

Qualification Guidance



SEG Awards Level 2 Certificate in Safe and Effective Practice (Northern Ireland)

610/4846/X

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 C2495-02.

Issue	Date	Details of change
1.0	June 2024	New qualification guide

This guide **MUST** be read in conjunction with the Assessment Guidance / 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 2 Certificate in Safe and Effective Practice (Northern Ireland) will enable learners to gain knowledge and skills in Environmental Health and Safety, Safe Moving and Handling of Individuals, Individual Safety and Protection, Safe Food Handling and Dysphagia Awareness, Emergency First Aid and Safe Medication Practice.

The content of the qualification has been specified by the Northern Ireland Social Care Council (NISCC), who help to raise standards in the Social Care workforce by registering Social Care Workers; setting standards for their conduct and practice and supporting their professional development, in consultation with employers, learning providers and those who use services.

The primary purpose of the qualification is to confirm occupational competence.

The key areas covered include:

- Standards and Values Underpinning Social Care Practice
- Understand Safeguarding in Social Care Services
- Safe Moving and Positioning of Individuals in Social Care Services
- Environmental Health and Safety in Social Care Services
- Understand Safe Medication Practice in Social Care
- Safe Food Handling and Dysphagia in Social Care Services
- Emergency First Aid in Social Care Services.

Pre-requisites

There are no specific entry requirements for this qualification. However, learners **must** be in employment within Social Care Services in Northern Ireland and be **aged 16 years and over**.

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.

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Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Certificate in Safe and Effective Practice (Northern Ireland)

Learners must achieve **all** 20 credits from **all** the 7 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 20				
Standards and Values Underpinning Social Care Practice	J/651/3970	2	2	16
Understanding Safeguarding in Social Care Services	K/651/3971	2	3	24
Safe Moving and Positioning of Individuals in Social Care Services	L/651/3972	2	2	16
Environmental Health and Safety in Social Care Services	M/651/3973	2	3	24
Understand Safe Medication Practice in Social Care Services	R/651/3974	2	5	40
Safe Food Handling and Dysphagia in Social Care Services	T/651/3975	2	3	24
Emergency First Aid in Social Care Services	Y/651/3976	2	2	16

Aims

Upon successful completion of the SEG Awards Level 2 Certificate in Safe and Effective Practice (Northern Ireland) learners will have acquired specialist knowledge and skills to enable them to work as a Social Care Worker within Health and Social Care Services.

Target Group

The SEG Awards Level 2 Certificate in Safe and Effective Practice (Northern Ireland) is aimed at those **aged 16 years and over** wishing to register as Care Workers with the Northern Ireland Social Care Council (NISCC).

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The qualification will be the entry point onto the Care in Practice (CiP) framework and will be the first entrance level qualification for all newly registered Social Care Workers.

Teaching and Assessment Strategy

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. As the Level 2 Certificate in Safe and Effective Practice (Northern Ireland) is a vocational practice-based qualification, reflection by the learners will be core to the assessment process.

If assessment criteria requires learners to identify/explain/describe/give examples etc then learners **must** identify/explain/describe/give examples of **2 or more**.

NB: When answering learners should reflect on own service user group and organisational context.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes or a collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner's Reflective learning journal ¹ Peer notes Record of observation

¹ As the Certificate in Safe & Effective Practice (Northern Ireland) is a vocational practice-based qualification reflection by the learners will be core to the assessment process. Learners Journals should include sections as detailed below:

Reflect on how you used that learning in your practice?

- What did you learn?
- Did that learning make a difference to your practice?
- Explain what that difference was?
- Has your practice improved – explain how?
- If your practice hasn't changed/improved – explain why not.

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		Record of reflective discussion Expert Witness testimony
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner's Reflective learning journal Expert Witness testimony
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner's Reflective learning journals Tutor notes/record
E-assessment	The use of information technology to assess learners' work	Electronic portfolio

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.

Practice Assessment Material

Skills and Education Group Awards confirm that Sample Assessment Materials (SAM's) have been provided. These can be accessed by connecting to our secure website using a username and password:
[Skills and Education Group Awards Secure Login](#)

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Progression Opportunities

Learners who achieve this qualification could progress to the Level 2 Diploma in Health and Social Care and / or other qualifications deemed appropriate for a learner.

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 / physical difficulty may impose on future progression.

Tutor / Assessor / Internal Quality Assurer requirements

Tutors - Skills and Education Group Awards require those tutors delivering the qualification should have a minimum of three years' experience in the Health and Social Care Sector. They should be **qualified to at least one level higher than the qualification.**

Assessors - Skills and Education Group Awards requires that Assessors must:

- Be occupationally competent to at least one level higher than the qualification
- Have a minimum of three years' experience of working in the Health and Social Care Sector
- Be a qualified assessor, as outlined in Appendix B of Skills for Care and Development Assessment Principles
https://skillsforcareanddevelopment.org.uk/wp-content/uploads/2019/03/SfCD-assessment-principles-_updated-Feb2019-1.pdf

Internal Quality Assurers - Skills and Education Group Awards requires that Internal Quality Assurers must:

- Be occupationally competent to at least one level higher than the qualification
- Have a minimum of three years' experience of working in the health and Social Care Sector
- Be a qualified assessor and have undertaken internal quality assurance training.

Language

This specification and associated assessment materials are in English only.

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Qualification Summary

Qualification	
SEG Awards Level 2 Certificate in Safe and Effective Practice (Northern Ireland)	
Qualification Purpose	To confirm occupational competence
Age Range	Pre 16 16-18 ✓ 18+ ✓ 19+ ✓
Regulation	The above qualification is regulated by: <ul style="list-style-type: none"> • Ofqual • CCEA
Assessment	<ul style="list-style-type: none"> • Portfolio of Evidence • Practical demonstration/assignment • Coursework • E-assessment
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail
Operational Start Date	01/12/2024
Review Date	01/12/2027
Operational End Date	-
Certification End Date	-
Guided Learning (GL)	160 hours
Total Qualification Time (TQT)	200 Hours
Credit Value	20
Skills and Education Group Awards Sector	Health and Social Care
Regulator Sector	1.3 Health and Social Care
Support from Trade Associations	Northern Ireland Social Care Council (NISCC)

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Unit Details

Standards and Values Underpinning Social Care Practice	
Unit Reference	J/651/3970
Level	2
Credit Value	2
Guided Learning (GL)	16 hours
Unit Summary	This unit will enable the learner to understand the responsibilities of a registered Social Care Worker, including the values required to work in the Social Care Sector, as well as the importance of a person-centred approach to practice.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the regulatory responsibilities of a registered Social Care Worker	1.1 Outline the role of the regulatory body with responsibility for the registration of Social Care Workers 1.2 Summarise the Standards of Conduct and Practice associated with the registration of Social Care Workers 1.3 Explain why adherence to the Standards is essential 1.4 Identify possible consequences of non-adherence
2. Understand the values that underpin a person-centered approach to Social Care Practice	2.1 Define the values that underpin Social Care Practice 2.2 Explain what is meant by a person centred approach and why it is important in Social Care 2.3 Outline how using a person centred approach can promote an individual's sense of identity and self-esteem 2.4 Describe examples of how person-centered values are practised

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Links to NOS

SCDHSC0024 - Support the Safeguarding of Individuals

SCDHSC0035 - Promote the Safeguarding of individuals

SCDHSC0395 - Contribute to Addressing Situations where there is risk of Danger, Harm or Abuse.

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Understanding Safeguarding in Social Care Services	
Unit Reference	K/651/3971
Level	2
Credit Value	3
Guided Learning (GL)	24 hours
Unit Summary	This unit will enable the learner to understand their responsibilities in relation safeguarding individuals.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.5)
<i>The learner will</i>	<i>The learner can</i>
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse <ul style="list-style-type: none"> • Physical abuse • Sexual violence and abuse • Emotional / psychological abuse • Financial abuse • Neglect (self and others) • Exploitation • Domestic violence and abuse • Human trafficking / modern slavery • Hate crime 1.2 Identify signs and indicators often associated with each type of the above abuse
2. Know how to respond to suspected or alleged abuse	2.1 Describe actions to take in your role, if there are suspicions that an individual is being abused 2.2 Describe actions to take in your role, if an individual alleges that they are or have been abused 2.3 Outline ways to ensure that evidence of suspected abuse is preserved

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3. Understand the use of restrictive practices in Social Care	3.1	Describe what is meant by 'restrictive practices'
	3.2	Summarise key principles, organisational policies & procedures that inform the use of restrictive practices in Social Care
	3.3	Outline examples of situations where restrictive practices might need to be used
4. Know how to recognise and report unsafe practices	4.1	Describe unsafe practices that may affect the well-being of individuals
	4.2	Outline actions to take in your role in relation to unsafe practices
	4.3	Define the term whistleblowing
	4.4	Describe the responsibilities of the Social Care Worker in relation to whistleblowing
5. Understand capacity and informed consent when providing care or support	5.1	Identify legislation, policies and procedures relating to an individual's capacity
	5.2	Define the term informed consent
	5.3	Describe the importance of establishing informed consent when providing care and support
	5.4	Outline ways to obtain informed consent
	5.5	Describe the steps to be taken if informed consent cannot be obtained
<p>Links to NOS</p> <p>SCDHSC0024 - Support the Safeguarding of Individuals SCDHSC0035 - Promote the Safeguarding of individuals SCDHSC0395 - Contribute to Addressing Situations where there is risk of Danger, Harm or Abuse</p>		

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Safe Moving and Positioning of Individuals in Social Care Services	
Unit Reference	L/651/3972
Level	2
Credit Value	2
Guided Learning (GL)	16 hours
Unit Summary	This unit will enable the learner to understand their responsibilities in relation to providing appropriate support when moving and positioning individuals.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand own responsibilities and accountability in relation to moving and positioning individuals	1.1 Identify policies, procedures, and guidelines in relation to moving and assisting individuals 1.2 Describe health and safety considerations in relation to moving and positioning individuals 1.3 Identify sources of information and support in relation to moving and positioning individuals 1.4 Describe ways to maintain dignity when moving and positioning individuals 1.5 Identify specific health conditions and ways in which they may impact on the moving and positioning of individuals
2. Be able to undertake moving and positioning tasks safely in accordance with organisational policies and procedures	2.1 Prepare the environment to ensure the safe moving and positioning of an individual 2.2 Communicate effectively with the individual throughout the task, encouraging their active participation

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	2.3	Move and position the individual using the agreed ways of working
3. Know how to recognise and report unsafe practices	3.1	Describe unsafe practices in moving and positioning that may affect the well-being of individuals
	3.2	Explain actions to take in your role, in relation to unsafe practices in moving and positioning individuals
<p>Links to NOS</p> <p>SCDHSC0223 - Contribute to Moving and Position Individuals SCDHSC00243 - Support the Safe use of Materials and Equipment</p>		

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Environmental Health and Safety in Social Care Services	
Unit Reference	M/651/3973
Level	2
Credit Value	3
Guided Learning (GL)	24 hours
Unit Summary	This unit will enable the learner to understand their responsibilities in relation to controlling substances hazardous to health, fire safety and infection prevention and control.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)
<i>The learner will</i>	<i>The learner can</i>
1. Know how to store, use and dispose of hazardous substances and material	1.1 Identify hazardous substances and materials that may be found in the work setting 1.2 Describe safe practices in relation to each of the following: <ul style="list-style-type: none"> • Storage of hazardous substances • Use of hazardous substances • Disposal of hazardous substances and materials
2. Understand fire safety procedures	2.1 Outline workplace fire safety procedures and your role within them 2.2 Describe practice that prevents fires from: <ul style="list-style-type: none"> • Starting • Spreading

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Understand Safe Medication Practice in Social Care Services	
Unit Reference	R/651/3974
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
Unit Summary	This unit will enable the learner to understand their responsibilities in relation to managing medication safely.
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.5)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the legislative framework for the use of medication in Social Care settings	1.1 Identify legislation that covers the use of medication in Social Care settings 1.2 Identify key guidance and standards that covers the use of medication in Social Care settings 1.3 Explain why it is important to adhere to legislative and guidance requirements 1.4 Outline the legal classification system for medication
2. Know about common types of medication, their purpose, possible adverse reactions, how to access support and common medication routes for administration	2.1 Describe common types of medication used in Social Care settings and their purpose 2.2 Outline possible changes to an individual's physical or mental well-being that may indicate adverse reactions to common types of medication 2.3 Identify what actions should be taken if an adverse reaction is recognised 2.4 Explain when and how to access further information and support about the use of medication

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	2.5	Explain the routes by which medication can be administered
3. Understand the role and responsibility of a Social Care Worker in the use of medication in a Social Care setting	3.1	Explain why it important to follow: <ul style="list-style-type: none"> • Care and Support plans • Policies and Procedures
	3.2	Describe the role and responsibility of a Social Care worker in the use of medication in a Social Care setting
	3.3	Explain the importance of the following principles of care in the use of medication: <ul style="list-style-type: none"> • Consent • Self-medication or active Participation • Dignity and privacy • Confidentiality • Team work • Risk assessment
4. Understand the role and responsibility of others in the use of medication in a Social Care setting	4.1	Identify others who has a role and responsibility in the use of medication in a Social Care setting
	4.2	Describe the roles and responsibilities of those identified in AC 4.1 in the use of medication in Social Care settings
5. Understand how to order, receive, store and dispose of medication supplies safely	5.1	Identify process for ordering, receiving and recording supplies of medication in a Social Care setting
	5.2	Describe how to store medication safely in a Social Care setting
	5.3	Describe how and when to dispose of unused or unwanted medication safely in a Social Care setting
6. Understand how to prepare and administer, record and report	6.1	Identify steps to take in advance of administering medication
	6.2	Identify the 7 steps to administering medication

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	6.3	Describe how to accurately record administration of medication including: any changes or an individual related to it
	6.4	Describe how to maintain the security of medication records
	6.5	Identify steps to take following the administration of medication

Links to NOS

SCDHSC3122 - Support Individuals to use Medication in Social Care Settings

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Safe Food Handling and Dysphagia Awareness in Social Care Services	
Unit Reference	T/651/3975
Level	2
Credit Value	3
Guided Learning (GL)	24 hours
Unit Summary	This unit will enable the learner to understand basic food safety practices, as well as the nature of dysphagia; and their responsibilities in relation to supporting individuals who have swallowing difficulties.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the importance of personal and environmental cleanliness and hygiene, when engaging in food handling	1.1 Identify potential food safety hazards when engaging in food handling 1.2 Identify personal hygiene practices when engaging in food handling, in relation to: <ul style="list-style-type: none"> • Personal Presentation • Hand Washing • Cuts or Wounds • Personal Illness 1.3 Explain the importance of maintaining good personal hygiene practices when engaging in food handling 1.4 Explain the importance of keeping food handling work surfaces and equipment clean and tidy
2. Understand the importance of safe food practices	2.1 Explain the importance of following safe food handling practices for: <ul style="list-style-type: none"> • Preparing • Cooking • Reheating Food

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	2.2	Describe practices for storing different types of food safely
	2.3	Explain the importance of following safe practices in the disposal of food waste
	2.4	Describe the potential consequences of not following safe food practices
3. Understand dysphagia and its associated risks	3.1	Define what is meant by dysphagia
	3.2	Identify signs that could indicate: <ul style="list-style-type: none"> • A swallowing difficulty • A change in a pre-existing swallowing difficulty
	3.3	Identify risks associated with dysphagia
	3.4	Outline health conditions often associated with dysphagia
4. Understand how to support individuals to manage dysphagia in line with local and national guidelines and good practice	4.1	Outline the key aspects of each level of the International Dysphagia Diet Standardisation Initiative (IDDSI) Framework
	4.2	Describe safe swallowing procedures at mealtimes including: <ul style="list-style-type: none"> • Positioning • Alertness • Textures • Help
	4.3	Describe reporting and recording responsibilities associated with own job role, in relation to dysphagia related incidents
	4.4	Describe assessment documents for individuals that should be followed if an individual has swallowing difficulties

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Links to NOS

SCDHSC0214 - Support Individuals to Eat and Drink

SFHCHS159 - Provide Support to Individuals to Develop their Skills in Managing Dysphagia

SFHCHS160 - Assist others to Monitor Individuals' Attempts at Managing Dysphagia

PPLHSL30 - Make sure Food Safety Practices are followed in the Preparation and Serving of Food and Drink

SCDHSC0213 - Provide Food and Drink to Promote Individuals' Health and Well Being

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Emergency First Aid in Social Care Services	
Unit Reference	Y/651/3976
Level	2
Credit Value	2
Guided Learning (GL)	16 hours
Unit Summary	This unit will enable the learner to understand their responsibilities in relation to delivering Emergency First Aid.
Learning Outcomes (1 to 10)	Assessment Criteria (1.1 to 10.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the role and responsibilities of an emergency first aider	1.1 Outline the role and responsibilities of an emergency first aider 1.2 Outline the need for consent to provide emergency first aid 1.3 Describe the first aid equipment available within a Social Care Work setting 1.4 Describe how to minimize the risk of infection and injury to self and others
2. Know how to assess an incident	2.1 Outline how to conduct a scene survey to ensure the safety of self and others 2.2 Describe how to make a primary survey of an individual 2.3 Outline when and how to call for appropriate assistance

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<p>3. Be able to provide first aid to an unresponsive individual who is breathing normally</p>	<p>3.1 3.2 3.3 3.4 3.5</p>	<p>Demonstrate how to assess a casualty's level of consciousness</p> <p>Demonstrate how to check a casualty's airway and breathing</p> <p>Explain why it is important to place an individual casualty into the recovery position that maintains an open airway</p> <p>Demonstrate placing an unconscious individual into the recovery position that maintains an open airway</p> <p>Outline how to treat a casualty who is having a seizure</p>
<p>4. Be able to provide first aid to an unresponsive individual who is not breathing normally</p>	<p>4.1 4.2</p>	<p>Demonstrate how to administer effective Cardiopulmonary Resuscitation (CPR) using a manikin</p> <p>Describe how to apply and use automated external defibrillation equipment</p>
<p>5. Be able to provide first aid to an individual who is choking</p>	<p>5.1 5.2 5.3</p>	<p>Identify when choking is:</p> <ul style="list-style-type: none"> • Mild • Severe <p>Demonstrate how to assist an individual who is choking</p> <p>Outline the aftercare necessary for an individual post choking</p>
<p>6. Be able to provide first aid to an individual who is displaying signs and symptoms of a potential stroke</p>	<p>6.1 6.2</p>	<p>Identify signs and symptoms of a stroke</p> <p>Demonstrate how to assist an individual who is having a potential stroke</p>
<p>7. Be able to provide first aid to an individual who has chest pain</p>	<p>7.1</p>	<p>Identify potential causes of chest pain</p>

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	7.2	Demonstrate how to assist an individual who is experiencing chest pain
	7.3	Outline the importance of establishing if the individual with chest pain has prescribed angina medication
8. Be able to provide first aid to an individual who is bleeding externally	8.1	Demonstrate how to control both mild and severe external bleeding
	8.2	Outline when and how to call for appropriate assistance
9. Be able to provide first aid to an individual who is potentially in shock	9.1	Describe signs, symptoms and the potential impact of shock
	9.2	Demonstrate how to administer emergency first aid to an individual who is potentially in shock
10. Be able to care for an individual with a minor injury	10.1	Demonstrate how to care for an individual with each of the following: <ul style="list-style-type: none"> • Small cuts, grazes and bruises • Minor burns and scalds • Small splinters and minor irritations
	10.2	Outline when and how to seek further appropriate assistance
<p>Links to NOS</p> <p>SFHCHS35 - Provide First Aid to an individual needing Emergency Assistance.</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.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL),

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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.