



## SEG Awards Level 2 Diploma for Veterinary Nursing Assistants

England – 610/3348/0

## Qualification Guidance

### 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 [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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### Specification Code

The specification code is D9244-02.

Issue	Date	Details of change
1.0	20 October 2023	New qualification guide
1.1	7 April 2025	Amended command verb from 'Demonstrate' to 'Create' for AC1.3 in the 'Practical Skills for Veterinary Nursing Assistants' unit

## **Qualification Guidance**

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

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## **Qualification Guidance**

*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.*

## Qualification Guidance

### Introduction

The SEG Awards Level 2 Diploma for Veterinary Nursing Assistants has been designed to develop knowledge and skills to become a Veterinary Nursing Assistant.

### Pre-requisites

There are no entry requirements for this qualification.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee'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: Level 2 Diploma for Veterinary Nursing Assistants

Learners must achieve 36 credits. All credits must come from the 9 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 36				
Administration in Veterinary Practice	A/650/8829	2	5	25
Hygiene in Animal Care	H/650/8830	2	3	20
Animal Health	J/650/8831	2	3	25
Animal First Aid	K/650/8832	2	3	25
Animal Behaviour and Welfare	L/650/8833	2	4	40
Wildlife in a Veterinary Practice	M/650/8834	2	3	30

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Veterinary Medicines and Equipment	R/650/8835	2	5	45
Pet Bereavement	T/650/8836	2	3	20
Practical Skills for Veterinary Nursing Assistant	Y/650/8837	2	7	50

## Aim

The SEG Awards Level 2 Diploma for Veterinary Nursing Assistants has been designed to provide learners with a variety of knowledge of the practices and legislative procedures they may encounter whilst working in a veterinary environment as auxiliary staff.

## Target Group

The SEG Awards Level 2 Diploma for Veterinary Nursing Assistants is designed for learners of the age of 16 and over, who are looking to become a Veterinary Nursing Assistant or already working as a Veterinary Nurse to develop their knowledge and skill set further.

Learners must be able to carry out a placement in a veterinary environment for a minimum of 2 weeks and be supervised by a qualified VNA or RVN.

## Practical Hours Requirement

There is no external practical hour requirements attached to this qualification.

## Assessments

This qualification is to be completed by portfolio submission including physical demonstration on live animals throughout units, with clear evidencing linked to the relevant Assessment Criteria. Where physical demonstration is required, this needs to be observed and recorded by the tutor to support the overall qualification submission.

## Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

### **Qualification Guidance**

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Progression Routes Flowchart

## **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**

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment for veterinary nursing assistants.

This qualification goes hand in hand with a variety of Skills and Education Group Awards regulated qualifications within the Animal Care sector, supporting learners' knowledge and experience in Veterinary Nursing Assistants, which will support learners progress on to the following qualifications/areas:

- SEG Awards Level 3 Certificate for Veterinary Receptionists

Learners may also progress on to studying veterinary nursing if required qualifications and RCVS entry criteria are met.

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.



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### Language

This specification and associated assessment materials are in English only.

## Qualification Guidance

# Qualification Summary

Qualification	
SEG Awards Level 2 Diploma for Veterinary Nursing Assistants	
<b>Qualification Purpose</b>	The Level 2 Diploma for Veterinary Nursing Assistants will provide learners with the knowledge and practical skills to assist veterinary professionals in a clinical setting. This is a great qualification for those learners looking to pursue a career in veterinary nursing, providing an essential foundation for progressing into further veterinary studies or support roles in animal care settings. With a rise of 7% of occupations within Nursing Auxiliaries and Assistants and an expected continued increase of 3% over the next 3 years, this qualification will provide learners with opportunities to excel within their careers, upon successful completion.
<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: <ul style="list-style-type: none"> <li>Ofqual</li> </ul>
<b>Assessment</b>	Portfolio of Evidence
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Grading</b>	Pass/Fail Only
<b>Operational Start Date</b>	20/10/2023
<b>Review Date</b>	20/10/2026
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	280
<b>Total Qualification Time (TQT)</b>	360
<b>Credit Value</b>	36
<b>Skills and Education Group Awards Sector</b>	Animal Care

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<b>Regulator Sector</b>	3.3 - Animal care and veterinary science
<b>Support from Trade Associations</b>	

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### Unit Details

<b>Administration in Veterinary Practice</b>		
<b>Unit Reference</b>	<b>A/650/8829</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>Guided Learning (GL)</b>	<b>25</b>	
<b>Unit Summary</b>	<p>Learners will understand the roles and responsibilities of those working within a veterinary environment, along with administration tasks crucial to the smooth running of a practice. They will be able to align their own roles to health and safety legislation and understand effective communication with others.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.1)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Know the administrative tasks carried out in a veterinary practice	1.1	Explain how to effectively communicate with owners on the phone, via letter and via email
	1.2	Describe information required to register and make an appointment for a new client
	1.3	Describe methods of payment taken
	1.4	Explain the importance of client confidentiality
2. Understand the structure and services of veterinary practice	2.1	Explain the roles and duties of staff within a veterinary practice
	2.2	Explain how promotion of sales is carried out in a veterinary practice

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	2.3	Describe how Legislation impacts upon the roles within a veterinary practice
3. Understand how to deal with clients in a veterinary practice	3.1	Describe how to deal with clients facing bereavement in a veterinary practice
	3.2	Explain how to diffuse difficult situations with clients
4. Understand health and safety and professionalism in a veterinary practice	4.1	Explain own responsibilities under health and safety legislation
	4.2	Explain how health and safety legislation relates to the working environment in a veterinary practice
	4.3	Explain why professionalism is important in a veterinary practice
	4.4	Describe the importance of adhering to codes of practice within a veterinary practice
	4.5	Describe the importance of communication between staff in a veterinary practice
5. Know how to promote services within a veterinary practice	5.1	Describe the promotion of information, goods and services in a veterinary waiting room

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<b>Hygiene in Animal Care</b>		
<b>Unit Reference</b>	<b>H/650/8830</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>20</b>	
<b>Unit Summary</b>	<p>Learners are introduced to the reasons for maintaining cleanliness and hygiene in a veterinary practice, and the ways in which to carry out thorough and meaningful cleaning.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand reasons for cleaning and hygiene in veterinary practice	1.1	Identify the reasons for maintaining cleanliness and hygiene in a veterinary practice
	1.2	Describe diseases found in a veterinary environment
	1.3	Explain the importance of correct hygiene practices
2. Know how to maintain cleaning and hygiene in veterinary practice	2.1	Explain cleaning protocols for different areas of the veterinary practice
	2.2	Identify checks carried out to assess cleanliness
	2.3	Describe the correct use of chemicals to clean a veterinary practice
	2.4	Explain the differences between disinfection and sterilisation
	2.5	Describe different methods of sterilisation

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	2.6	Describe situations where disinfection and sterilisation would be used in veterinary practice
3. Know how to dispose of waste from a veterinary practice	3.1	Describe categories of waste generated in a veterinary practice
	3.2	Explain safe and sustainable waste disposal practices

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<b>Animal Health</b>		
<b>Unit Reference</b>	<b>J/650/8831</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>25</b>	
<b>Unit Summary</b>	<p>Learners will be introduced to the different terminology used within veterinary practice. Health checking a range of animals and knowing issues that can occur with their health is a vital skill for the veterinary nursing assistant to learn, with this unit providing the knowledge for both.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand the monitoring of animal health	1.1	Explain the different types of monitoring in a range of animals seen in veterinary practice
	1.2	Describe how monitoring can assist animal recovery when in a veterinary practice
	1.3	Describe different types of monitoring equipment
2. Know terminology used in veterinary practice	2.1	Explain terminology used in veterinary practice
	2.2	Describe the reasons for using standard terminology in a veterinary practice
3. Understand health checking animals	3.1	Describe signs of good and ill health in a range of animals
	3.2	Describe how to carry out head to tail health checks in a range of animals, including frequency



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	3.3	Explain the importance of regular health checks
4. Know common animal health issues	4.1	Recognise common conditions affecting a range of animals
	4.2	Describe behaviours seen in a range of animals that may indicate ill health

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<b>Animal First Aid</b>		
<b>Unit Reference</b>	<b>K/650/8832</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>25</b>	
<b>Unit Summary</b>	<p>Learners will be introduced to the main principles of first aid, and the reasons for clear communication in first aid situations. Different first aid emergency situations will be explored, along with staying within parameters of Legislation when dealing with an emergency.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Know the principles of animal first aid	1.1	Describe the main principles of animal first aid
	1.2	Describe reasons why communication is vital in animal first aid situations
	1.3	Describe first aid situations in a range of animals
2. Understand legislation relating to animal first aid	2.1	Explain the legislation governing the provision of first aid treatment in animals
	2.2	Describe the limitations of providing first aid to animals
3. Know how to deal with an animal first aid situation	3.1	Explain how to treat common first aid situations in a range of animals
	3.2	Describe how to deal with an owner during an animal first aid situation

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4. Know how to prioritise animal first aid cases	4.1	Explain how to recognise an animal first aid emergency situation
	4.2	Explain the information necessary to gather and communicate during an animal first aid situation

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### Animal Behaviour and Welfare

<b>Unit Reference</b>	<b>L/650/8833</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>Guided Learning (GL)</b>	<b>40</b>	
<b>Unit Summary</b>	<p>Learners will be introduced to animal welfare and how behaviour and correct welfare impacts upon this. Stress in animals is also explored in the unit and how handling affects animal's welfare.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.1)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand the social structure of animals	1.1	Describe the hierarchy and social structure of a range of animals
	1.2	Explain how social structure impacts upon caring for a range of animals
2. Understand behaviours seen in animals	2.1	Describe normal and abnormal behaviours shown by a range of animals
	2.2	Explain behaviours indicating distress or fear in a range of animals
3. Know how to handle and restrain animals	3.1	Explain procedures for handling a range of animals to promote welfare and minimise stress
	3.2	Explain procedures for restraining a range of animals to promote welfare and minimise stress
4. Understand animal welfare	4.1	Explain the importance of maintaining welfare and health in a range of animals

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### Wildlife in a Veterinary Practice

<b>Unit Reference</b>	<b>M/650/8834</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>30</b>	
<b>Unit Summary</b>	<p>Learners will be introduced to the British Wildlife species that they may see in the veterinary practice. Knowing the relevant agencies to refer wildlife to is essential when deciding upon next steps to take.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.4)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Identify British Wildlife species encountered in a veterinary practice	1.1	Describe British Wildlife species that are encountered in veterinary practices
	1.2	Explain common injuries and illnesses seen in British Wildlife in veterinary practices
2. Understand organisations involved in assisting British Wildlife	2.1	List the organisations involved in treating British wildlife
	2.2	Describe the aims of treating British wildlife
	2.3	Explain the restrictions of British wildlife treatment and release
	2.4	Describe the situations where specialist treatment may be necessary for British Wildlife and procedures for referral

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### Veterinary Medicines and Equipment

<b>Unit Reference</b>	<b>R/650/8835</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>Guided Learning (GL)</b>	<b>45</b>	
<b>Unit Summary</b>	<p>Learners will know the instruments commonly used in veterinary practice and how to maintain them correctly. The categories, use and storage of veterinary medicines will also be examined in the unit, along with the reasons for following protocol.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 6)</b>	<b>Assessment Criteria (1.1 to 6.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Know the use of veterinary equipment	1.1	Identify the instruments used for common procedures in veterinary practice
	1.2	Describe how instruments in a veterinary practice are used
2. Know how to maintain veterinary instruments and prevent cross contamination	2.1	Explain how to clean, pack, and sterilise used veterinary instruments
	2.2	Explain the labelling of veterinary instruments
	2.3	Explain the storage of veterinary instruments
3. Know the categories of veterinary medicine	3.1	Identify the categories of veterinary medicines with examples for each category
	3.2	Describe the storage and monitoring of veterinary medicines

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4. Know how to order veterinary medicines	4.1	Explain how to order and receive veterinary medicines
	4.2	Know the importance of stock control of veterinary medicines
5. Understand the prescribing process	5.1	Explain the differences between prescribing and dispensing veterinary medicines
	5.2	Describe how to dispense veterinary medicines
	5.3	Describe how to manage repeat prescriptions of veterinary medicines
	5.4	Explain the importance of correct prescribing and dispensing of veterinary medicines
6. Understand the disposal of veterinary medicines	6.1	Describe the procedures for disposing of veterinary medicine
	6.2	Explain the hazards of incorrect disposal of veterinary medicine

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<b>Pet Bereavement</b>		
<b>Unit Reference</b>	<b>T/650/8836</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>20</b>	
<b>Unit Summary</b>	<p>Learners will be introduced to the difficult subject of pet bereavement. They will be provided with knowledge of the process of death and euthanasia, along with the support they can provide to clients during the grief process.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Understand pet death and euthanasia	1.1	Explain the pet euthanasia process
	1.2	Describe the staff involved in euthanasia of a pet and their individual roles
	1.3	Describe potential circumstances leading to natural death of a pet
	1.4	Describe the physical signs animals may show leading up to cessation of life
2. Know when euthanasia may be required	2.1	Describe potential circumstances of the death of a pet by euthanasia
	2.2	Describe the signs of ageing in animals
3. Understand the options for disposal of cadavers	3.1	Describe the options for disposal of cadavers
	3.2	Describe the options for memorials for pets



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4. Know the stages of bereavement	4.1	Describe the different stages of grief that clients may show following death of a pet
5. Know how to support a bereaved client	5.1	Explain how to best support a bereaved client
	5.2	List organisations that may assist in supporting clients with bereavement

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<h1>Practical Skills for Veterinary Nursing Assistants</h1>	
<b>Unit Reference</b>	<b>Y/650/8837</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning (GL)</b>	<b>50</b>
<b>Unit Summary</b>	<p>Learners will be introduced to a range of skills vital to caring for animals in a veterinary setting. These will include providing feed and water, maintaining and adjusting the environmental conditions and appropriate handling and restraint of animals to meet the needs of the animals and maintain safety of self and others.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.5)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to approach animals safely	<p>1.1 Approach a range of animals in a way which prevents stress and promotes confidence</p> <p>1.2 Identify when not to approach a range of animals</p> <p>1.3 Create a contingency plan for a range of animals which are deemed unsuitable for usual approach methods</p>
2. Be able to handle a range of animals	<p>2.1 Monitor the condition of a range of animals prior to handling</p> <p>2.2 Select correct equipment for handling a range of animals</p> <p>2.3 Move a range of animals from one place to another safely</p>

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	2.4	Keep detailed records of handling a range of animals
3. Be able to restrain a range of animals	3.1	Monitor animals prior to restraining
	3.2	Select correct safety and restraint equipment suitable for a range of animals
	3.3	Restrain a range of animals appropriately
	3.4	Keep detailed records of restraint of a range of animals
4. Be able to carry out health checks on a range of animals	4.1	Carry out head to tail checks on a range of animals
	4.2	Record results of health checks
	4.3	Report results of health checks to appropriate personnel
5. Be able to provide appropriate care for a range of animals	5.1	Provide an appropriate diet and water for a range of animals according to situation and condition
	5.2	Monitor and record the feed and water intake of a range of animals
	5.3	Monitor and record any behaviour changes seen in a range of animals
	5.4	Provide and maintain appropriate accommodation for a range of animals
	5.5	Make changes to accommodation for a range of animals according to their needs

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# 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.

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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 website.

## **Exemptions**

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

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# 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.