SEG Awards Certa Level 1 Award in Introduction to Study Skills and SEG Awards Certa Level 2 Award in Developing Study Skills

Qualification Guidance

Level 1 Award – 600/5866/3
Level 2 Award – 600/5868/7
About Us

At the Skills and Education Group Awards (Certa Awards) [1] we continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Certa 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 link on our website.

Sources of Additional Information

The Certa website www.certa.org.uk provides access to a wide variety of information.

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

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

Specification Code, Date and Issue Number

<table>
<thead>
<tr>
<th>Version</th>
<th>Date of Issue</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>December 2015</td>
<td>Published in new format</td>
</tr>
<tr>
<td>1.1</td>
<td>March 2017</td>
<td>New Review Date set</td>
</tr>
<tr>
<td>1.2</td>
<td>August 2018</td>
<td>Published in new format</td>
</tr>
<tr>
<td>1.3</td>
<td>March 2019</td>
<td>New Review Date set</td>
</tr>
</tbody>
</table>
Contents

About Us ..........................................................................................2
Contents...........................................................................................3
Introduction ......................................................................................4
Aims ................................................................................................4
Content Overview ..............................................................................4
Progression Opportunities .............................................................4
Language..........................................................................................5
Qualification Summary .....................................................................6
  Certa Level 1 Award in Introduction to Study Skills .......................7
  Certa Level 2 Award in Developing Study Skills .............................8
Unit Details .....................................................................................10
  1. Introduction to Study Skills ........................................................11
  2. Developing Study Skills .............................................................17
Appendices ......................................................................................23

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.
Introduction

The **Certa Level 1 and 2 Awards in Study Skills** are nationally recognised qualifications. They prepare learners to improve, develop or enhance study skills, depending on their chosen path in Further Education, Sixth Form Colleges or Private Training Providers. It gives them some skills and knowledge that can help:

- develop knowledge, skills and understanding of learning to learn
- develop study skills appropriate for all types of courses including academic and vocational
- support learning and encourage learners to take responsibility for own learning
- develop skills needed for study and help retention, achievement and progression
- support personal growth and engagement in learning

Aims

The Certa Level 1 Award in Introduction to Study Skills is particularly suitable for full and part-time learners in Further Education and Sixth Form Colleges and with Private Training Providers as part of the induction to improve learning and to develop learner’s ‘learning to learn’ experience.

The Certa Level 2 Award in Developing Study Skills is particularly suitable for full and part-time learners in Further Education and Sixth Form Colleges and with Private Training Providers as part of their induction to further develop study skills and to make their learning more effective.

Content Overview

The Level 1 Award in Introduction to Study Skills comprises of one unit:
- Introduction to Study Skills (R/504/0554)

The Level 2 Award in Developing Study Skills comprises of one unit:
- Developing Study Skills (Y/504/0555)

Progression Opportunities

These qualifications support progression to further learning and the world of work, as they improve the learners’ ability to learn and achieve exam success.

These qualifications are not available as part of an apprenticeship framework and are not specifically designed to lead directly to
employment. However, they will support learners who are starting or progressing on their learning journey and will enable them to improve their learning experience and to make their learning more effective, which may increase their prospects of gaining employment in the future.

**Language**

These specifications and associated assessment materials are in English only.
Qualification Summary

Qualification and Pathways

Certa Level 1 Award in Introduction to Study Skills
Certa Level 2 Award in Developing Study Skills

| Qualification Number | 600/5866/3
|                     | 600/5868/7 |
| Regulated           | The qualification, identified above, is regulated by Ofqual. |
| Assessment          | Internal assessment, internal and external moderation. |
| Grading             | Pass |
| Operational Start Date | 1st August 2012 |
| Ofqual Review Date  | 31st July 2020 |
| Operational End Date |
| Certificate End Date |
| Certa Sector        | Study Skills |
| Ofqual SSA Sector   | 14.1 Foundations for Learning and Life |
| Stakeholder Support |
| Contact             | See the Certa website for Centre Support Officer responsible for this qualification. |
Certa Level 1 Award in Introduction to Study Skills

Rules of Combination:
To achieve this qualification learners must achieve 3 credits from the one mandatory unit.

<table>
<thead>
<tr>
<th>Mandatory Units</th>
<th>Unit Number</th>
<th>Level</th>
<th>Credit Value*</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Study Skills</td>
<td>R/504/0554</td>
<td>1</td>
<td>3</td>
<td>27</td>
</tr>
</tbody>
</table>

*Credit Values may not be appropriate and may not be included

<table>
<thead>
<tr>
<th>Qualification Purpose</th>
<th>To improve learning and to develop learner’s ‘learning to learn’ experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Requirements</td>
<td>There are no specific requirements to study for these qualifications.</td>
</tr>
<tr>
<td>Age Range</td>
<td>Pre 16  ✓  16 - 18  ✓  18+ ✓  19+ ✓</td>
</tr>
<tr>
<td>Recommended GLH</td>
<td>27</td>
</tr>
<tr>
<td>Recommended TQT</td>
<td>30</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Type of Funding Available</td>
<td>See Learning Aim Reference Service (LARS) website</td>
</tr>
<tr>
<td>Qualification Fee / Unit Fee</td>
<td>See Certa website for current fees and charges.</td>
</tr>
<tr>
<td>Additional Information</td>
<td>See Certa website for resources available for this qualification.</td>
</tr>
</tbody>
</table>
Certa Level 2 Award in Developing Study Skills

Rules of Combination:
To achieve this qualification learners must achieve 3 credits from the one mandatory unit.

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Number</th>
<th>Level</th>
<th>Credit Value*</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Study Skills</td>
<td>Y/504/0555</td>
<td>2</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

*Credit Values may not be appropriate and may not be included

<table>
<thead>
<tr>
<th>Qualification Purpose</th>
<th>To further develop study skills and to make their learning more effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Requirements</td>
<td>There are no specific requirements to study for these qualifications.</td>
</tr>
<tr>
<td>Age Range</td>
<td>Pre 16 ✓ 16 - 18 ✓ 18+ ✓ 19+ ✓</td>
</tr>
<tr>
<td>Recommended GLH</td>
<td>24</td>
</tr>
<tr>
<td>Recommended TQT</td>
<td>30</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Type of Funding Available</td>
<td>See Learning Aim Reference Service (LARS) website</td>
</tr>
<tr>
<td>Qualification Fee / Unit Fee</td>
<td>See Certa website for current fees and charges.</td>
</tr>
<tr>
<td>Additional Information</td>
<td>See Certa website for resources available for this qualification.</td>
</tr>
</tbody>
</table>
Assessment Overview

Summary

The Level 1 Award will be awarded to learners who successfully achieve the one mandatory unit within the qualification in accordance with the Rules of Combination, by meeting the specified Assessment Criteria.

The Level 2 Award will be awarded to learners who successfully achieve the one mandatory unit within the qualification in accordance with the Rules of Combination, by meeting the specified Assessment Criteria.

Please note that the Learning Outcomes and Assessment Criteria must not be changed in any way.

Who can assess this qualification?

- We require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.
- Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.
Unit Details
1. Introduction to Study Skills

<table>
<thead>
<tr>
<th>Unit Reference</th>
<th>R/504/0554</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Guided Learning Hours</td>
<td>27</td>
</tr>
<tr>
<td>Unit Summary</td>
<td>To improve learning and to develop learner’s ‘learning to learn’ experience</td>
</tr>
</tbody>
</table>

### Learning Outcomes
The learner will:

#### Assessment Criteria
The learner can:

<table>
<thead>
<tr>
<th>1. Understand how to develop personal learning skills</th>
<th>1.1 Identify own personal learning styles and preferences and state ways to meet own learning needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2 Identify benefits of: o active engagement in learning o working with others</td>
</tr>
<tr>
<td>2. Understand and use information</td>
<td>2.1 Identify how to locate, retrieve and store information</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify main points and sources of information</td>
</tr>
<tr>
<td></td>
<td>2.3 Use two ways of making notes</td>
</tr>
<tr>
<td>3. Be able to plan, manage, and produce work</td>
<td>3.1 Outline own action plan to complete set work on time</td>
</tr>
<tr>
<td></td>
<td>3.2 Use a plan to structure the content of a piece of work</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify a way to resolve a problem</td>
</tr>
<tr>
<td></td>
<td>3.4 Present information using a suitable method</td>
</tr>
<tr>
<td></td>
<td>3.5 Identify one way to improve work using feedback</td>
</tr>
</tbody>
</table>
Supporting Unit Information

Introduction to Study Skills – R/504/0554 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

The unit will introduce candidates to the following:
- Learning styles
- Learning preferences
- Ways to meet own learning needs
- How to use information
- Locating information
- Retrieving information
- Storing information
- Note taking
- Planning own work
- Action plans
- Resolving problems
- Using feedback to improve own performance

Learning Outcome 1: Understand how to develop personal learning skills.

1.1 Identify own personal learning styles and preferences and state ways to meet own learning needs

Candidates should be given an opportunity to explore a range of learning styles e.g. Visual, Auditory and Kinaesthetic (VAK) and understand what each one means. Candidates could take a learning styles quiz to identify their own learning style(s). Candidates should explore ways to meet their own learning needs e.g. by having access to visual aid, listening carefully to information or by undertaking an activity.

1.2 Identify benefits of:
- Active engagement in learning
- Working with others

Active engagement is the process of involving all students in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon learning.
Candidates should be given the opportunity to explore the meaning of the term ‘active engagement’ in learning. Candidates must **identify at least two** benefits of active learning e.g. an increased interest in learning and a deeper understanding of a topic.

Candidates should be encouraged to identify the range of benefits of working with others and should identify at least two benefits to meet this assessment criterion. Evidence could be in the form of a recorded discussion or a candidate written account.

**Learning Outcome 2: Understand and use information**

2.1 Identify how to locate, retrieve and store information.

Candidates should be given the opportunity to explore a range of ways we use and access information. Candidates should understand the importance of being able to research and use material to aid study. Candidates should be given the opportunity to explore the types of information we could use, where to look for information and how to access, use and store information.

Candidates should have an awareness of copyright, confidentiality, reliability, bias and validity when using information.

2.2 Identify main points and sources of information.

Candidates should be aware of the range of sources available to locate information e.g. Information could come from a person, thing, and place. Sources such as: the internet, newspapers, journals, TV/ radio programmes.

Once the information required has been sourced candidates’ should be able to read and extract key information/ points relevant to a particular subject or topic. Evidence could be in the form a written account and highlighted main points from chosen information source.

2.3 Use two ways of making notes.

Candidates should be given an opportunity to explore a range of ways to make notes e.g. key information, writing in phrases, using bullet points and lists, using highlighters and / or colours to indicate key ideas and links.

The candidates’ actual record of notes (**at least two**) should be used to meet the assessment criteria where possible from two different contexts.
Learning Outcome 3: Be able to plan, manage and produce work

3.1 Outline own action plan to complete set work on time.

Candidates should produce a general description or plan showing their work tasks and planned completion dates as a minimum. Candidates’ should be encouraged to reflect and update their plan as and when needed to evidence progress and achievement towards the completion of planned tasks.

Candidates should be encouraged to explore ways to prioritise tasks e.g. by urgency and importance and the impact this may have upon other tasks/ work.

3.2 Use a plan to structure the content of a piece of work.

Candidates should plan and draft the contents of a piece of work before producing the final copy. Evidence could be in the form of products of work showing how the candidate used a plan to structure the content of a piece of work.

3.3 Identify a way to resolve a problem.

Candidates’ should discuss a range of potential problems they may encounter. If possible a real life example could be provided by the candidate in writing or verbally to meet the assessment criteria. Where this is not possible a simulated activity could be used e.g. by providing the candidate with at least one problem for them to identify a way to resolve it. Evidence could be in the form of a recorded discussion or a candidate written account.

3.4 Present information using a suitable method.

Candidates’ should be aware of a range of different ways information may be presented, this will vary according to the task, for example, on screen display, publishing on a web site, hard copy (print out), digital file.

3.5 Identify one way to improve work using feedback.

Candidates’ could peer assess one another’s work and/or use assessor feedback to identify at least one way to improve own work. Candidates’ may wish to highlight specific feedback and annotate it to clearly identify at least one way to improve their work.
Teaching Strategies and Learning Activities

It is anticipated that this unit will be clearly linked closely to other units and may be a progression to developing study skills at level 2.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit should be as active as possible, e.g.
- Discussions
- Conducting research
- Completing quizzes e.g. learning style questionnaires

Methods of Assessment

Centres must ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual’s contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Witness statements
- Written questions and answers
- Oral question and answer
- Practical demonstration
- Products of work

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate’s needs.

All evidence must be clearly signposted and made available for external moderation upon request.
Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates’ role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

**Additional Information**

Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.
## 2. Developing Study Skills

<table>
<thead>
<tr>
<th>Unit Reference</th>
<th>Y/504/0555</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Guided Learning Hours</td>
<td>24</td>
</tr>
<tr>
<td>Unit Summary</td>
<td>To further develop study skills and to make their learning more effective.</td>
</tr>
</tbody>
</table>

### Learning Outcomes
The learner will:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understand how to develop personal learning skills.</strong></td>
</tr>
<tr>
<td>1.1 Describe personal learning styles and preferences and how to meet own learning needs.</td>
</tr>
<tr>
<td>1.2 Define benefits of:</td>
</tr>
<tr>
<td>o active engagement in learning</td>
</tr>
<tr>
<td>o working with others</td>
</tr>
<tr>
<td><strong>2. Understand and use information.</strong></td>
</tr>
<tr>
<td>2.1 Describe how to locate, retrieve and store information.</td>
</tr>
<tr>
<td>2.2 Identify and use valid sources of information.</td>
</tr>
<tr>
<td>2.3 Select key points of information and reference the sources.</td>
</tr>
<tr>
<td>2.4 Use appropriate note making techniques.</td>
</tr>
<tr>
<td><strong>3. Be able to plan, manage and produce work.</strong></td>
</tr>
<tr>
<td>3.1 Create and monitor own action plan to complete set work on time.</td>
</tr>
<tr>
<td>3.2 Plan and structure the content of a piece of work.</td>
</tr>
<tr>
<td>3.3 Describe ways to resolve a problem.</td>
</tr>
<tr>
<td>3.4 Choose a suitable method and use it to present content of work.</td>
</tr>
<tr>
<td>3.5 Improve work using feedback.</td>
</tr>
</tbody>
</table>
Supporting Unit Information

Developing Study Skills – Y/504/0555 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

The unit will introduce candidates to the following:
- Learning styles
- Learning preferences
- Ways to meet own learning needs
- How to use information
- Locating information
- Retrieving information
- Storing information
- Note taking
- Planning own work
- Action plans
- Resolving problems
- Using feedback to improve own performance

Learning Outcome 1: Understand how to develop personal learning skills.

1.1 Describe personal learning styles and preferences and how to meet own learning need.

Candidates should be given an opportunity to explore a range of learning styles e.g. Visual, Auditory and Kinaesthetic (VAK) and be able to describe their own learning style/ preference. Candidates could take a learning styles quiz to identify their own learning style(s). Candidates should explore ways to meet their own learning style e.g. by having access to visual aid, listening carefully to information or by undertaking an activity.

1.2 Define benefits of:
- Active engagement in learning
- Working with others

Active engagement is the process of involving all students in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon learning.
Candidates should be given the opportunity to explore the meaning of the term ‘active engagement’ in learning. Candidates must define at least two benefits of active learning e.g. an increased interest in learning and a deeper understanding of a topic.

Candidates should be encouraged to identify the range of benefits of working with other and should define at least two benefits to meet this assessment criterion. Evidence could be in the form of a recorded discussion or a candidate written account.

**Learning Outcome 2: Understand and use information.**

2.1 **Describe** how to locate, retrieve and store information.

Candidates should be given the opportunity to explore a range of ways we use and access information. Candidates should understand the importance of being able to research and use material to aid study. Candidates should be given the opportunity to explore the types of information we could use, where to look for information and how to access, use and store information. To meet this assessment criterion candidates need to describe how they located, retrieved and stored information. Evidence may be in the form of a written account or a witness/ observation record.

2.2 **Identify** and use valid sources of information.

Candidates should be aware of the range of sources to locate information e.g. Information could come from a person, thing, place from which information arises. Sources such as; the Internet, newspapers, journals and TV/ radio programmes.

Candidates must show that they are able to identify and use information that is valid (unbiased and fact based).

2.3 Select key points of information and reference the sources.

Once the information required has been sourced candidates’ should be able to read and extract key information/ points relevant to a particular subject or topic. Evidence could be in the form a written account and highlighted main points from chosen information source. Candidates’ must reference their sources of information to meet this assessment criterion (two different sources as a minimum).

**Books/ Journals** - The full names of all authors, title of the book, city of publication, publisher's name, and the year of publication. For electronic books, also record the URL (website address) and date of access.

**Websites** - The author's name, title of work, date site was last updated, date of access, and URL (website address).
2.4 Use appropriate note making techniques.

Candidates should be given an opportunity to explore a range of ways to make notes e.g. key information, writing in phrases, using bullet points and lists, using highlighters and / or colours to indicate key ideas and links.

The candidates’ actual record of notes (at least three) should be used to meet the assessment criteria where possible from different contexts.

**Learning Outcome 3: Be able to plan, manage and produce work.**

3.1 Create and monitor own action plan to complete set work on time.

Candidates should produce an action plan showing their work tasks and planned completion dates. Candidates’ must reflect and update their plan as and when needed to evidence progress and achievement towards the completion of planned tasks.

Candidates should be encouraged to explore ways to prioritise tasks e.g. by urgency and importance and the impact this may have.

3.2 Plan and structure the content of a piece of work.

Candidates should plan and draft the contents of a piece of work before producing the final copy. Evidence could be in the form of products of work showing how the candidate used a plan to structure the content of a piece of work. This could include their sources of information see assessment criterion 2.3

3.3 Describe ways to resolve a problem.

Candidates’ should discuss a range of potential problems they may encounter. If possible, real life examples should be provided by the candidate; in writing or verbally to meet the assessment criterion. Where this is not possible a simulated activity could be used e.g. by providing the candidate with at least two problems for them to describe ways to resolve them. Evidence could be in the form of a recorded discussion or a candidate written account.

3.4 Choose a suitable method and use it to present content of work.

Candidates’ should be aware of a range of different ways information may be presented, this will vary according to the task, for example, on screen display, publishing on a web site, hard copy (print out), digital file.
To meet this assessment criterion the candidate must use a chosen method to present information and be able to explain the reason for using their chosen method.

3.5 Identify work using feedback.

Candidates’ could peer assess one another’s work and/or use assessor feedback to identify at least two ways to improve own work. Candidates’ may wish to highlight specific feedback and annotate it to clearly identify ways to improve work.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit should be as active as possible, e.g.

- Discussions
- Conducting research
- Completing quizzes e.g. learning style questionaries’
- Real life products of work that have a meaning and purpose

Methods of Assessment

Centres must ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual’s contribution to the group.

Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Witness statements
- Written questions and answers
- Oral question and answer
- Practical demonstration
- Products of work
It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate’s needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates’ role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

**Additional Information**

Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.
Recognition of Prior Learning, Exemption and Credit Transfer

Certa’s 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 a Certa 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 Certa 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 Certa.

- 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** – Certa 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.

Certa encourages its centres to recognise the previous achievements of learners through RPL, Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities.

Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in ‘Delivering and Assessing Qualifications’ which can be downloaded from the Certa website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Certa’s policies and procedures are available on the Certa website.

Glossary of Terms

Guided Learning Hours (GLH)

GLH 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?’

GLH is calculated at the unit/component level and added up at the qualification 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 assessment
- The learner is being observed.
**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 GLH 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.