



SEG Awards Level 3 Diploma in Animal-Assisted Intervention

England – 610/4294/8

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 provides access to a wide variety of information.

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Specification Code

The specification code is D9266-03.

Issue	Date	Details of change
1.0	May 2024	New qualification guide

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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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.

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Introduction

The SEG Awards Level 3 Diploma in Animal-Assisted Intervention has been designed to develop knowledge and skills for learners who have an interest towards working alongside all animals, supporting animal-assisted interventions and animal-assisted therapy to a variety of individuals and people in groups with different mental and physical disabilities.

Pre-requisites

There are no entry requirements for this qualification, however, learners should be working to at least a Level 2.

Within the Conducting Canine Assisted Intervention unit there is a practical requirement in which canine interaction will be required. The practical element within this unit is to be conducted over 2 days of practical training, both days will need to be attended to complete the full unit.

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 3 Diploma in Animal-Assisted Interventions

Learners must achieve 37 credits. All credits must come from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 37				
Theory and Historical Use of Animal-Assisted Interventions	L/651/1857	3	3	25
Lawful Duties of Animal-Assisted Intervention	M/651/1858	3	4	32
Health and Wellbeing Benefits of Animal-Assisted Interventions	R/651/1859	3	4	24

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Animal-Assisted Intervention Roles and Responsibilities	A/651/1860	3	7	48
Client and Animal-Assisted Intervention Pairing	D/651/1861	3	2	16
The Application of Animal-Assisted Intervention	F/651/1862	3	5	35
Animal-Assisted Intervention Process	H/651/1863	3	6	39
Conducting Canine Animal-Assisted Intervention	J/651/1864	3	5	35

Aim

The SEG Awards Level 3 Diploma in Animal-Assisted Intervention has been designed to provide learners with the information, acknowledgement and abilities to work alongside all animals supporting animal-assisted interventions and animal-assisted therapy to a variety of individuals and people in groups with different mental and physical disabilities, including visual impairments.

Throughout this qualification, the learners will develop knowledge on the history of Animal-assisted Interventions (AAIs), the use of Animal-assisted Interventions (AAIs) and the Legal requirements which co-aside with these areas. This qualification will prepare the learners for employment in Animal Assistance and will be able to support customers who require training in this particular area.

Target Group

The SEG Awards Level 3 Diploma in Animal-Assisted Intervention is designed for learners over the age of 16, who have a passion for animals. This qualification will provide learners with the experience to work hands-on with professions within this field and learn the knowledge and skills to further their interest and education in Animal-Assisted Intervention.

Practical Hours Requirement

It is required for learners to complete 15 hours of practical training to obtain the skills required in Level 3 Diploma in Animal-Assisted Intervention. Learners will gain the required skills, knowledge and behaviours to work professionally in animal-assisted intervention alongside formalising the capability of those already working in the field.

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The below unit requires practical training hours to be completed:

- Conducting Canine Assisted Intervention - 15 hours

Skills and Education Group Awards have provided a Practical Training Log template for Learners to use to professionally log these hours however, use of this log is not mandatory.

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.

As detailed above, there is also a 15 hour requirement of practical hours, which need to be logged and submitted as part of the overall qualification submission.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Diploma in Animal-Assisted Intervention.

Resources

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

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Practical Hours Training Log

Progression Opportunities

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment within animal or canine care.

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 animal care further.

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

Tutor / Assessor Requirements

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

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

Language

This specification and associated assessment materials are in English only.

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Qualification Summary

Qualification								
SEG Awards Level 3 Diploma in Animal-Assisted Intervention								
Qualification Purpose	<p>The SEG Awards Level 3 Diploma in Animal-Assisted Intervention has been designed to provide learners with the information, acknowledgement and abilities to work alongside all animals supporting animal-assisted interventions and animal-assisted therapy to a variety of individuals and people in groups with different mental and physical disabilities, including visual impairments.</p> <p>With a rise in Animal Care Services Occupations over the past 3 years and expected level of continuation within this field, Learners, upon successful completion, will be given the opportunity to excel within a rewarding career and to contribute to other people's health and welfare in an ever-expanding sector.</p>							
Age Range	Pre 16		16-18	✓	18+	✓	19+	✓
Regulation	<p>The above qualifications are regulated by:</p> <ul style="list-style-type: none"> Ofqual 							
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence Practical Demonstrations 							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail Only							
Operational Start Date	31/05/2024							
Review Date	31/05/2027							
Operational End Date								
Certification End Date								
Guided Learning (GL)	262 hours							
Total Qualification Time (TQT)	370 Hours							
Credit Value	37							
Skills and Education Group Awards Sector	Animal Care							
Regulator Sector	3.3 - Animal care and veterinary science							
Support from Trade Associations								

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Unit Details

Theory and Historical Use of Animal-Assisted Interventions	
Unit Reference	L/651/1857
Level	3
Credit Value	3
Guided Learning (GL)	25
Unit Summary	<p>Learners will acknowledge what defines an animal-assisted intervention and how it is applied to situations. Learners will explore into the history of animal-assisted intervention and how human and animal relationships play a huge part to its success.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
<i>The learner will</i>	<i>The learner can</i>
1. Understand animal-assisted intervention and how it is applied	1.1 Define the terms human-animal bond and animal-assisted intervention 1.2 Describe what an animal-assisted intervention is 1.3 Explain the main purpose of an animal-assisted intervention and how it can benefit both humans and animals 1.4 List the most common animals used within animal-assisted interventions and their identifiable attributes
2. Understand the use of data and results when using animal-assisted intervention	2.1 Outline a variety of observations that may be used when assessing an animal-assisted intervention

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	2.2	Outline a variety of biological data that may be used when assessing an animal-assisted intervention
3. Understand the historical knowledge in relation to animal-assisted intervention	2.3	Describe the key indicators to recognise that animal-assisted intervention is achieving its desired outcome
	3.1	Explain when animal-assisted intervention was first acknowledged
	3.2	Outline the historical timeline of animal-assisted intervention
	3.3	Summarise key points in the historical timeline during the recognition of animal-assisted interventions
	3.4	Summarise the background of the human-animal bond and how this plays a huge part towards animal-assisted intervention

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Lawful Duties of Animal-Assisted Intervention	
Unit Reference	M/651/1858
Level	3
Credit Value	4
Guided Learning (GL)	32
Unit Summary	<p>Learners will acknowledge the essential elements of safeguarding linked to animal-assisted intervention as well as acknowledging how laws for working alone apply. Learners will gain an understanding towards what is deemed as appropriate during protection animal-assisted interventions along with linked regulations and insurances.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the safeguarding requirements linked to animal-assisted interventions	1.1 Outline the importance of safeguarding when practicing animal-assisted interventions 1.2 Describe the different safeguarding requirements that are needed to safeguard clients when participating in animal-assisted interventions 1.3 Describe how safeguarding actions can be put into place when supporting clients/customers during the use of animal-assisted interventions
2. Understand the regulatory requirements that link to animal-assisted interventions	2.1 Outline the importance of adhering to regulatory requirements when animal-assisted intervention is used 2.2 Describe ways to ensure that regulatory requirements are implemented during animal-assisted interventions

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	2.3	Evaluate how implementing regulatory requirements when using animal-assisted intervention ensures the safety of both humans and animals involved
3. Understand the regulations associated with animal-assisted intervention	3.1	Outline the working laws associated with animal-assisted intervention and their limitations
	3.2	Summarise the effect of the laws for working alone in connection with the animal-assisted intervention
	3.3	Express company laws and actions for working alone
	3.4	Outline the legal responsibilities for all involved when providing animal-assisted interventions
4. Understand the insurances that links to animal-assisted intervention	4.1	Outline the need for insurances when practicing animal-assisted intervention
	4.2	Outline the different types of insurances that would support those using animal-assisted intervention
	4.3	Explain what the different types of insurances protect against for all parties associated with the animal-assisted intervention process

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Health and Wellbeing Benefits of Animal-Assisted Interventions	
Unit Reference	R/651/1859
Level	3
Credit Value	4
Guided Learning (GL)	24
Unit Summary	<p>Learners will gain an understanding of both the mental and physical disabilities in which animals can provide support. They will acknowledge learning difficulties and neurocognitive disorders. They will acknowledge the recognition of disabilities when operating with animals.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
<i>The learner will</i>	<i>The learner can</i>
1. Understand how animal-assisted intervention can support varying learning disabilities and disorders	<p>1.1 Outline the principles and benefits of animal-assisted interventions, including how interactions with animals can positively affect physical, emotional, and cognitive well-being</p> <p>1.2 Identify how animal-assisted intervention can support individuals with different learning disabilities, including:</p> <ul style="list-style-type: none"> • improving focus and attention • reducing stress and anxiety • enhancing social skills <p>1.3 Identify how animal assisted intervention can support those with memory loss</p> <p>1.4 Evaluate specific therapies and animals that are appropriate to use to support with learning disabilities and disorders</p>

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<p>2. Understand how animal assisted intervention can provide support for varying physical disabilities and disorders</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Outline how animals can positively affect physical well-being, independence, and quality of life for individuals with disabilities</p> <p>Identify how animal-assisted intervention can support individuals with a range of physical and mental disabilities</p> <p>Analyse the factors that need to be considered when sourcing an animal to support a human with a physical disability</p> <p>Evaluate the benefits and positive impacts animal-assisted interventions can have on a human</p>
<p>3. Understand the importance of being disability aware</p>	<p>3.1 3.2 3.3</p>	<p>Identify the differences between disability, disorder and the impacts that any physical or mental condition can have on body systems and psychosocial abilities</p> <p>Outline the importance of being disability aware when in the presence of both clients and support animals</p> <p>Analyse different animals that would be suitable for differing disabilities when using animal-assisted intervention</p>

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Animal-Assisted Intervention Roles and Responsibilities

Unit Reference	A/651/1860	
Level	3	
Credit Value	7	
Guided Learning (GL)	48	
Unit Summary	<p>Learners will recognise the specific duties of the animal-assisted intervention handlers when working and teaching within this environment. Learners will understand the skills required for animal-assisted intervention handlers along with the relevant codes of practice that apply to animal-assisted interventions. Learners will understand the importance of setting the correct scene for animal-assisted interventions in organisations and how to successfully conduct an animal-assisted intervention session.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to recognise the roles and responsibilities required for animal-assisted intervention	1.1	Summarise the range of skills required for handlers offering animal-assisted interventions
	1.2	Create an inventory of regulatory requirements for animal-assisted intervention
	1.3	Explain the importance of good working relationships with all involved when using animal-assisted interventions
2. Understand the requirements of an animal-assisted intervention handler	2.1	List the skills required to be a successful handler to provide animal-assisted interventions

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	2.2	Explain the importance of a handler when working with animals whilst providing assisted interventions
	2.3	Outline the difference of duties and responsibilities when a handler is working with animals during assisted interventions for themselves and alternately, for an external provider
3. Be able to understand the environmental impacts on animal-assisted intervention	3.1	Detail why it is important to provide a suitable environment for a range of clients during animal-assisted interventions
	3.2	Explain the potential impacts if the environment is not suitable when conducting animal-assisted intervention
	3.3	Describe the different ways of setting the scene for animal-assisted intervention sessions
4. Understand how to successfully conduct an animal-assisted intervention session	4.1	Explain what equipment is required before conducting an animal-assisted intervention session
	4.2	Explain what factors need to be considered before conducting an animal-assisted intervention session and outline why planning is so important for a session's success
	4.3	Outline the main factors and regulation that should be considered within an animal-assisted intervention session, as a minimum
	4.4	Summarise some signs of a positive and successful animal-assisted intervention session, for both human factors and animal welfare

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Client and Animal-Assisted Intervention Pairing

Unit Reference	D/651/1861	
Level	3	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	<p>Within this unit, Learners will understand the importance of correct animal and customer pairing in correspondence to animal-assisted intervention.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
Learning Outcomes (1 to 1)	Assessment Criteria (1.1 to 1.4)	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand customer pairing in animal-assisted intervention	1.1	Outline the process on how to pair a suitable animal for a human in providing the correct type of animal-assisted intervention
	1.2	Describe what factors are taken into consideration to pair customers with animals in animal-assisted intervention
	1.3	Describe the signs and evidence of a successful customer pairing
	1.4	Evaluate the potential risks of unsuitable pairing in animal-assisted intervention

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The Application of Animal-Assisted Intervention	
Unit Reference	F/651/1862
Level	3
Credit Value	5
Guided Learning (GL)	35
Unit Summary	<p>Learners will recognise the benefits of animal-assisted interventions and will acknowledge how this benefits others. Learners will understand how animal-assisted interventions can be applied to treatment for a variety of disorders and disabilities both in children and adults. Learners will also explore how animal-assisted interventions can be applied to humans of all ages, such as children and the elderly. Learners will acknowledge the contravene to conflicts of animal-assisted interventions.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to recognise the benefits and restrictions of animal-assisted interventions	1.1 Outline the benefits of a range of animal-assisted interventions 1.2 Summarise any restrictions and contravenes of animal-assisted interventions
2. Understand how the animal-assisted interventions can encourage positive re-enforcement	2.1 Describe how animal-assisted interventions can be applied as a section of the rehabilitation of offenders 2.2 Summarise the benefits of the animal-assisted interventions for offenders and how animals positively influence their rehabilitation

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<p>3. Understand how animal-assisted interventions can be applied to treatments for a variety of adults and children with disabilities</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p>	<p>Describe how animal-assisted interventions can be applied as a supplement to medical therapies for both adults and children with disabilities</p> <p>Describe the therapeutic goals of animal-assisted interventions in the therapy for young children and adults</p> <p>Summarise the benefits of animal-assisted interventions for those with learning disorders and disabilities</p> <p>Summarise the benefits of animal-assisted interventions of those with chronic, incurable, and long-term illnesses</p>
<p>4. Understand how animal-assisted interventions can be applied to children and the elderly</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>	<p>Describe how animal-assisted interventions and therapies can be applied to children and the elderly</p> <p>Provide examples of circumstances where animal-assisted interventions would be acceptable for children and the elderly</p> <p>Evaluate the element of animal-assisted interventions that help with the therapies and treatments for children and the elderly</p> <p>Describe circumstances where animal-assisted interventions and treatments would not be acceptable for children and the elderly</p>

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Animal-Assisted Intervention Process

Unit Reference	H/651/1863	
Level	3	
Credit Value	6	
Guided Learning (GL)	39	
Unit Summary	<p>Learners will recognise the procedure of selecting and teaching suitable animals for animal-assisted intervention. Learners will gain the skills to identify animals that are not appropriate for assisted intervention. Learners will acknowledge the wellbeing requirements of the animals working in animal-assisted interventions along with their usual behaviour recognising signals of tension. Human body gestures will also be acknowledged within this unit.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
<i>The learner will</i>	<i>The learner can</i>	
1. Be able to understand the procedure and process of selection teaching for animals working in animal-assisted intervention	1.1	Summarise the selection procedure and process for animals working in animal-assisted intervention
	1.2	Summarise the essential points of the teaching plan applied for animals working in animal-assisted intervention
	1.3	Describe how to select the most appropriate animal for the planned assisted intervention
2. Understand the evaluation of canines in animal-assisted intervention	2.1	Outline the techniques applied for evaluating canines for animal-assisted intervention
	2.2	Describe the evaluation of canine behaviour and characteristics for animal-assisted intervention

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	2.3	Describe a successful assessment and evaluation for canines that will go on to provide animal-assisted intervention
3. Be able to recognise animals inappropriate for animal-assisted intervention	3.1	Create a record of elements which ensure an animal is appropriate for animal-assisted intervention
	3.2	Create a record of elements which make an animal inappropriate for animal-assisted intervention
4. Understand and recognise the wellbeing requirements for animals that support animal-assisted intervention	4.1	Describe the wellbeing needs for animals within animal-assisted intervention
	4.2	Recognise factors which could impact tension for an animal being transferred to duties/careers in assisted therapy and provide ways to prevent these from occurring
	4.3	Describe how a canine applies their body gestures to communicate how they are feeling
	4.4	Create a record of the essential signals of tension and fear in animals working in animal-assisted intervention
	4.5	Provide samples of actions which suggest an animal could be experiencing tension throughout the transferring process
	4.6	Recognise the desired behaviours of a variety of animals used within animal-assisted interventions
	4.7	Create a record of signals which recommend unusual behaviour in animals
5. Understand body gestures displayed by a human	5.1	Describe how body language and movements are influenced by state of mind and their feelings

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	5.2	<p>Explain body gestures that shows a human is:</p> <ul style="list-style-type: none"> • Tense • Content • Happy • Intimidated • Apprehensive
	5.3	<p>Explain the basic effects on physiological processes experienced by the human, to include:</p> <ul style="list-style-type: none"> • Heart rate • Blood pressure • Respiration • Cortisol & stress • Neurochemicals (e.g. dopamine & serotonin levels)

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Conducting Canine Animal-Assisted Intervention	
Unit Reference	J/651/1864
Level	3
Credit Value	5
Guided Learning (GL)	36
Unit Summary	<p>This unit will allow Learners the opportunity to demonstrate their knowledge in evaluating and teaching canines in animal-assisted intervention. Learners will be able to evaluate suitable techniques for teaching for a single canine and identify their emotional states via body movements.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations and 15 hours external practical hours to be completed.</p>
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to recognise behaviours and emotional states suitable for animal-assisted intervention	<p>1.1 Analyse canines for their suitability to participate in animal-assisted intervention including:</p> <ul style="list-style-type: none"> • Body Language • Behaviour • Signals <p>1.2 Outline canine body language and signals that may be misunderstood</p> <p>1.3 Describe the stages of the Canine Ladder of Aggression and how it can impact animal-assisted intervention</p> <p>1.4 Demonstrate a range of calming strategies with an individual canine</p>

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<p>2. Be able to prepare a canine for animal-assisted interventions</p>	<p>2.1 2.2 2.3</p>	<p>Outline different ways to prepare the canine ahead of participating in animal-assisted intervention</p> <p>List what equipment is required to be present when conducting animal-assisted intervention</p> <p>Outline methods to ensure that the environment is prepared ready for animal-assisted interventions</p>
<p>3. Be able to use force and fear free methods to gain positive outcomes</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Demonstrate the application of a harness and lead using force and fear free methods</p> <p>Demonstrate the skills used for loose lead walking without a lead with an individual dog</p> <p>Demonstrate force and fear free methods to achieve desired canine outcomes</p> <p>Outline different signs to sense fear in a canine</p>
<p>4. Be able to assess the correct method of training for an individual canine</p>	<p>4.1 4.2 4.3</p>	<p>Evaluate the appropriate techniques of teaching a single canine to achieve different desired outcomes</p> <p>Display the application of the clicker when teaching and condition training a canine and its benefits</p> <p>Demonstrate clear and concise communication techniques with a canine</p>

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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.