SEG Awards Level 2 Certificate in Arboriculture

Qualification Guidance

England – 501/1411/6
Wales – C00/0291/1

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments, and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

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

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

Skills and Education Group Awards website https://skillsandeducationgroupawards.co.uk/ provides access to a wide variety of information.

Copyright

Specification Code, Date and Issue Number

The specification code is C9300-02.

Issue	Date	Details of change
1.0	14/12/2021	Qualification guide published in new format
1.0	14/12/2021	Indicative Content removed and added to ORS
1.0	14/12/2021	New qualification review date
1.1	12/05/2022	Rule of Combination (RoC) updated page 6
1.2	12/02/2025	Operational and Certification End Date set

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

Contents

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.

Skills and Education Group Awards Partners for this Qualification

Royal Forestry Society (RFS): Royal Forestry Society, The Hay Barns, Home Farm Drive, Upton Estate, Banbury OX15 6HU. Tel: 01295 678588 Fax: 01295 670798 Website: www.rfs.org.uk

The RFS promotes the conservation and expansion of tree resources through good forest stewardship.

Introduction

The SEG Awards Level 2 Certificate in Arboriculture qualification is the theory component of the Royal Forestry Society (RFS) Certificate in Arboriculture. It is designed for those people working in arboriculture, in both the public and private sectors, to complement their training and experience, and to formalise their existing knowledge. It provides a stimulating and supportive learning environment to develop learner's potential contribution to arboriculture and associated industries. Learners will complete this qualification with a concrete understanding of the following:

- The interaction of soil environments and woody plants, including the causes of poor quality soil and ways to improve conditions
- Woody Plant Physiology
- The supply, Planting and Aftercare Of Woody Plants
- Principles of tree surgery operations, including current British Standards and current legislation and regulations
- Optional units include: Principles of woodlands, forestry and ecology, Principles of tree surgery equipment, and more.

Pre-requisites

No formal entry requirements but Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Learners must achieve a minimum of 21 credits. This will be made up of 18 credits from the Mandatory units and a minimum of 3 credits from the Optional units.

Note: Mandatory units from this qualification are exempt from credit transfer (CT) to Level 2 Certificate in Forestry 601/3585/7.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
The interaction of soil environments and woody plants	T/602/3921	2	4	30
Woody plant physiology	A/602/3922	2	5	37
The supply, planting and aftercare of woody plants	A/602/3936	2	3	22
Principles of tree surgery operations	L/602/3956	2	3	22
Tree inspections and statute and common law applied to trees	Y/602/3958	2	3	22
Optional Units				
The principles of aerial tree surgery and ground based arboricultural operations	R/602/3960	2	3	22
Basic principles of woodlands, forestry and ecology	H/602/3963	2	3	22
The principles of managing special trees	T/602/3966	2	3	22
Principles of tree surgery equipment use and maintenance	A/602/3967	2	3	22

Aims

The SEG Awards Level 2 Certificate in Arboriculture aims to:

- Provide learners with the opportunity to acquire the essential skills, knowledge and understanding required for employment in arboriculture and related industries, and to enable them to progress to advanced study
- Provide a stimulating and supportive learning environment for learners to develop their potential contribution to arboriculture and associated industries
- Develop underpinning knowledge within the subject area, by promoting and encouraging the development of new techniques and learning activities.

Target Group

This qualification is designed for those learners working in arboriculture, in both the public and private sectors, which have identified it necessary to complement their training and experience and to provide evidence of their competence.

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

Assessment

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

Teaching Strategies and Learning Activities

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

Progression Opportunities

This qualification provides access to continued Further Education, enhanced employability and / or an opportunity for employed learners to up-date existing skills.

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

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

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

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 2 Certificate in Arboriculture – 501/1411/6								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	Pre 16		16-18	✓	18+	✓	19+	✓
Regulated	The qualification identified above is regulated by Ofqual and Qualifications Wales							
Assessment	• Internal assessment • Internal and external moderation							
Type of Funding Available	See FaLa (Find a learning aim)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Pass/Fail							
Operational Start Date	01/09/2010							
Review Date	31/08/2025							
Operational End Date	31/08/2025							
Certification End Date	31/08/2027							
Guided Learning (GL)	155 hours							
Total Qualification Time (TQT)	210 hours							
Skills and Education Group Awards Sector	Land Based							
Ofqual SSA Sector	03.2 Horticulture and Forestry							
Stakeholder Support	This qualification is supported by Lantra, the Sector Skills Council for environmental and land-based industries							
Administering Office	See Skills and Education Group Awards web site							

Unit Details

The Interaction of Soil Environments and Woody Plants

Unit Reference	**T/602/3921**
Level	**2**
Credit Value	**4**
Guided Learning (GL)	**30 hours**
Unit Summary	In this unit, learners will explore how soils are formed, soil structure and its physical characteristics. They will look at the importance of water, nutrients and organisms in the soil. Learners will explore conditions required for plant growth, the causes of poor quality soil and how to improve conditions for woody plant growth.
Learning Outcomes (1 to 7) ***The learner will***	**Assessment Criteria (1.1 to 7.2)** ***The learner can***
1. Understand how soil is formed.	1.1. Describe how a soil is formed 1.2. Identify the role of organic matter in soil formation 1.3. Describe the properties of a minimum of three main constituents of soil 1.4. Describe the effects of soil on these main constituents 1.5. Identify why aggregates are important to soil structure 1.6. Define the terms soil texture and structure
2. Understand the importance of the differing quantities of water found in a soil.	2.1. Describe how water moves within the soil 2.2. Identify how pore size affects water retention in soil
3. Understand the role played in woody plants by the principal macro and micro nutrients.	3.1. Describe two ways in which soil type affects nutrient availability 3.2. Distinguish between two symptoms of nutrient deficiency found in named woody vegetation

	3.3. Outline the nitrogen cycle
4. Understand the role of the beneficial organisms found in the soil.	4.1. Describe two benefits that soil organisms can bring to soil composition 4.2. Describe two benefits that soil organisms can bring to the woody plant
5. Understand soil pH and the ranges found in soil.	5.1. Identify two implications for woody plants of a low and a high value of pH 5.2. Identify 5 trees and 5 shrubs suitable for each situation given below • A soil with a pH of 5.5 • A soil with a pH of above 7.5
6. Understand optimum soil conditions required for woody plant growth.	6.1. Identify signs and symptoms in woody plants of poor soil conditions 6.2. Identify a minimum of two methods of improving soil conditions for woody plant growth 6.3. Identify a minimum of two fertilizers for use with woody plants 6.4. Describe a minimum of two methods of application of fertilizer to mature trees
7. Understand the importance of pre-planting soil surveys for woody plants.	7.1. Identify the principal information that can be obtained from a soil survey 7.2. List four advantages of undertaking a soil survey prior to planting woody plants

Woody Plant Physiology

Unit Reference	**A/602/3922**
Level	**2**
Credit Value	**5**
Guided Learning (GL)	**37 hours**
Unit Summary	This unit looks at the classification and naming system of trees, shrubs and climbers. Learners will explore the internal and external structure of woody plants. They will learn about the physiological processes and bio-mechanical structure of these plants. They will also explore defence mechanisms used by woody plants, the causes of ill health and treatment / preventative measures available to maintain healthy woody plants.
Learning Outcomes (1 to 8) ***The learner will***	**Assessment Criteria (1.1 to 8.5)** ***The learner can***
1. Understand the international system of plant naming.	1.1. Define the terms of nomenclature used within the system 1.2. Identify examples of woody plants to demonstrate an understanding of the terms commonly used in the naming system 1.3. Write scientific names correctly
2. Understand the function of cells found in ring porous, diffuse porous and coniferous woody plants.	2.1. Identify the function(s) of the cells found in woody plants 2.2. Identify the difference in cell structure between ring porous, diffuse porous and coniferous woody plants
3. Understand the main physiological processes that woody plants carry out and the main environmental factors which influence growth	3.1. Describe the principles of the physiological processes of woody plants 3.2. Identify a minimum of three environmental factors which influence growth

	3.3. Describe how these factors influence named in 3.2 influence growth 3.4. Identify what fuels the physiological processes 3.5. Define the terms potential energy and kinetic energy 3.6. Define the terms dynamic and static mass
4. Understand principles applied to the growth of woody plants.	4.1. Explain the two critical periods in the phenological cycle when the tree is vulnerable to attack 4.2. Outline the processes of secondary thickening 4.3. Define the terms dioecious and monoecious and identify two species representing each 4.4. Describe the methods of seed dispersal as used commonly by trees 4.5. Identify a minimum of three factors involved in germination of tree seeds 4.6. Define the term 'root to shoot' ratio
5. Understand the woody plant root system.	5.1. Identify four functions of roots 5.2. Identify a minimum of four factors affecting root distribution 5.3. Describe how trees are anchored in the ground 5.4. Identify two causes of a loss of anchorage
6. Understand what is meant by tree biomechanics.	6.1. Identify what is meant by the term biomechanics 6.2. Define a minimum of four key terms associated with tree biomechanics 6.3. Identify what is meant by the term thigmomorphogenesis

7. Understand the defence mechanisms used by woody plants.	7.1. Describe the formation of the walls / barriers formed as part of the CODIT model 7.2. Define the terms callus, woundwood and occlusion
8. Understand the causes, prevention or control of ill health in woody plants.	8.1. Identify the signs or symptoms of a named pest, disease or disorder 8.2. Give an example of a principal decay causing fungus for each named colonisation strategy 8.3. Give an example of a of a woody plant fungus for each named type of rot 8.4. Identify the significance for each a named pest, disease and abiotic disorder when found on a tree 8.5. For each named pest, disease and abiotic disorder, identify a preventative or cultural or chemical control measure

The Supply, Planting and Aftercare of Woody Plants

Unit Reference	**A/602/3936**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	In this unit, learners will look at the values of woody plants in the environment. They will develop an understanding of the plant handling process including lifting, storage and planting on site. They will also learn about the aftercare of woody plants.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Understand the values of woody plants in the environment.	1.1. List a minimum of ten values of woody plants in the environment 1.2. Identify five drawbacks of trees in the urban environment
2. Understand the plant handling process from lifting in the nursery through to storage at the planting site.	2.1. Describe a correct procedure for transporting trees from the nursery or storage to site 2.2. Describe a correct process of protecting bare root stock at the site of planting prior to planting
3. Understand methods of planting woody plants.	3.1. Describe a suitable method of planting: • Cell grown tree • Bare rooted whip tree • Standard tree • Container grown shrub 3.2. Describe a suitable method of staking and tying: • A bare root standard tree • A container grown heavy standard tree

	• An extra heavy standard tree 3.3. Describe a suitable method of backfilling a planting hole 3.4. Describe a suitable method of mulching a newly planted tree 3.5. Identify a minimum of two suitable mulch materials 3.6. Identify a minimum of two reasons for mulching a newly planted tree 3.7. Identify appropriate measures required when planting trees of a given size into an unfavourable site condition
4. Understand appropriate protection and support system requirements.	4.1. Identify one appropriate protection system and one appropriate support system for use with a newly planted street tree 4.2. Identify how a newly planted tree may be protected from rabbit and deer damage 4.3. Identify a minimum of two ways that a young tree may be protected from grass cutting machinery damage 4.4. Identify a minimum of two ways that newly planted trees may be protected from vandalism in the urban environment
5. Understand the aftercare requirements of newly planted stock.	5.1. Identify the elements of an aftercare programme for newly planted trees / shrubs to ensure successful establishment 5.2. Identify a minimum of three causes of newly planted tree stock failing to establish

Principles of Tree Surgery Operations

Unit Reference	**L/602/3956**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	This unit covers the principles of carrying out tree surgery operations. Learners will need to refer to current British Standards and current legislation and regulations relating tree surgery operations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.1)** ***The learner can***
1. Understand the principles of tree surgery operations.	1.1. Define the following terms: • Crown lifting • Crown thinning • Crown reduction and re-shaping • Formative pruning • Pollarding 1.2. Describe tree pruning operations as per BS 3998 1.3. Distinguish when deadwood removal is appropriate and inappropriate 1.4. Describe the treatment of cavities and water pockets 1.5. Identify the principles of fitting a brace or a prop in a tree 1.6. Identify the British Standard advised inspection period for a bracing system 1.7. Indicate in what circumstances the use of a bracing or propping system is appropriate

2. Understand tree surgery work needs to be carried out in accordance with best practice and in compliance with the relevant Acts and Regulations.	2.1. Identify the principal elements of the following Acts, Regulations and best practice that demonstrate an understanding of compliance: • Health and Safety at Work Act • Management of Health and Safety at Work Regulations • First Aid at Work Regulations • COSHH • Work at Height Regulations • Lifting Operations and Lifting Equipment Regulations • Provision and Use of Work Equipment Regulations • Personal Protective Equipment Regulations • Manual Handling Regulations • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations • Wildlife legislation • AFAG and FISA leaflets • ICOP for Arboriculture - Tree work at Height • INDG 317 Chainsaws at work

Tree Inspections and Statute and Common Law Applied to Trees

Unit Reference	**Y/602/3958**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	In this unit, learners will explore the development of a systematic and logical method of inspecting trees for obvious signs and symptoms of defects. They will learn about the aspects of common and statute law appropriate to carrying out tree surgery works.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.5)** ***The learner can***
1. Understand the processes of undertaking safety inspections of trees.	1.1. Undertake a systematic inspection of trees identifying a minimum of five obvious structural defects that would be a cause of concern 1.2. Classify by broad category the risk posed by a tree with an obvious defect in connection with a target
2. Understand the need to select appropriate recommendation following inspection.	2.1. Provide a recommendation action(s) and timescale(s) for a tree inspected 2.2. Describe the implications of a given pruning recommendation on a named tree species 2.3. Identify 6 features of a tree which could lead to harm being caused to a target 2.4. Identify 4 control measure which can be used to reduce or mitigate the risk posed to a target by a retained tree with a known defect

3. Understand how aspects of common law are applied to trees.	3.1. Interpret common law in a scenario containing any three issues from: • Overhanging branches • Trespassing roots • Dangerous trees • Poisonous trees
4. Understand how aspects of statutory legislation apply to the protection of trees.	4.1. Identify what information is required when making an application to work on a protected tree 4.2. Identify the processes that Local Planning Authorities (LPA's) have in place when determining an application 4.3. Identify the information required for carrying out works in a Conservation Area 4.4. Identify a minimum of four exceptions for each of the following: • Working on tree with a TPO • Working on a tree in a Conservation Area 4.5. Identify when a felling licence is: • Required • Not required

The Principles of Aerial Tree Surgery and Ground Based Arboricultural Operations

Unit Reference	**R/602/3960**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	In this unit, learners will explore the principles and practices of carrying out ground based and arboricultural aerial operations. They will learn about the equipment used and its maintenance with adherence to Health and Safety legislation and current best practice.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Understand the practices of carrying out aerial tree surgery operations.	1.1. Identify correct branch removal techniques 1.2. Identify six potential tree and site related hazards to consider prior to aerial tree work 1.3. Describe a technique of accessing a tree with a rope and harness 1.4. Describe a technique of limb or stem removal using a chainsaw 1.5. Identify tools that are used for aerial pruning operations 1.6. Identify a method of dismantling a tree 1.7. Describe how timber can be controlled using ropes during dismantling operations 1.8. Identify the procedures for ensuring a work site is

	guarded from the general public
2. Understand the requirements of daily and routine maintenance and service checks carried out on a chainsaw.	2.1. Identify a minimum of four factors to take into account when preparing to operate a chainsaw 2.2. Identify the pre-start checks on a chainsaw 2.3. Identify the daily maintenance routine required for a chainsaw 2.4. Identify the correct cold start procedure for a chainsaw 2.5. Identify the correct PPE requirements for using a chainsaw: • On the ground • Off the ground
3. Understand the processes of maintaining and storing personal protective, lifting and tree surgery equipment.	3.1. State how and why lifting equipment is identified 3.2. Identify time frames for examining lifting equipment
4. Understand the practices of carrying out ground based arboricultural operations.	4.1. Identify six potential hazards and risks associated with tree felling operations and state how those risks may be reduced or eliminated

Basic Principles of Woodlands, Forestry and Ecology

Unit Reference	**H/602/3963**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	In this unit, learners will explore the history of woodland / forestry in Great Britain from 1600 A.D. up to the development of community forests, identifying types of woodland / forestry system and management principles. The unit also covers an introduction to ecology and woodland ecosystems.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.2)** ***The learner can***
1. Understand how woodland / forestry cover has changed from 1600A.D. to the present day.	1.1. Identify 3 major influences that have shaped woodlands in recent times
2. Understand woodland structure and how a woodland develops.	2.1. Define a minimum of two successional stages related to woodland development 2.2. Describe a minimum of four operations commonly used in woodland management 2.3. Describe the horizontal structure of a woodland 2.4. Describe the vertical structure of a woodland 2.5. Identify the four layers of the vertical structure 2.6. Give four examples of plant species found in each of the vegetation layers
3. Understand the principles of common silvicultural systems of tree management.	3.1. Describe two common silvicultural systems 3.2. Outline two advantages and two disadvantages of each system

	3.3. Identify what is meant by the term continuous cover forestry
4. Understand the main type of woodland management.	4.1. Give a definition for one main type of woodland found in the UK 4.2. Identify the key principles of managing one of the main types of woodlands
5. Understand the main aims / objectives of community woodlands and forests.	5.1. Identify the main aims / objectives of community Forests / woodlands as outlined by government and national policy
6. Understand how a woodland ecosystem and a simple woodland food chain or web functions.	6.1. Identify a minimum of four influences on a woodland ecosystem 6.2. Identify the effects that one catastrophic event can have on an ecosystem

The Principles of Managing Special Trees

Unit Reference	**T/602/3966**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	This unit covers the recognition of special trees, why they are valuable and the principles of managing them.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.1)** ***The learner can***
1. Understand the values of special trees.	1.1. Recognise a minimum of ten values unique to the group of special trees
2. Understand the characteristics of an ancient tree.	2.1. Identify why the characteristics of an ancient tree are valuable 2.2. Describe the ageing process including re-iterative growth 2.3. Identify two of each of the following connected to ancient trees: • Saproxylic invertebrates • Beneficial fungi • Red list (red data book) species
3. Understand the features of a veteran tree.	3.1. Identify six key features of a veteran tree 3.2. Describe how these features have developed
4. Understand the principles of managing ancient and veteran trees.	4.1. Identify the overall aim of ancient and veteran tree management 4.2. Describe six common threats to ancient and veteran trees that may cause their loss

	4.3. Identify a minimum of six principles of managing ancient and veteran trees 4.4. Identify the decision-making process with regards to ancient and veteran trees 4.5. Describe the benefits of phasing management over a period of time (typically years) 4.6. Identify three types of inadvertent damage that may be caused during management 4.7. Identify two ways, other than pruning a tree, to reduce the risk 4.8. Define the following terms. • Retrenchment pruning. • Pole thinning • Veteranisation
5. Understand the implications of undertaking tree work that may affect protected species.	5.1. Identify the key implications of the Wildlife and Countryside Act, Countryside Rights of Way Act and the Conservation of Habitat Regulations in relation to: • Carrying out work where a protected species or habitat may be present • Penalties for a breach of the legislation • The procedure to adopt if it is highly suspected bats may be present in a tree that requires pruning works • The correct procedure if bats are actually found during tree work operations

Principles of Tree Surgery Equipment Use and Maintenance

Unit Reference	**A/602/3967**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	This unit covers equipment use and its maintenance with adherence to Health and Safety legislation and current best practice.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Understand the setting up procedure, safe operation and routine maintenance required for a MEWP.	1.1. Identify the PPE requirements 1.2. Identify the site safety checks required when preparing to work 1.3. Identify the correct procedure when working from the platform 1.4. Identify the daily maintenance requirements 1.5. Describe the machine safety checks required prior to starting work 1.6. Identify the current examination regime for MEWPs
2. Understand the setting up procedure, safe operation and routine maintenance required by a brushwood chipper.	2.1. Identify the PPE requirements 2.2. Identify the checks required on the chipper prior to starting 2.3. Identify the safety checks required of the site prior to starting the chipper 2.4. Identify the safe method of operation of the chipper 2.5. Identify the maintenance requirements of the chipper

	2.6. Describe four hazards and four control measures associated with brushwood chipping
3. Understand the setting up procedure, safe operation and routine maintenance required for a stump grinder.	3.1. Identify the PPE requirements 3.2. Identify the checks required prior to starting the stump grinder 3.3. Identify the safety checks required of the site and machine prior to starting the stump grinder 3.4. Identify the safe aspects of operating the stump grinder 3.5. Identify the maintenance requirements 3.6. Describe the four hazards and four controls associated with stump grinding
4. Understand the signage for tree operations adjacent to a highway.	4.1. Identify the correct PPE for highway working 4.2. Identify the correct street works signs for highway operations in a 30mph limit using a give and take set up 4.3. Define each of the following as associated with highway work site set up and signage: • Works area • Working space • Safety zone • Lead in taper • Longways clearance • Sideways clearance • Exit taper

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

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

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

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

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from
https://skillsandeducationgroupawards.co.uk/for-centres/

Certification

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

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

Exemptions

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

Glossary of Terms

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

Examples of Guided Learning include:

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

TQT (Total Qualification Time)

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

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

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

Examples of unsupervised activities that could contribute to TQT include:

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