

# SEG Awards Level 3 Certificate in Social Prescribing

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## Qualification Guidance

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Level 3 Certificate – 603/3269/4

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## About Us

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Skills and Education Group Awards continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

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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The [Skills and Education Group Awards Website](#) provides access to a wide variety of information.

## Copyright

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

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The specification code is C9957-03.

Version	Date	Details of change
2.0	April 2021	Qualification guide in new format and new optional units added with updated indicative content
2.1	May 2021	New unit Y/618/7128 added and H/618/6743 removed
2.2	August 2022	New logo added and Certa removed from title

This guide should be read in conjunction with the Indicative Content document **version 1.3** which is available on our secure website using the link above.

## Contents

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About Us .....	2
Contents.....	3
Introduction .....	4
Pre-requisites .....	4
Aims .....	4
Qualification Structure and Rules of Combination.....	4
Assessment.....	5
Practice Assessment Material .....	6
Teaching Strategies and Learning Activities .....	6
Resource Requirements.....	6
Progression Opportunities.....	6
Tutor/Assessor Requirements.....	6
Language.....	6
Qualification Summary .....	7
Unit Details .....	8
Delivering Community Based Solutions through Social Prescribing .....	9
Measuring Outcomes and Improving Support Mechanisms .....	11
Structures and Cultures within Communities .....	13
The Principles and Theory of Social Prescribing .....	14
Managing Caseloads within a Social Prescribing Environment .....	16
Micro-Commissioning for Social Prescribing .....	17
Developing the Practical Skills for Supporting Behaviour Change .....	18
Supervision and Professional Support.....	19
Working with Vulnerable Adults to provide Holistic Support.....	21
Motivational Interviewing Skills .....	23
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies .....	24
Certification .....	25
Exemptions .....	25
Glossary of Terms .....	26

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 Certificate in Social Prescribing is a nationally recognised qualification developed in conjunction with industry. It prepares learners for a role in social prescribing and provides those already working in this area with a deeper level of knowledge and understanding.

## Pre-requisites

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There are no specific requirements to study for these qualification but it would be an advantage for learners to have access to a relevant working environment or simulated working environment (Health Care, Social Care, and Voluntary Community Social Enterprise sector).

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.

## Aims

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The SEG Awards Level 3 Certificate in Social Prescribing is aimed primarily at those working within or looking to move to a role where elements of social prescribing are used as part of their work. This includes areas such as healthcare, local government and the voluntary and community sector. It will enable learners to broaden their skills and knowledge in social health and well-being work and to support individuals to access services in the community that are appropriate to their needs.

It will provide content on key areas related to social prescribing environments, including delivering community based solutions, offering vulnerable adults holistic support, managing caseloads, micro-commissioning and measuring outcomes to improve support mechanisms.

## Qualification Structure and Rules of Combination

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### **Rules of Combination:**

To achieve this qualification learners must achieve 21 credits.

Learners need to achieve 12 credits from the mandatory group and a further 9 credits from the optional group.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units</b>				
Delivering community based solutions through social prescribing	D/615/4583	3	3	22
Measuring outcomes and improving support mechanisms	J/615/4593	3	3	22
Structures and cultures within communities	Y/615/4596	3	3	22
The principles and theory of social prescribing	K/615/4599	3	3	22

Unit	Unit Number	Level	Credit Value	GL
<b>Optional Units</b>				
Managing caseloads within a social prescribing environment	T/615/4587	3	3	21
Micro-commissioning for social prescribing	L/615/4594	3	3	21
Developing the practical skills for supporting behaviour change	Y/618/7128	3	3	21
Supervision and Professional Support	R/617/0702	3	3	21
Working with vulnerable adults to provide holistic support	Y/615/4601	3	3	21
Motivational Interviewing Skills	K/618/6744	3	3	15

## 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.

## Resource Requirements

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To complete this qualification it would be an advantage for learners to have access to a relevant working environment or simulated working environment (Health Care, Social Care, and Voluntary Community Social Enterprise sector).

## Progression Opportunities

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The SEG Awards Level 3 Certificate in Social Prescribing is not available as part of an apprenticeship framework and is not specifically designed to lead directly to employment. However, it will support learners who are starting on their journey towards careers involving Social Prescribing or those who already work in a Social Prescribing role.

It will increase their knowledge and confidence in this field and assist them with work and study progression opportunities.

## 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 Certificate in Social Prescribing – 603/3269/4								
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.							
<b>Age Range</b>	<b>Pre 16</b>		<b>16-18</b>		<b>18+</b>	✓	<b>19+</b>	✓
<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 web site 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>	1 <sup>st</sup> September 2018							
<b>Review Date</b>	31/08/2024							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	151 hours							
<b>Total Qualification Time (TQT)</b>	210 hours							
<b>Skills and Education Group Awards Sector</b>	Social Prescribing							
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care							
<b>Support from Trade Associations/Stakeholder Support</b>	Conexus							
<b>Administering Office</b>	See the Skills and Education Group Awards Website							





## Delivering Community Based Solutions through Social Prescribing

<b>Unit Reference</b>	<b>D/615/4583</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>22 hours</b>
<b>Unit Summary</b>	This unit will provide learners with an understanding of the community based solutions available and the delivery challenges and barriers that are faced.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
1. Understand how community based solutions can be facilitated through social prescribing	1.1 Explain community centred approaches for health and well-being 1.2 Identify issues faced by communities in relation to health and well-being 1.3 Explain how communities can be engaged to implement social prescribing 1.4 Describe the partners involved in multi-agency working 1.5 Explain the role of integrated working when delivering community based solutions through social prescribing
2. Understand the factors involved in delivering community based solutions through social prescribing	2.1 Identify the stakeholders involved in delivering community based solutions 2.2 Explain the challenges faced when delivering community based solutions 2.3 Describe how to overcome barriers to delivering community based solutions 2.4 Identify the opportunities provided when delivering community based solutions

	<p>2.5 Explain how to measure the impact of social prescribing on the community</p> <p>2.6 Explain how to measure the impact of social prescribing on individuals</p> <p>2.7 Explain how to measure the impact of social prescribing on service delivery</p>
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## Measuring Outcomes and Improving Support Mechanisms

<b>Unit Reference</b>	<b>J/615/4593</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>22 hours</b>
<b>Unit Summary</b>	This unit will give learners the opportunity to understand the evaluation process of social prescribing which will enable them to analyse its effectiveness in decreasing social inequalities
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
1. Understand the process of evaluating social prescribing	<p>1.1 Identify the policy context underpinning the monitoring and review of social prescribing</p> <p>1.2 Explain the outcomes to be measured</p> <p>1.3 Explain how performance indicators can be used to measure outcomes</p> <p>1.4 Describe methods used to measure the outcomes of social prescribing interventions</p> <p>1.5 Analyse how to involve individuals in the monitoring and evaluation of social prescribing</p>
2. Understand how to improve the outcomes of social prescribing	<p>2.1 Explain how the results of monitoring and feedback inform continuous quality improvement</p> <p>2.2 Identify the resulting support mechanisms available through effective social prescribing</p> <p>2.3 Explain how practitioners can ensure they have the necessary knowledge and skills for social prescribing</p> <p>2.4 Analyse how effective social prescribing decreases social inequalities</p>

	2.5 Explain how to improve the effectiveness and efficiency of resource use
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## Structures and Cultures within Communities

<b>Unit Reference</b>	<b>Y/615/4596</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>22 hours</b>
<b>Unit Summary</b>	This unit will focus on how communities are made up, their cultural values and potential inequalities. Learners will gain an understanding of how social prescribing can be the driver for change.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand the composition of communities	1.1 Describe the infrastructure of communities 1.2 Explain the demographics of communities 1.3 Describe the support networks available to communities
2. Understand the culture of communities	2.1 Describe cultural values within communities 2.2 Identify inequalities which may exist in communities 2.3 Explain what drives cultural change within communities
3. Understand the role of social prescribing for communities	3.1 Explain the benefits of social prescribing for communities 3.2 Identify roles and responsibilities involved in social prescribing for communities 3.3 Explain how to overcome barriers to social prescribing for communities

## The Principles and Theory of Social Prescribing

<b>Unit Reference</b>	<b>K/615/4599</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>22 hours</b>
<b>Unit Summary</b>	This unit will give learners a solid understanding of what social prescribing is, its objectives and the role of practitioners. Learners will also be able to explain how to measure the effectiveness of social prescribing interventions.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand social prescribing	1.1 Define the term 'social prescribing' 1.2 Explain the objectives of social prescribing 1.3 Describe the process of social prescribing 1.4 Explain the roles of practitioners involved in social prescribing 1.5 Identify models of social prescribing 1.6 Describe the potential impacts of social prescribing for individuals 1.7 Describe the potential impacts of social prescribing for service delivery 1.8 Describe the potential impacts of social prescribing for the community
2. Understand the context of social prescribing	2.1 Identify the policy framework underpinning social prescribing 2.2 Identify the key outcomes from effective social prescribing

	<p>2.3 Explain how to evaluate the effectiveness of a social prescribing intervention</p> <p>2.4 Explain how to measure the effectiveness of social prescribing</p>
<p>3. Understand methods of social prescribing</p>	<p>3.1 Explain the potential of social prescribing to improve social capital</p> <p>3.2 Describe salutogenesis in the context of social prescribing</p> <p>3.3 Describe the asset based approach to community development</p>

## Managing Caseloads within a Social Prescribing Environment

<b>Unit Reference</b>	<b>T/615/4587</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit will allow learners to gain an understanding of how to manage and prioritise their caseloads. They learn when to seek support, be able to identify the support available and how to access it.
<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 importance of managing caseloads in relation to social prescribing	1.1 Explain why it is important to manage own caseload 1.2 Identify the criteria to be used when managing caseloads 1.3 Explain how to prioritise caseloads in relation to social prescribing
2. Understand how to access guidance when managing own caseload	2.1 Describe when it may be necessary to seek guidance or support 2.2 Explain the action to take when additional support is required 2.3 Identify the support available in relation to managing caseloads
3. Understand the consequences of mis-managing a caseload when facilitating social prescribing	3.1 Identify the impact of poor case management on individuals, service delivery, the wider community and yourself 3.2 Explain how to make improvements to the management of own caseload



## Micro-Commissioning for Social Prescribing

<b>Unit Reference</b>	<b>L/615/4594</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit will allow provide learners with an understanding of what micro-commissioning is and how it can impact the individual and the community
<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 principles of micro-commissioning	1.1 Define 'micro-commissioning' 1.2 Explain how micro-commissioning can benefit individuals 1.3 Explain how micro-commissioning can benefit service delivery 1.4 Explain how micro-commissioning can benefit the community 1.5 Describe how micro-commissioning can be applied to service delivery
2. Understand the implementation of micro-commissioning	2.1 Explain the services who might be involved in micro-commissioning 2.2 Describe the process of micro-commissioning
3. Understand localised commissioning	3.1 Define 'localised commissioning' 3.2 Explain the benefits of localised small scale commissioning

## Developing the Practical Skills for Supporting Behaviour Change

<b>Unit Reference</b>	<b>Y/618/7128</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit will allow learners to gain an understanding of the relationship between the link worker and the client, recognising that this is most effective therapeutic tool for prompting behaviour change.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
1. Understand the processes involved in supporting behaviour change	<p>1.1 Explain the importance of developing a collaborative relationship between Link worker and client</p> <p>1.2 Identify the core conditions needed to build trust during the sessions</p> <p>1.3 Explain the difference between intrinsic and extrinsic motivation</p> <p>1.4 Give an overview of Motivational Interviewing as a counselling approach</p>
2. Understand the skills involved in supporting behaviour change	<p>2.1 Demonstrate empathic listening skills with client</p> <p>2.2 Explain the importance of body language and physical cues</p> <p>2.3 Understand the appropriate use of probes, questions and challenges</p> <p>2.4 Develop a therapeutic plan with the client</p>

## Supervision and Professional Support

<b>Unit Reference</b>	<b>R/617/0702</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit will cover the process of supervision, the different forms of supervision and the value of these sessions in connection with your own development.
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.2)</b> <i>The learner can</i>
1. Understand the boundary, ethical and confidentiality issues involved in supervision	<p>1.1 Identify appropriate issues and factors which affect the supervision process</p> <p>1.2 Explain the importance of confidentiality and when it may need to be broken</p> <p>1.3 Identify basic safeguarding principles and the benefits to both the Social Prescriber and the client</p>
2. Understand the different forms of supervision available	<p>2.1 Identify the different forms of supervision available</p> <p>2.2 Evaluate the differences between them taking into account the various models and structures</p>
3. Understand the differences between group and one-to-one supervision	<p>3.1 Evaluate own and others experiences in group and individual supervision</p>
4. Know own personal development needs in regard to supervision	<p>4.1 Evaluate own personal development needs with regard to supervision</p>

<p>5. Know the value of discussion and feedback in supervision</p>	<p>5.1 Evaluate the value of discussion and feedback in supervision</p> <p>5.2 Explain the term transactional analysis and how it can affect the value of discussion and feedback</p>
<p>6. Understand Reflective Practice</p>	<p>6.1 Explain the meaning of Reflective Practice and the various methods that can be used to put this into practice</p> <p>6.2 Explain how this can be used to benefit future Social Prescribing work</p>
<p>7. Know the limitations and boundaries of the link worker role in relation to the social prescribing cases brought to supervision</p>	<p>7.1 Identify the range of issues brought to supervision</p> <p>7.2 Evaluate the appropriateness and boundaries of the social prescribing cases brought to supervision</p>

## Working with Vulnerable Adults to provide Holistic Support

<b>Unit Reference</b>	<b>Y/615/4601</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit will give learners an understanding of how to support vulnerable adults taking account of safeguarding and the most appropriate routes and sources of support to provide a holistic service.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand how to support vulnerable adults	<p>1.1 Define the term 'vulnerable adult'</p> <p>1.2 Explain the roles and responsibilities involved in supporting a vulnerable adult</p> <p>1.3 Describe the barriers a vulnerable adult may experience in receiving support</p>
2. Understand legislation and policy informing the safeguarding of vulnerable adults	<p>2.1 Outline the legislative framework and policy guidance underpinning the safeguarding of vulnerable adults</p> <p>2.2 Explain the role of safeguarding when working with a vulnerable adult</p> <p>2.3 Identify sources of information and advice about safeguarding and protecting an individual from abuse</p>

<p>3. Understand how to facilitate holistic support for vulnerable adults</p>	<ul style="list-style-type: none"><li>3.1 Define the term 'holistic support'</li><li>3.2 Explain the holistic support a vulnerable adult might need in relation to their health and well-being</li><li>3.3 Describe how to identify the most appropriate routes for support</li><li>3.4 Explain how to establish an individual's needs in relation to their health and well-being</li><li>3.5 Identify sources of support in relation to any identified communication or access needs</li><li>3.6 Explain how to monitor and review the holistic support provided</li></ul>
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## Motivational Interviewing Skills

<b>Unit Reference</b>	<b>K/618/6744</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>15 hours</b>
<b>Unit Summary</b>	This unit focusses on the four aspects of the Spirit of Motivational Interviewing. Learners will gain an awareness of when it is appropriate to use Motivational Interviewing and be able to evaluate their own use of it reflecting on their areas of strength and need for development.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand the Spirit of Motivational Interviewing	<p>1.1 Explain the importance of the Spirit of Motivational Interviewing when working with behaviour change</p> <p>1.2 Summarise the four underlying processes of Motivational Interviewing</p> <p>1.3 Describe the nature of motivation from a Motivational Interviewing point of view</p> <p>1.4 Explain the role of ambivalence in Motivational Interviewing</p> <p>1.5 Explain when and why Motivational Interviewing would be an appropriate approach</p>
2. Be able to apply Motivational Interviewing skills for promoting behaviour change	<p>2.1 Describe effective Motivational Interviewing engagement skills</p> <p>2.2 Discuss a range of ways of working with discord</p> <p>2.3 Demonstrate appropriate application of motivational interviewing skills</p> <p>2.4 Evaluate own application of the Spirit of Motivational Interviewing and associated skills</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 web site.

## **Exemptions**

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

## 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.