



## **Qualification Guidance**

**SEG Awards Level 3 Diploma in  
Reflexology for Wellbeing**

**England - 603/5688/1**

## About Us

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At the 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

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Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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## Specification Code, Date and Issue Number

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The specification code is D4307-03.

Version	Date	Details of change
1.0	April 2020	New qualification guide
1.1	July 2022	New qualification review date
1.2	November 2022	Addition of the endorsement by the Association of Reflexologists

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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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 SEG Awards Level 3 Diploma in Reflexology for Wellbeing is made up of credit rated units developed in association with Skills for Health, the Sector Skills Council for the Health and Social Care Sector.

This qualification is endorsed and recognised by the Association of Reflexologists as providing the skills required for this industry. Learners who are registered on and complete this qualification are eligible to apply for professional membership with the Association of Reflexologists.

## Aims

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The SEG Awards Level 3 Diploma in Reflexology for Wellbeing aims to:

- Focus on a range of practical skills and underpinning knowledge required in the Complementary Therapy industry
- Provide occupational competency for employment as well as providing a sound platform onto further learning and training
- Provide skills at Level 3 for those interested in the Complementary Therapy industry
- Provide opportunities for staff in the Complementary Therapy industry to gain a Level 3 qualification
- Qualify learners as Complementary Therapists at Level 3 in the Complementary Therapy industry
- Sustain the interest of learners wanting to work in the Complementary Therapy industry
- Encourage knowledge and understanding of the Complementary Therapy industry at Level 3
- Provide opportunities for learners to focus on the development of the major key skills and the wider key skills in a therapy context, such as communicating with clients, working with others and problem solving
- To provide opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in employment as a Complementary Therapist

## Pre-requisites

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This qualification is designed for those learners who are aged 16+.

Skills and Education Group Awards would recommend that learners receive appropriate advice and guidance on the suitability of the qualification before embarking on any learning at higher levels.

## Qualification Structure and Rules of Combination

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### Rules of Combination:

Learners must achieve a minimum of 63 credits from the mandatory units. Learners may also achieve a further 6 credits from the additional optional unit but these credits will not count towards this qualification.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units</b>				
Provide reflexology for complementary therapies	F/618/0836	3	25	112
Principles and practice of complementary therapies	J/618/0837	3	13	30
Knowledge of anatomy, physiology and pathology for complementary therapies	L/618/0838	3	13	94
Business practice for complementary therapies	R/618/0839	3	12	60
<b>Optional Unit</b>				
Healthy eating and well-being for the complementary therapy client	J/618/0840	3	6	30

## Assessment

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Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Units within these qualifications must be assessed in line with the appropriate assessment strategy as stated in each unit. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Practice Assessment Material

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## Teaching Strategies and Learning Activities

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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**

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Learners who successfully gain the Skills and Education Group Awards Level 3 Diploma in Reflexology for Wellbeing can progress onto:

- Further Level 3 qualifications in Complementary Therapies
- Level 4 qualifications in Complementary Therapies

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**

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Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

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

## **Language**

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These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>	
SEG Awards Level 3 Diploma in Reflexology for Wellbeing – 603/5688/1	
<b>Qualification Purpose</b>	<b>D1</b> Confirm competence in an occupational role to the standards required
<b>Age Range</b>	Pre 16      16-18    ✓    18+      19+    ✓
<b>Regulation</b>	The above qualifications are regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards website for current fees and charges
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)
<b>Operational Start Date</b>	01/09/2020
<b>Review Date</b>	31/08/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	296 hours
<b>Total Qualification Time (TQT)</b>	630 hours
<b>Credit Value</b>	63
<b>Skills and Education Group Awards Sector</b>	Complementary Therapies
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Support from Trade Associations</b>	Association of Reflexologists
<b>Administering Office</b>	See Skills and Education Group Awards website

## Unit Details

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## A01 - Provide Reflexology for Complementary Therapies

<b>Unit Reference</b>	<b>F/618/0836</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>25</b>
<b>Guided Learning</b>	<b>112 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills to carry out reflexology and to operate as a professional practitioner.</p> <p>The skills developed by the learner include: communication skills, organisation skills, the ability to work unsupervised, how to adapt techniques according to the situation, the ability to plan and promote services and advise on aftercare.</p> <p>The knowledge acquired by the learner will enable them to understand how the related body systems work, the effect reflexology treatments can have on each of these systems and the theory behind each technique performed.</p> <p>It is recommended that learners have completed or made arrangements to attend a first aid course.</p>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.8)</b> <i>The learner can</i>
1. Be able to prepare for reflexology treatment.	<p>1.1 Prepare self, client and work area in accordance with current legislation and working practice requirements.</p> <p>1.2 Consult with clients to identify factors which may influence treatment objectives.</p> <p>1.3 Provide clear recommendations to the client based on the outcome of the consultation.</p> <p>1.4 Select materials and equipment to suit client treatment needs.</p> <p>1.5 Describe the requirements for preparing self, client and work area for reflexology treatment.</p> <p>1.6 Describe the environmental conditions suitable for reflexology treatment.</p> <p>1.7 Describe the objectives and possible benefits of reflexology treatment.</p> <p>1.8 Explain the contra-indications that may prevent or restrict reflexology treatment.</p>

	<p>1.9 Describe the influencing factors that need to be considered when carrying out a client consultation.</p> <p>1.10 Explain the reasons why the client may be referred to a healthcare practitioner.</p> <p>1.11 Describe the employer’s and employee’s health, safety and security responsibilities.</p>
<p>2. Be able to provide a reflexology treatment.</p>	<p>2.1 Communicate and behave in a professional manner.</p> <p>2.2 Position self and client throughout treatment to ensure privacy, comfort and well-being.</p> <p>2.3 Use working methods that meet professional, legal and organisational requirements.</p> <p>2.4 Carry out visual analysis of the feet.</p> <p>2.5 Perform and adapt reflexology treatment using materials, equipment and techniques correctly and safely to meet the needs of the client.</p> <p>2.6 During treatment locate underlying body structures.</p> <p>2.7 During treatment locate reflex points on the hands and feet.</p> <p>2.8 During treatment locate horizontal and transverse zones, and cross reflexes on hands and feet.</p> <p>2.9 Complete treatment to the satisfaction of the client in a commercially acceptable time.</p> <p>2.10 Evaluate the results of treatment.</p> <p>2.11 Provide suitable aftercare and homecare advice.</p> <p>2.12 Record treatment accurately and store information securely in line with current legislation.</p> <p>2.13 Describe the history, philosophy and role of reflexology.</p> <p>2.14 Explain the principles of reflexology theory.</p> <p>2.15 Explain how reflexology techniques can be adapted to suit the individual characteristics of a client.</p>

	<p>2.16 Explain the principles of all reflexology techniques.</p> <p>2.17 Describe the importance of the supporting hand.</p> <p>2.18 Explain the uses of different media.</p> <p>2.19 Describe safe handling and use of products, materials, tools and equipment.</p> <p>2.20 Describe the importance of the correct maintenance and storage of products, materials, tools and equipment.</p> <p>2.21 Describe the contra-actions that may occur during and following treatment and how to respond.</p> <p>2.22 Explain the aftercare and homecare advice that should be provided.</p> <p>2.23 Describe the methods of evaluating effectiveness of treatment.</p>
<p>3. Be able to reflect upon reflexology treatment.</p>	<p>3.1 Reflect on own attitudes, beliefs, interests, priorities and values in relation to personal growth as a reflexologist.</p> <p>3.2 Evaluate own knowledge and practice of reflexology in relation to professional codes of conduct and current working practices.</p> <p>3.3 Identify own strengths and weaknesses in order to best serve self and client.</p> <p>3.4 Describe the basic elements of reflective practice.</p> <p>3.5 Describe how own self-awareness impacts on personal and professional life.</p> <p>3.6 Identify lifelong learning opportunities to plan for self-development.</p> <p>3.7 Describe how to record evidence of own knowledge and practical experience.</p> <p>3.8 Explain the importance of acting on own evaluation to improve reflexology treatment.</p>
<p><b>Links to National Occupational Standards</b>  This unit is linked to Skills for Health NOS CNH1, CNH2, and CNH11</p> <p>This unit maps to the core curriculum of the Reflexology Forum (2006)</p>	

## A02 - Principles and Practice of Complementary Therapies

<b>Unit Reference</b>	<b>J/618/0837</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>13</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills to enable them to practise complementary therapies.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Understand the key historical factors and theoretical background for complementary therapies.	<p>1.1 Examine the history and origins of complementary therapies.</p> <p>1.2 Identify commonly available complementary therapies.</p> <p>1.3 Evaluate the theory of techniques used in commonly available complementary therapies.</p>
2. Understand the main influences on working within the complementary therapy industry.	<p>2.1 Summarise the legal obligations of working with clients and the general public.</p> <p>2.2 Explain the codes of practice and ethics relating to complementary therapies.</p> <p>2.3 Analyse the roles of professional organisations relating to complementary therapies.</p> <p>2.4 Evaluate the process of registration and regulation of complementary therapies.</p>
3. Understand the key aspects of good clinical practice.	<p>3.1 Identify the information required for assessment and treatment planning.</p> <p>3.2 Explain how to accurately record information, store records and ensure confidentiality.</p> <p>3.3 Evaluate appropriate referral procedures and protocols to use with clients and others involved in integrated healthcare.</p> <p>3.4 Identify effective communication skills when dealing with clients and colleagues in maintaining good practice.</p>
<b>Links to National Occupational Standards</b>	
This unit is linked to Skills for Health NOS CNH1 and CNH2	

## A03 - Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

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<b>Unit Reference</b>	<b>L/618/0838</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>13</b>
<b>Guided Learning</b>	<b>94 hours</b>
<b>Unit Summary</b>	The knowledge acquired by the learner will enable them to understand and explain all the systems of the body and their pathologies.
<b>Learning Outcomes (1 to 12)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 12.3)</b> <i>The learner can</i>
1. Understand the organisation of the body.	<p>1.1 Describe the anatomical regions of the body.</p> <p>1.2 Describe the planes of the body.</p> <p>1.3 Describe the directional terms of the body.</p> <p>1.4 Describe the quadrants of the body.</p> <p>1.5 Describe the chemical organisation of the body.</p> <p>1.6 Describe the structure, function and types of cell.</p>
2. Understand the anatomy, physiology and pathologies of the skin, hair and nails.	<p>2.1 Explain the structure, function, growth and repair of the skin.</p> <p>2.2 Explain the structure, function and growth cycle of the hair.</p> <p>2.3 Explain the structure, function and growth cycle of the nails.</p> <p>2.4 Analyse the pathologies of the skin.</p> <p>2.5 Analyse the pathologies of the hair.</p> <p>2.6 Analyse the pathologies of the nails.</p>
3. Understand the anatomy, physiology and pathologies of the skeletal system.	<p>3.1 Explain the structure and classification of bones.</p> <p>3.2 Explain the structure, function and growth of the skeletal system.</p>

	<p>3.3 Explain the types of joints and their range of movements.</p> <p>3.4 Explain the functions of the arches of the feet.</p> <p>3.5 Analyse the pathologies of the skeletal system.</p>
<p>4. Understand the anatomy, physiology and pathologies of the muscular system.</p>	<p>4.1 Explain the structure, function, growth and repair of the muscular system.</p> <p>4.2 Explain the location and action of muscle groups within the muscular system.</p> <p>4.3 Explain the principles of muscle contraction.</p> <p>4.4 Analyse the pathologies of the muscular system.</p>
<p>5. Understand the anatomy, physiology and pathologies of the nervous system.</p>	<p>5.1 Describe the structure and function of each component of the nervous system.</p> <p>5.2 Analyse the pathologies of the nervous system.</p>
<p>6. Understand the anatomy, physiology and pathologies of the endocrine system.</p>	<p>6.1 Explain the structure and function of the endocrine system.</p> <p>6.2 Explain the location of endocrine glands.</p> <p>6.3 Explain the function of the endocrine glands.</p> <p>6.4 Describe the hormones secreted from the endocrine glands and their target sites.</p> <p>6.5 Analyse the pathologies of the endocrine systems.</p>
<p>7. Understand the anatomy, physiology and pathologies of the respiratory system.</p>	<p>7.1 Explain the structure and function of the respiratory system.</p> <p>7.2 Describe the stages of respiration.</p> <p>7.3 Explain the process of gaseous exchange.</p> <p>7.4 Analyse the pathologies of the respiratory system.</p>
<p>8. Understand the anatomy, physiology and pathologies of the cardiovascular system.</p>	<p>8.1 Explain the structure and function of the cardiovascular system.</p> <p>8.2 Explain the composition and functions of the blood.</p> <p>8.3 Explain the location, structure and function of the heart.</p>

	<p>8.4 Explain the types of blood vessel.</p> <p>8.5 Identify the major blood vessels of the body.</p> <p>8.6 Define blood pressure.</p> <p>8.7 Explain the factors that affect blood pressure.</p> <p>8.8 Analyse the pathologies of the cardiovascular system.</p>
<p>9. Understand the anatomy, physiology and pathologies of the lymphatic system.</p>	<p>9.1 Explain the structure and function of the lymphatic system.</p> <p>9.2 Describe the composition of lymph.</p> <p>9.3 Explain the location and function of the major lymphatic nodes and ducts.</p> <p>9.4 Explain the location and function of lymphatic organs.</p> <p>9.5 Explain the principles of immunity.</p> <p>9.6 Analyse the pathologies of the lymphatic system.</p>
<p>10. Understand the anatomy, physiology and pathologies of the digestive system.</p>	<p>10.1 Explain the structure and function of the digestive system.</p> <p>10.2 Explain the processes of digestion.</p> <p>10.3 Identify the location of the organs involved in digestion.</p> <p>10.4 Analyse the pathologies of the digestive system.</p>
<p>11. Understand the anatomy, physiology and pathologies of the urinary system.</p>	<p>11.1 Explain the structure and function of the urinary system.</p> <p>11.2 Explain the production and content of urine.</p> <p>11.3 Analyse the pathologies of the urinary system.</p>
<p>12. Understand the anatomy, physiology and pathologies of the reproductive system.</p>	<p>12.1 Explain the structure and function of the reproductive system.</p> <p>12.2 Explain the key stages of the human reproductive cycle.</p> <p>12.3 Analyse the pathologies of the reproductive system.</p>

**Links to National Occupational Standards**

This unit is linked to Skills for Health NOS CNH1, CNH2, CNH4, CNH7 and CNH11

This unit maps to the core curricula of

General Council for Massage Therapy (GCMT) MT1: M7.1 (August 2011)

Aromatherapy Council (May 2009)

Reflexology Forum (2006)



## A04 - Business Practice for Complementary Therapies

<b>Unit Reference</b>	<b>R/618/0839</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>12</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	The aim of this unit is to introduce the learner to the principles of business in complementary therapies.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Understand the key business criteria required for complementary therapies.	<p>1.1 Explain the legal requirements for running a business.</p> <p>1.2 Explain how marketing and public relations are used in businesses.</p> <p>1.3 Describe the employment opportunities within the complementary therapy industry.</p> <p>1.4 Explain how to promote complementary therapy practices.</p>
2. Be able to research a business concept.	<p>2.1 Compare and contrast different business types.</p> <p>2.2 Research a potential business opportunity using a range of resources.</p> <p>2.3 Research potential premises, staff, products and resource requirements.</p>
3. Be able to prepare a business plan.	<p>3.1 Prepare a business plan for self-employment.</p> <p>3.2 Describe the professional services, staff and resources that may be required for a business plan.</p>
<p><b>Links to National Occupational Standards</b>            This unit maps to the core curricula of            General Council for Massage Therapy (GCMT) MT1: M7.1 (August 2011)            Aromatherapy Council (May 2009)            Reflexology Forum (2006)</p>	

## A05 - Healthy Eating and Well-Being for the Complementary Therapy Client

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<b>Unit Reference</b>	<b>J/618/0840</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the required understanding of the role and sources of nutrients required, for a balanced diet to maintain good health and be able to provide general information on healthy eating.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Understand the role and sources of nutrients required for a balanced diet to maintain good health.	<p>1.1 Explain the function of protein, fat / lipids, carbohydrates, roughage / fibre, water, vitamins and minerals in the diet, identifying examples in common food sources.</p> <p>1.2 Describe how nutrients may be affected by:</p> <ul style="list-style-type: none"> <li>• the cooking process</li> <li>• refining food</li> <li>• environmental pollutants</li> </ul> <p>1.3 Explain what constitutes a balanced diet.</p> <p>1.4 Explain the importance and benefits of eating regularly.</p> <p>1.5 Explain how nutritional imbalance can affect health and well-being.</p> <p>1.6 Explain metabolism, Basal Metabolic Rate (BMR) and units of energy.</p> <p>1.7 Identify the basic rules/guidelines to food labelling.</p>
2. Be able to provide general information on healthy eating.	<p>2.1 Evaluate the client's present eating habits in line with current healthy eating guidelines.</p> <p>2.2 Provide general information to maintain health and well-being.</p> <p>2.3 Explain the factors that should be considered when planning healthy eating for the complementary therapy client.</p>

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

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

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

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

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Skills and Education Group Awards website.

## **Certification**

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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 website.

## **Exemptions**

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This qualification contains barred units, equivalencies or exemptions. These are identified in the [Qualification Structure and Rules of Combination on page 4](#).

# Glossary of Terms

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## 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