Training Qualifications UK

Qualification Specification

TQUK Level 2 Certificate in Special Education Needs and Disability (RQF)

Qualification Number: 603/5910/9

Version 4

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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 3 May 24	Rebranding
Version 4 Sept 25	New ACs added to the following units: Unit: Principles of promoting person centred approach for individuals with SEND. H/618/1347. AC 3.4 Unit: Understanding SEND and learning. K/618/1348. AC 3.3 Update of Unit: Understand Equality and Diversity in context of SEND. D/618/1346. Assessment guidance: **Legislation and guidance** • Keeping Children Safe in Education 2024 **Types** • Domestic

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. Information in the specification includes unit information, 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.

Introduction to the Qualification

The TQUK Level 2 Certificate in Special Education Needs and Disability (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

The purpose of this qualification is to develop knowledge of special educational needs and disabilities, how individuals with SEND are impacted on a day-to-day basis, and how to support them to live independent and fulfilling lives.

This qualification is designed for learners who are currently in a role related to SEND or for those who are considering entering into the sector.

Entry Requirements

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

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 3 Award for Special Educational Needs Coordinators in Early Years Settings
- Level 3 Award for Special Educational Needs Coordinators in Early Years Settings
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 4 Certificate in Supporting the Learning of Learners with Special Educational Needs and Disability (SEND)
- Level 4 Award in Special Educational Needs and Disability (SEND) Leadership and Management in the Early Years.

Structure

Learners must achieve all mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Introduction to special educational needs and disability	Y/618/1345	2	22	2
Understand Equality and Diversity in context of SEND	D/618/1346	2	24	4
Principles of promoting person centred approach for individuals with SEND	H/618/1347	2	22	3
Understanding SEND and learning	K/618/1348	2	20	2
Living with Special Educational Needs and Disabilities	M/618/1349	2	22	3

Guided Learning Hours

These hours are made up of 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 110 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 30 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.

Total Qualification Time for this qualification is 140 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.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through 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 or can be found in the required assessment principles document.

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** are 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** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are 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.

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 .

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.

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 approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- 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 satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

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:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

Units of Assessment

Title:		Introduction to special educational needs and disability	
Unit reference number:		Y/618/1345	
Level:		2	
Credit value:		2	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the different conditions categorised as SEND conditions.	1.1	Define what is meant by 'special educational needs'.
		1.2	Outline the different **areas of need** which are covered within special educational needs.
		1.3	Identify a range of special educational needs and disability conditions which fall within each of the areas of need.
		1.4	Describe the difference between visible and invisible disabilities.
		1.5	Describe **causes** of • special educational needs • disabilities.
2.	Understand different models of disabilities.	2.1	Describe key points of the following models of disabilities: • social model • medical model.
		2.2	Identify barriers that exist for those with conditions categorised as special educational needs and disabilities in the following areas: • environmental • individual attitudes • limitations to organisational structures.
3.	Understand how the rights and support available to those with conditions categorised as SEND has changed over time.	3.1	Describe changes that have occurred over the years which have a beneficial impact for individuals with special educational needs and disabilities in the following areas: • legislation

			• healthcare • society.
		3.2	Identify services and sources of support which are available for individuals with special educational needs
		3.3	Give examples of societal shifts in attitudes towards those living with a conditions categorised as SEN.

Assessment guidance

Areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Causes

- Illness
- Injury
- Genetics
- Complications during birth
- Complications during pregnancy

Useful resources
https://www.nhs.uk/conditions/learning-disabilities/

Title:		Understand Equality and Diversity in context of SEND	
Unit reference number:		D/618/1346	
Level:		2	
Credit value:		4	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the concept of Equality and Diversity	1.1	Define the following terms: • equality • diversity • prejudice • protected characteristics
		1.2	Give examples of equality and inequality in the following areas: • work • local community • wider society
		1.3	Give examples of where diversity has had a positive impact in the following areas: • work • local community • wider society
		1.4	Describe what an equal opportunity policy sets out to achieve.
2.	Understand legislation and guidance which supports individuals with special educational needs and disabilities	2.1	Outline relevant key points of **legislation and guidance** that promotes the equal rights for individuals with special educational needs and disabilities.
		2.2	Outline relevant key points of **legislation and guidance** that impact individuals with special education needs and disabilities on a daily basis.
3.	Understand the importance of safeguarding an individual with special educational needs and disabilities	3.1	Define the term 'safeguarding'.
		3.2	Outline relevant key points of current **legislation and guidance** in relation to the safeguarding of individuals.
		3.3	Describe the different **types** of abuse.
		3.4	Describe the roles of different **agencies** in safeguarding and protecting individuals from abuse.

4.	Understand the benefits of a diverse and inclusive society for an individual with SEND.	4.1	Define the following terms: • diverse society • inclusion.
		4.2	Describe the importance of diversity and inclusion in the following areas: • work • local community • wider society.
		4.3	Explain the benefits of inclusion for an individual with special educational needs.
		4.4	State the benefits of inclusion for the family of an individual with special educational needs and disabilities.
		4.5	Describe the impact on an individual with special educational needs living in a non-inclusive society.

Assessment guidance

Legislation and guidance

- Equality Act 2010
- The Safeguarding Vulnerable Groups Act (SVGA) 2006.
- Keeping Children Safe in Education 2024
- The Care Act 2014
- SEND Code of Practice 2014/5
- The Equality Act 2010
- Children and Families' Act 2014
- Special Educational Needs and Disabilities Regulations 2014

Types

- Physical
- Emotional
- Sexual
- Financial
- Neglect
- Coercive Control
- Domestic

Agencies

- Care Quality Commission
- Police
- Safeguarding Adults Board
- Court of Protection and the Office of the Public Guardian
- Social services
- The Disclosure and Barring Service

Title:		Principles of promoting person centred approach for individuals with SEND	
Unit reference number:		H/618/1347	
Level:		2	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand person centred approaches	1.1	Define the term 'person centred approach'.
		1.2	Explain why it is important to work in a way that embeds person-centred values.
		1.3	Describe the benefits of a person-centred approach for individuals with conditions categorised as SEND.
2.	Understand the importance of encouraging active participation	2.1	Describe how active participation benefits an individual.
		2.2	Identify barriers to active participation in the following areas: • communication • physical • emotional/psychological • logistical
		2.3	Explain the role of communication when encouraging active participation.
3	Understand the importance of an individual's well being	3.1	Describe attitudes and approaches that are likely to promote an individual's well-being.
		3.2	Describe how an individual's identity and self-esteem are linked with well-being.
		3.3	Outline environmental contributions which promote well-being.
		3.4	Explain how triggers can affect an individual's well being.
<u>Assessment guidance</u> N/A			

Title:		Understanding SEND and learning	
Unit reference number:		K/618/1348	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of inclusive learning.	1.1	Define the term 'inclusive learning'.
		1.2	Outline key points of different **learning styles**.
		1.3	Describe the benefits of inclusive learning.
		1.4	Explain the importance of early intervention.
2.	Understand the use of support programmes for individuals with special educational needs and disabilities.	2.1	Outline key points of **support programmes** used in educational settings.
		2.2	Describe the benefits of **support programmes** offered for individuals with special educational needs and disabilities.
		2.3	Explain the role of families in planning and **reviewing progress** within the support programmes.
3.	Understand the role of reasonable adjustments	3.1	Define the term 'reasonable adjustments'.
		3.2	Give examples of when reasonable adjustments could be made in a **range of scenarios**.
		3.3	Explain the benefit of having an accessible 'calm space' for individuals who experience sensory sensitivities.
4.	Understand Education, Health and Care Plans (EHCP)	4.1	Outline what an EHCP is.
		4.2	Describe how ECHPs work.
		4.3	Outline the sections which must be included in an EHCP.

<u>Assessment guidance</u>

Learning styles

- Visual
- Auditory
- Kinaesthetic
- Read & write

Support programmes

- Individual learning programmes
- Help with mobility(physio)
- Counselling

- Help with communication (speech and language therapy)
- Assistive technology
- Social communication groups
- Independent living training
- 1-1 learning support
- EHC plan for individuals aged up to 25years.

Reviewing progress

- Graduated approach
- Assess-plan-do-review

Range of scenarios

- Teaching
- Assessment
- Physical environment
- Learning resources

Title:		Living with Special Educational Needs and Disabilities	
Unit reference number:		M/618/1349	
Level:		2	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the concept of neurodiversity	1.1	Define the term 'neurodiversity'.
		1.2	Outline characteristics of an individual who is neuro diverse.
		1.3	Outline the benefits of neurodiversity for: • employers • society as a whole
2.	Understand the concept of the self.	2.1	Define what is meant by the following term: • self-identity.
		2.2	Outline key factors that contribute to self-identity.
		2.3	Outline how having SEND can have an impact on self-identity.
3.	Understand the impact of societal and cultural influences on individuals with conditions categorised as SEND.	3.1	Give examples of social and cultural influences.
		3.2	Describe how the social and cultural influences identified in 3.1 can affect an individual's development.
		3.3	Explain the positive and negative impacts of using social media for individuals with special educational needs and disabilities.
		3.4	Describe the negative impacts of a **disabling environment** on individuals with conditions categorised as SEND.
4.	Understand sources of support for individuals with SEND and the families.	4.1	Outline the importance of support for individuals with conditions categorised as SEND.
		4.2	Describe the impacts on families who have an individual with special educational needs
		4.3	Give examples of support for • special educational needs and disabilities individuals • families.

5.	Understand the impact stigma has on individuals with special educational needs and disabilities.	5.1	Give examples of types of stigma associated with individuals with special educational needs and disabilities.
		5.2	Describe the impact stigmas can have on individuals with special educational needs and disabilities.
		5.3	Explain the impact stigmas can have on the families of an individual with special educational needs and disabilities.

<u>Assessment guidance</u>

Disabling environment could include:

- negative attitudes
- unaccommodating infrastructure
- inaccessible transport