the terms 'prejudice' and 'discrimination'**

**Learning Outcome 2: Know about stereotypical attitudes**

**Learning Outcome 3: Know about the origins of attitudes**

**Learning Outcome 4: Know the consequences of prejudice and discrimination**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

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## 55. Presentation Software

Unit Reference	M/502/4622
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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

	<p>slides and presentations to meet needs.</p> <p>2.4 Select and use appropriate techniques to format slides and presentations.</p> <p>2.5 Identify what presentation effects to use to enhance the presentation.</p> <p>2.6 Select and use animation and transition effects appropriately to enhance slide sequences.</p>
<p>3. Prepare slideshow for presentation.</p>	<p>3.1 Describe how to present slides to meet needs and communicate effectively.</p> <p>3.2 Prepare slideshow for presentation.</p> <p>3.3 Check presentation meets needs, using IT tools and making corrections as necessary.</p> <p>3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs.</p>

## Supporting Unit Information

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Presentation Software – M/502/4622– Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Input and combine text and other information within presentation slides.**

**Learning Outcome 2: Use presentation software tools to structure, edit and format slide sequences.**

**Learning Outcome 3: Prepare slideshow for presentation.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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### **Additional Information**

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## 56. Reading Strategies

Unit Reference	T/505/5385
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	4.1 Use reference materials to find information. 4.2 Select relevant information from different types of sources.

locate texts and information.	4.3 Use an index system to locate materials by: <ul style="list-style-type: none"><li>○ author</li><li>○ topic</li></ul>
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.

## Supporting Unit Information

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Reading Strategies – T/505/5385 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand the purpose of a range of texts**

**Learning Outcome 2: Be able to read critically to evaluate information and ideas**

**Learning Outcome 3: Be able to use reading strategies depending on purpose**

**Learning Outcome 4: Be able to use organisational features and systems to locate texts and information**

**Learning Outcome 5: Understand vocabulary associated with different types of text**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

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## 57. Shape Using Pythagoras and Trigonometry

Unit Reference	J/505/5374
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ compasses</li> <li>○ ruler</li> <li>○ protractor</li> </ul> 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	<p>3.1 Identify symmetrical properties of 2-D shapes.</p> <p>3.2 Identify planes of symmetry of common 3-D shapes.</p>
4. Be able to apply relationships in right-angled triangles	<p>4.1 Use Pythagoras theorem to find the missing lengths of sides in right-angled triangles.</p> <p>4.2 Choose the correct trigonometrical ratios to find: <ul style="list-style-type: none"> <li>○ a missing side</li> <li>○ an angle in right-angled triangles</li> </ul> </p> <p>4.3 Solve problems involving right-angled triangles.</p> <p>4.4 Use Pythagoras/trigonometry to solve problems in context.</p>

## Supporting Unit Information

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Shape Using Pythagoras and Trigonometry – J/505/5374 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand properties of angles**

**Learning Outcome 2: Be able to create basic constructions**

**Learning Outcome 3: Know about symmetrical properties of shapes**

**Learning Outcome 4: Be able to apply relationships in right-angled triangles**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 58. Skeleton and Muscles

Unit Reference	T/504/9764
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ tendons</li> <li>○ ligaments</li> <li>○ cartilage</li> </ul>
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	3.1 List the effects of bad posture on the muscular and skeletal systems.

<p>maintaining the health of the muscular and skeletal systems.</p>	<p>3.2 Identify the effects of poor lifting techniques on the muscular and skeletal systems.</p> <p>3.3 Describe the effects of a skeletal disease on the healthy functioning of the skeletal system.</p>
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## Supporting Unit Information

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Skeleton and Muscles – T/504/9764 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Know about the role of the human skeletal system.**

1.1 Describe the structure of the human skeleton.

The description should include the components, bone, cartilage, joints - number of bones, the difference between the axial and appendicular skeleton and how the tendons, ligaments and cartilage contribute to the system.

1.2 Outline the function of the human skeleton.

To include brief descriptions of support, shape, protection, movement, blood production and calcium storage within the skeleton.

1.3 Describe types of joints.

This should include the main classifications: fibrous, cartilaginous and synovial, describing whether they have any range of movement and to what level.

1.4 Describe the properties of the joints described.

Giving examples of what contributes to the structure of each of the joints e.g. fibrous tissue, ligaments, with examples and ranges of movement and the different synovial joints: gliding, hinge, ball and socket, condyloid, pivot and saddle.

1.5 Describe the structure and function of a synovial joint.

This should state how the bones meet, and the position and purpose of hyaline cartilage, fibrous capsule, ligaments, synovial membrane and synovial fluid and how this gives the range of movement.

1.6 Identify the properties and functions of:

- a) **Tendons** – strong fibrous tissue made of collagen connecting muscle to bone and example of how and where it works e.g.
- b) **Ligaments** – fibrous connective tissue connecting two bones, cartilages or organs in position
- c) **Cartilage** - smooth elastic, rubber-like tissue covering ends of long bones at the joints to provide protection against rubbing and friction, also maintaining structure in the respiratory and digestive system and ribs.

**Learning Outcome 2: Understand the role of the human muscular system.**

2.1 Describe the properties of different types of muscle.

This should describe the following terms; excitability, conductivity, contractibility, extensibility & elasticity.

2.2 Outline the sliding filament hypothesis of muscle contraction.

The outline needs to include the terms myofibrils, actin and myosin filaments and how they interact with each other along with the other structures: sarcomere, actin, tropomyosin and troponin when contracting and stretching.

2.3 Outline how antagonistic muscles bring about extension and flexion of a joint.

Include how the prime mover works in relation to the antagonist, which contracts, and which relaxes with examples.

**Learning Outcome 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.

The list should include misalignment, joint stress, shortening of muscles, lack of muscle tone, reduced flexibility and what these will lead to physically in terms of comfort.

3.2 Identify the effects of poor lifting techniques on the muscular and skeletal systems.

Learners should include effects on muscles and ligaments, lumbar spine and discs and where there may be risk of hernias.

### 3.3 Describe the effects of a skeletal disease on the healthy functioning of the skeletal system.

Examples may include Osteoporosis, Arthritis, Paget's disease, Rickets, Bone cancer

## Teaching Strategies and Learning Activities

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

## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## Additional Information

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 59. Speaking and Listening Skills

Unit Reference	Y/503/3377
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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,

	<p>purpose and situation.</p> <p>4.3 Use a range of phrases for interruption and change of topic.</p> <p>4.4 Select evident to support opinions and arguments.</p> <p>4.5 Respond to criticism and criticise constructively.</p>
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## Supporting Unit Information

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Speaking and Listening Skills – Y/503/3377 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to communicate with others.**

**Learning Outcome 2: Be able to present information to others.**

**Learning Outcome 3: Be able to obtain information from others.**

**Learning Outcome 4: Be able to engage in discussion.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 60. Spreadsheet Software

Unit Reference	F/502/4625
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	3.1 Plan how to present and format spreadsheet information effectively to meet needs. 3.2 Select and use appropriate tools and

<p>format spreadsheet information.</p>	<p>techniques to format spreadsheet cells, rows, columns and worksheets.</p> <p>3.3 Select and format an appropriate chart or graph type to display selected information.</p> <p>3.4 Select and use appropriate page layout to present and print spreadsheet information.</p> <p>3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary.</p> <p>3.6 Describe how to find errors in spreadsheet formulas.</p> <p>3.7 Respond appropriately to any problems with spreadsheets.</p>
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## Supporting Unit Information

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Spreadsheet Software – F/502/4625 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Use a spreadsheet to enter, edit and organise numerical and other data.**

**Learning Outcome 2: Select and use appropriate formulas and data analysis tools to meet requirements.**

**Learning Outcome 3: Select and use tools and techniques to present and format spreadsheet information.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 61. Stress and Stress Management Techniques

Unit Reference	H/504/8819
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Stress and Stress Management Techniques – H/504/8819 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand the term stress**

1.1 Define what stress is.

Answers will broadly state that: 'stress is an individual's adverse response to excessive pressure/expectations/workload or significant life event'

1.2 Identify different types of stress.

Answers may identify 'types' related to: timespan – acute, episodic acute, chronic; how stress impacts the individual – physical, psychological, emotional, nutritional, etc; the circumstances under which stress is experienced – Time stress, Anticipatory stress, Situational stress, Encounter stress (Albrecht); any other valid 'type'. Some detail should be provided on what the definition and symptoms of each type (at least three) are mentioned. At least three types of stress should be identified.

#### **Learning Outcome 2: Be able to recognise signs and symptoms of stress**

2.1 List signs and symptoms of stress that may affect an individual.

Answers may include: sweating, raised blood pressure, raised heart rate, headaches, aches and pains, low energy levels, feeling irritable, light-headedness, over or under eating, problems resting or sleeping, feelings of anxiety, feeling that cannot cope, feelings of depression, any other valid physical or emotional or psychological symptom.

2.2 Relate signs and symptoms of stress to its long term influence on personal health.

Answers may include mention of the symptoms stated in 2.1 but will explore how these symptoms may eventually lead to long term health conditions that impact: the body e.g.: obesity/ severely low BMI, Angina,

acid reflux, irritable bowel, linked to some cancers, Chronic Fatigue Syndrome etc; mental health e.g. depression, anxiety, Post-traumatic stress syndrome etc.

### **Learning Outcome 3: Know how stress affects health**

3.1 Describe how stress can reduce personal health.

Answers may consider generic symptoms and their impact on an individual's daily life – e.g. panic attacks may result in an individual feeling as though they cannot cope with stressful circumstances. They may eventually decide to avoid socialising resulting in feelings of isolation and depression. Or responses may consider how specific health conditions linked to stress will reduce the quality of health e.g. irritable bowel sufferers are likely to have more aggressive and frequent episodes during stressful periods, this may result in inability to work which places further financial stress on the individual and further health decline.

3.2 Identify conditions and disorders associated with stress.

Answers may include mention of the symptoms stated in 2.1 but can also refer to specific health conditions that impact: the body e.g.: obesity/severely low BMI, Angina, acid reflux, irritable bowel, linked to some cancers, Chronic Fatigue Syndrome etc; mental health e.g. depression, anxiety, Post-traumatic stress syndrome etc.

### **Learning Outcome 4: Know about potential causes of stress in everyday life**

4.3 Describe a range of causes of stress in different settings.

Answers may include descriptions of the following - causes related to: work/employment/finances (loss of job, overloaded, not progressing, bullying or harassment, financial difficulties, etc); relationships (divorce, issues with parents, breakdown in relationships, concerns about the welfare of partner/parents/children etc); life events (moving house, weddings, having a baby, changing jobs, bereavement, ill health, exams etc), any other valid cause of stress.

4.4 Assess potential causes of stress in their own lives.

Answers can include any of those listed in 4.1 or other personal causes of stress. The assessment should include some assessment of the impact these may have.

### **Learning Outcome 5: Be able to design a personal plan to combat stress**

### 5.1 Explain a limited range of techniques used to manage stress.

Answers should link to specific types of stress and the techniques that will enable effective stress management – for example: An individual who suffers from 'time stresses could set short/mid/term priorities/goals, create timetables, create to-do lists to enable them to manage their time more effectively. Someone prone to feeling anxiety as a result of stress (emotional stress/psychological stress) could practice Mindfulness, meditation, or use a reflective tool (e.g. Driscoll's What, So, What, Now What) to help them rationally consider the outcomes of a stress-inducing event etc.

### 5.2 Use a range of techniques to manage stress.

Answers should outline what the cause of the stress is, how it impacts the learner, the details of the specific techniques the learner expects to use to manage stress generally and/or in specific situations.

## Teaching Strategies and Learning Activities

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

## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 62. The Investigative Process, Principles and Practical Skills

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Unit Reference	T/504/9229
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

	<p>4.2 Describe trends.</p> <p>4.3 Draw conclusions.</p> <p>4.4 Relate results to scientific principles.</p> <p>4.5 Identify some errors and/or anomalies and limitations.</p>
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## Supporting Unit Information

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The Investigative Process, Principles and Practical Skills – T/504/9229 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to produce a plan to test a hypothesis.**

**Learning Outcome 2: Be able to implement a practical investigation.**

**Learning Outcome 3: Be able to work safely in the laboratory.**

**Learning Outcome 4: Know how to interpret results.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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## 63. Understanding Diversity within Society

Unit Reference	F/504/8505
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

<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>
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## Supporting Unit Information

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Understanding Diversity within Society – F/504/8505 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Understand what is meant by 'Diversity in Society'.**

**Learning Outcome 2: Know about diverse social groups and their practices.**

**Learning Outcome 3: Be able to identify similarities between diverse groups.**

**Learning Outcome 4: Understand the importance of respecting diversity in a tolerant society.**

**Learning Outcome 5: Be able to recognise the contributions of diverse groups to society.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 64. Using IT for Study

Unit Reference	R/507/0735
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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	3.2 Demonstrate how to use a word processing package to reference: <ul style="list-style-type: none"> <li>○ a web based information source</li> </ul>

<p>manage a reference system.</p>	<ul style="list-style-type: none"> <li>○ a book based information source</li> <li>○ a journal based information source</li> </ul>
<p>4. Be able to find and evaluate the validity of web based information sources.</p>	<p>4.1 Use a search engine to find specific information.</p> <p>4.2 Use the advanced search facilities to refine search criteria.</p> <p>4.3 Assess the validity of information found as the result of internet searches.</p>
<p>5. Be able to use a Virtual Learning Environment (VLE).</p>	<p>5.1 Use a VLE to submit work electronically.</p> <p>5.2 Use a VLE to access assignments and other notes.</p> <p>5.3 Demonstrate how to contribute effectively to online discussion forums.</p> <p>5.4 Demonstrate regular use of a VLE over the period of study.</p>

## Supporting Unit Information

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Using IT for Study – R/507/0735 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to keep electronic copies of work efficiently and safely.**

**Learning Outcome 2: Be able to use word processing software effectively.**

**Learning Outcome 3: Be able to use a word processing package to manage a reference system.**

**Learning Outcome 4: Be able to find and evaluate the validity of web based information sources.**

**Learning Outcome 5: Be able to use a Virtual Learning Environment (VLE).**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence of Achievement**

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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## 65. Word Processing Software

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Unit Reference	R/502/4628
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

	<p>2.3 Create and modify columns, tables and forms to organise information.</p> <p>2.4 Select and apply styles to text.</p>
<p>3. Use word processing software tools to format and present documents effectively to meet requirements.</p>	<p>3.1 Identify how the document should be formatted to aid meaning.</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs.</p> <p>3.3 Select and use appropriate page and section layouts to present and print documents.</p> <p>3.4 Describe any quality problems with documents.</p> <p>3.5 Check documents meet needs, using IT tools and making corrections as necessary.</p> <p>3.6 Respond appropriately to quality problems with documents so that outcomes meet needs.</p>

## Supporting Unit Information

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Word Processing Software – R/502/4628 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Enter and combine text and other information accurately within word processing documents.**

**Learning Outcome 2: Create and modify layout and structures for word processing documents.**

**Learning Outcome 3: Use word processing software tools to format and present documents effectively to meet requirements.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

---

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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## 66. Work Experience

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Unit Reference	A/504/9362
Level	2
Credit Value	1
Guided Learning Hours	8
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Work Experience – A/504/9362 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Be able to plan their work experience.**

**Learning Outcome 2: Be able to work effectively in their role.**

**Learning Outcome 3: Be able to review their work experience placement.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

### **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 67. Writing

Unit Reference	J/505/5584
Level	2
Credit Value	6
Guided Learning Hours	48
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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.

## Supporting Unit Information

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Writing – J/505/5584 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

**Learning Outcome 1: Use appropriate language in response to purpose and audience.**

**Learning Outcome 2: Organise writing through structure and formatting.**

**Learning Outcome 3: Be able to plan and draft writing.**

**Learning Outcome 4: Be able to proof read and revise written work.**

### Teaching Strategies and Learning Activities

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

### Methods of Assessment

---

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

#### **Minimum requirements when assessing this unit**

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence of Achievement**

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## **Additional Information**

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## 68. Young People, Law and Order

Unit Reference	R/505/5121
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria 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: <ul style="list-style-type: none"> <li>○ the victim</li> <li>○ the offender</li> <li>○ identified/name of others</li> </ul>
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.

## Supporting Unit Information

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Young People, Law and Order – R/505/5121 – Level 2

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

#### **Learning Outcome 1: Understand why some young people become involved in crime.**

1.1 Identify crimes commonly committed by young people.

Crimes including: Fighting, damaging property, vandalism, shoplifting, carrying a weapon, drug and alcohol use, disorderly conduct, tobacco offences, curfew violations.

1.2 Describe factors that may contribute to the involvement of young people in crime.

Factors such as: Peer group pressure, poor or a lack of parental discipline or supervision, low family income, social isolation, drug or alcohol misuse, mental illness, troubled home life, school exclusion, the opportunity for crime.

#### **Learning Outcome 2: Understand the consequences of crime on different people.**

2.1 Describe the consequences of two given crimes for:

a) The victim

Crime for example fighting, consequences include: Physical effects such as bruising, psychological effects such as fear, depression, anger, being unable to sleep, PTSD, social life becoming limited due to fear.

b) The offender

Crime for example fighting, consequences include: Shame, guilt, embarrassment, family may distance themselves from the individual, criminal conviction can lead to further problems including struggling with employment and housing. This can all then lead to alcohol or drug dependency problems.

c) Others

Crime for example fighting, consequences involve: A neighbourhood may feel fear and shock. Community members may feel less safe, property prices may be affected and homeowners may find it more difficult to sell their properties.

**Learning Outcome 3: Know about the Criminal/Youth Justice System.**

3.1 Describe each stage of the Criminal / youth justice system from reporting through to sentencing.

- Arrest takes place on the basis that an individual has committed an offence.
- Police can ask individuals to accompany them voluntarily or they can arrest them, explaining why they are under arrest.
- Usually be released on bail, sometimes with conditions
- As explained on bail notice, court attendance will be required. At least one parent or guardian must also attend.
- At the hearing, the suspect will plead 'guilty' or 'not guilty'. If this is 'guilty' the sentence may be passed straight away, if 'not guilty' it will be suspended for another day.
- A pre-sentence review will take place from youth offending team.
- Decision will be made after evidence given.

3.2 Describe the role of people involved at each stage.

People the individual will meet will depend on the stage they are at, they may include:

Police officer: Responsible for identifying young people at risk, making arrests, ensuring that young people are safe and that appropriate action is taken.

Youth offending team: works with offender to prevent re-offending, sets up community services and restoration plans.

Social workers: Responsible for helping the individual and their families

Judge: Person appointed to decide cases in court

Other roles include: Magistrates / district judge, doctor, psychiatrist, Healthcare staff, Education officer, Chaplain, Independent district Judge, Liaison staff, Offender manager, Personal officer, custody officer, governor

**Learning Outcome 4: Understand custodial and alternative forms of sentences.**

#### 4.1 Assess arguments for and against custodial sentences.

Arguments for include: Protects the public, Provides individuals with the opportunity for rehabilitation, punishing offender for breaking the law, provides the victim and family with some justice.

Arguments against include: Many offenders re-offend after leaving prison, opportunities after prison are often limited, prison costs money, suicide rates in prison are high, and they often don't get the rehabilitation they need

#### 4.2 Explain the advantages and disadvantages of two alternative forms of sentence

Youth rehabilitation order – A community sentence that can include one or more of 18 different requirements that the offender must comply with for up to three years.

Advantages include: Helps offender think about their behaviour, the harm their behaviour has caused, the harm re-offending can cause. A plan for the future can be put in place. They can be provided with advice on how they can access other services. The YOT worker can increase or decrease the amount of visits to individual depending on their risk factor.

Disadvantages include: Can be expensive as one to one support needs to be in place.

Curfew order – also known as a 'tag', electronic monitoring.

Advantages include: Being able to monitor the movements of individuals, it is relatively cheap; it keeps offenders off the streets and from socialising in the evenings.

Disadvantages include: Their effectiveness is subject to debate and can only stop crime being committed when the individual is out of the house, many people with curfew orders go on to re-offend.

### **Learning Outcome 5: Understand the roles of local agencies.**

#### 5.1 Describe how local agencies work together to provide support for young offenders and their victims.

A range of local agencies including the police, probation officers, health, housing and children's services, schools and education authorities and charities work together to form youth offending teams. They help young people who have been arrested, help young people and families at court, run local crime prevention programmes, stay in touch with a young person if they are sentenced to custody.

Other support includes: Victim support website and helpline, Gov.com, the police, probation services, court, prison staff, victim information service, victim contact scheme, youth offending teams through government website.

## Teaching Strategies and Learning Activities

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

## Methods of Assessment

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Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### Evidence of Achievement

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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Certa website).

## Additional Information

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Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

## Appendices

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### Recognition of Prior Learning, Exemption and Credit Transfer

Certa's 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 a Certa 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 Certa 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 Certa.
- 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 – Certa 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.

Certa encourages its centres to recognise the previous achievements of learners through RPL, Exemption and Credit Transfer. 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 Certa website.

## **Certification**

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

Certa's policies and procedures are available on the Certa website.

## **Glossary of Terms**

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### **Guided Learning Hours (GLH)**

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GLH 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?'

GLH is calculated at the unit/component level and added up at the qualification 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 assessment
- The learner is being observed.

## **TQT (Total Qualification Time)**

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'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 GLH 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.