



Qualification Specification

TQUK Level 2 Certificate in Understanding Specific Learning Difficulties (RQF)

Qualification Number: 603/3007/7

Version 7



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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 5	Rebranded
Version 6	Revision to TQT and GLH
Version 6.1 Sept 2025	Unit: Signs, symptoms and diagnosis of Specific Learning Difficulties. F/617/2798 title updated to Characteristics, traits and diagnosis of Specific Learning Difficulties Terminology correction to Unit: Characteristics, traits and diagnosis of Specific Learning Difficulties. F/617/2798. LO2 'signs' to 'characteristics' & SPaG errors. Unit: Living with a Specific Learning Difficulty M/617/2800. Changes to LO2 title and ACs.
Version 7 December 2025	Accessibility statement added CDA section updated Minor spelling and grammatical updates to the unit content to provide increased clarity. Living with a Specific Learning Difficulty (M/617/2800): AC1.2 moved to become AC2.1. ACs 2.4 and 2.5 moved to become ACs 1.6 and 1.7.

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. This includes details of the units, the learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Accessibility

TQUK is committed to ensuring that all qualifications and assessments are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this qualification disadvantages any group of learners who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the qualification's intended purpose. Where such features are necessary, they will be clearly stated and justified.

All assessment design processes actively identify and remove unjustifiable barriers that could prevent learners, including those with physical disabilities, from demonstrating their knowledge, understanding, or skills. TQUK monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all learners.

More information can be found in our [Equality and Diversity Policy](#).

For learners seeking guidance on Reasonable Adjustments, please see our [Reasonable Adjustment Policy](#).

The Qualification

The TQUK Level 2 Certificate in Understanding Specific Learning Difficulties (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of a range of Specific Learning Difficulties, how they are diagnosed and how individuals can be supported.

Entry Requirements

There are no specific entry requirements, however, learners should have a minimum of level one in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (RQF)
- Level 2 Diploma in Care (RQF)
- Level 3 Diploma in Adult Care (RQF)
- Level 2 Certificate in Understanding Autism (RQF)
- Level 2/3 Certificate in Supporting Teaching and Learning in Schools (RQF)
- Level 2 Certificate for the Children and Young People's Workforce (RQF)
- Level 3 Diploma for the Children and Young People's Workforce (RQF).

Structure

Learners must achieve all mandatory units.

Mandatory units

Title	Unit reference	Level	Guided learning hours	Credit value
Characteristics, traits and diagnosis of Specific Learning Difficulties	F/617/2798	2	35	5
Sources of information, support, legislation and guidance relevant to Specific Learning Difficulties	J/617/2799	2	30	4
Living with a Specific Learning Difficulty	M/617/2800	2	34	4
Best practice relating to Specific Learning Difficulties	T/617/2801	2	30	3

Guided Learning Hours

These hours comprise all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 129 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 27 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning, including assessment, which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 156 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Achievement of the qualification includes the demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include the observation of learner performance in real work situations. Details of specific requirements, and where simulation is/is not permitted, are included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range:

- **Assessment requirements:** conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance:** areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria, but are not mandatory.
- **Useful Websites:** resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor, and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher-level qualification in the same subject area as the qualification
- Experience of the delivery/assessment/IQA of the qualification
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering, or be working towards a relevant qualification, and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are complying with TQUK quality assurance requirements associated with their TQUK-recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility, please refer to the following websites:

- [Department for Education](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Characteristics, traits and diagnosis of Specific Learning Difficulties	
Unit reference number:		F/617/2798	
Level:		2	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know common Specific Learning Difficulties and their main features.	1.1	Explain the features of a Specific Learning Difficulty.
		1.2	Describe the most common types of Specific Learning Difficulties that affect individuals.
		1.3	Contextualise the term 'neurodiverse'.
		1.4	Identify other conditions which individuals with a Specific Learning Difficulty may encounter.
2.	Recognise characteristics that might indicate an individual has a Specific Learning Difficulty.	2.1	List how a Specific Learning Difficulty may present in an educational environment.
		2.2	List how a Specific Learning Difficulty may present in employment.
		2.3	List how a Specific Learning Difficulty may present in day-to-day living.
3.	Understand the importance of professional diagnosis of a Specific Learning Difficulty.	3.1	Explain the reasons why an individual should seek a professional diagnosis of a Specific Learning Difficulty: • When signs first present • After the age of 16.
		3.2	Explain issues relating to gaining a formal diagnosis of a Specific Learning Difficulty in relation to: • An individual's own willingness to be diagnosed • The length of time taken to gain a diagnosis.
4.	Understand the process of achieving a diagnosis of a Specific Learning Difficulty.	4.1	Describe the term 'acquired learning difficulty'.
		4.2	Describe the term 'developmental Specific Learning Difficulty'.
		4.3	Outline the diagnosis process for adults and children in context.
		4.4	Outline the ways in which an individual might be assessed during the diagnosis process for a Specific Learning Difficulty.

Title:		Sources of information, support, legislation and guidance relevant to Specific Learning Difficulties	
Unit reference number:		J/617/2799	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation and guidance that is relevant to individuals with Specific Learning Difficulties.	1.1	Outline how policies that support individuals have evolved.
		1.2	Summarise current legislation, policies, and guidance relevant to an individual with a Specific Learning Difficulty.
		1.3	Explain how legislation, policy, and guidance are put into practice.
2.	Understand roles and responsibilities of those involved in protecting the rights of individuals with Specific Learning Difficulties.	2.1	Outline how individuals with a Specific Learning Difficulty are protected by relevant legislation.
		2.2	Outline how individuals at work with a Specific Learning Difficulty are protected by relevant legislation.
		2.3	Identify sources of information and support for individuals with Specific Learning Difficulties.

Title:		Living with a Specific Learning Difficulty	
Unit reference number:		M/617/2800	
Level:		2	
Credit value:		4	
Guided learning hours:		34	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the experiences of those living with a Specific Learning Difficulty.	1.1	Describe how symptoms of Specific Learning Difficulties vary: • Between adults and children • From individual to individual.
		1.2	Outline how an individual may deal with the effects of their own Specific Learning Difficulty by using coping strategies.
		1.3	Describe how positive aspects of having a Specific Learning Difficulty are experienced by an individual.
		1.4	Describe potential obstacles to those with a Specific Learning Difficulty that may be experienced by the individual.
		1.5	Outline internal factors which may impact upon a person with a Specific Learning Difficulty.
		1.6	Describe how negativity in society may impact individuals with Specific Learning Difficulties.
		1.7	Describe how a lack of knowledge in society may impact individuals with Specific Learning Difficulties.
2.	Understand the support available for addressing dilemmas that may arise from duty of care.	2.1	Describe how duty of care and duty of candour affect own work when supporting individuals with Specific Learning Difficulties
		2.2	Describe dilemmas that may arise between the duty of care and an individual's rights.
		2.3	Describe what you must and must not do within own role in managing conflicts and dilemmas.
		2.4	Explain where to obtain additional support and advice about how to resolve such dilemmas.
3.	Understand the positive contributions that can be made by individuals with Specific Learning Difficulty in different environments.	3.1	Describe how the activities of an individual with a Specific Learning Difficulty can positively contribute to the workplace.
		3.2	Describe how attributes of a person with Specific Learning Difficulties can positively contribute to educational environments.
		3.3	Describe how attributes of a person with a Specific Learning Difficulty can positively contribute to day-to-day life.
4.	Understand the impact of an individual's Specific	4.1	Outline the effects on others of an individual's Specific Learning Difficulties.

	Learning Difficulty on those around them.		
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Title:		Best practice relating to Specific Learning Difficulties	
Unit reference number:		T/617/2801	
Level:		2	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand best practice in providing support to individuals with Specific Learning Difficulties.	1.1	Explain the part professionals play in working with individuals with Specific Learning Difficulties.
		1.2	Describe how methods used to help those with Specific Learning Difficulties have developed over time.
		1.3	Identify ways in which you can support a person to access opportunities for education and training.
		1.4	Identify ways in which you can support a person to access employment opportunities.
		1.5	Explain the necessity of categorising a Specific Learning Difficulty as a condition that will remain with an individual.
		1.6	Explain how people with Specific Learning Difficulties can be helped using: • A change of environment • Technology to assist living • Adjustments to their existing environment.
2.	Understand best practice in protecting individuals with Specific Learning Difficulties.	2.1	State how to combat discrimination in a school setting.
		2.2	State how to combat discrimination in a workplace setting.
		2.3	State how to combat discrimination in everyday life.