

SEG Awards ABC Level 3 Award in Education and Training

Qualification Guidance

Level 3 Award – 601/1206/2



About Us

At the Skills and Education SEG Awards (ABC)¹ 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

The Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is A9529-03.

Version	Date	Details of change
7.0	01/03/21	Qualification guide in new format and separate updated indicative content guide created which can be found on the Online Registration System
7.1	Aug 2024	Revised review date

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

¹ ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

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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.

Introduction

This qualification replaces the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector and the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) introduced in 2007 and updated in 2011.

This qualification is a knowledge-based introduction to teaching and/or training which has no teaching/training practice requirement. Therefore it may be undertaken by individuals who are not in a teaching role.

Pre-requisites

All trainee teachers/trainers joining this qualification programme must be age 19+ and should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers/trainers join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements.

Minimum core of literacy, language, numeracy and ICT

The minimum core of literacy, language, numeracy and ICT details the knowledge, understanding and personal skills in English, Mathematics and ICT expected of all teachers/trainers in the sector.

There is no requirement in relation to the minimum core in this qualification. However, there is a requirement to carry out an initial assessment of a trainee teacher's/trainer's personal skills in English, mathematics and ICT.

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.

Aims

The SEG Awards ABC Level 3 Award in Education and Training provides an introduction to teaching. It can meet the needs of a range of trainee teachers/trainers as highlighted in the section below.

- Understand the roles and responsibilities in relation to teaching
- Understand appropriate teaching and learning approaches within the trainees specialist area
- Plan, deliver and evaluate micro-teaching sessions or assessed practice in a real work environment

- Understand the use of assessment methods and record keeping

The main aim is to prepare for employment in this occupational area.

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

Target Group

This qualification is designed for trainees who:

- want to work as teachers/trainers in the further education and skills sector
- are not in a teaching/training role or who have just started a teaching/training role
- are currently working as assessors who wish to achieve a qualification that provides an introduction to teaching

Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Award in Education and Training

Trainee Teachers/Trainers must achieve a minimum of 12 credits. This must include 3 credits from Mandatory Group A; 6 credits from Optional Group B and 3 credits from Optional Group C.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group A				
Understanding roles, responsibilities and relationships in education and training <i>(Education and Training unit)</i>	H/505/0053	3	3	12
Optional Group B				
Understanding and using inclusive teaching and learning approaches in education and training <i>(Education and Training unit)</i>	D/505/0052	3	6	24
Facilitate learning and development for individuals <i>(Learning and Development unit)</i>	J/502/9549	3	6	25
Facilitate learning and development in groups <i>(Learning and Development unit)</i>	F/502/9548	3	6	25
Optional Group C				
Understanding assessment in education and training <i>(Education and Training unit)</i>	R/505/0050	3	3	12
Understanding the principles and practices of assessment <i>(Learning and Development unit)</i>	D/601/5313	3	3	24

Delivery and Assessment

All those delivering units and/or observing and assessing practice should have all of the following:

- teaching or training qualification
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes

N.B. This does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards.

All those who assess the learning and development units for this qualification must also:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors)
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent
 - Level 3 Award in Assessing Competence in the Work Environment; or
 - Level 3 Certificate in Assessing Vocational Achievement; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance

All those who are involved with the internal quality assurance of the learning and development units for these qualifications must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment; or
 - Level 3 Certificate in Assessing Vocational Achievement; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
- V1 Conduct internal quality assurance of the assessment process; or
- D34 Internally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

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

Progression Opportunities

Individuals are not required to have achieved a Level 3 Award in Education and Training before undertaking a Level 4 Certificate in Education and Training or a Level 5 Diploma in Education and Training. However, some individuals may choose to do so.

The Level 3 mandatory unit Understanding roles, responsibilities and relationships in education and training in this qualification is also a mandatory unit in the Level 4 Certificate in Education and Training. LSIS recommends that this unit be delivered before other units in this qualification in order to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

No credit from this qualification can be transferred to the Level 5 Diploma in Education and Training, as there are no common units of assessment within the rules of combination.

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

Tutor/Assessor Requirements

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.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
Level 3 Award in Education and Training – 601/1260/2								
Qualification Purpose	C2: Prepare for employment in a specific occupational area							
Age Range	Pre 16		16-18		18+		19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation 							
Type of Funding Available	See LARS (Learning Aims Reference Service)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
Operational Start Date	01/10/2013							
Review Date	31/07/2025							
Operational End Date								
Certification End Date								
Guided Learning (GL)	48 hours (minimum) if no Learning and Development units are selected. 61 hours (maximum) where Learning and Development units are selected from Group B or C.							
Total Qualification Time TQT)	120							
Credit Value	12							
Skills and Education Group Awards Sector	Education and Training							
Ofqual SSA Sector	13.1 Teaching and lecturing							
Support from Trade Associations/Stakeholder Support	emCETT (East Midlands Centre for Excellence in Teacher Training) and InTouch Care							
Administering Office	See Skills and Education Group Awards website							

Unit Details

Understanding Roles, Responsibilities and Relationships in Education and Training

Unit Reference	H/505/0053
Level	3
Credit Value	3
Guided Learning	12 hours
Unit Summary	The purpose of the unit is to enable the trainee (teacher/trainer) to understand the role and responsibilities of a teacher/trainer in education and training and the relationship between different professionals in education and training.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Understand the teaching role and responsibilities in education and training	<p>1.1 Explain the teaching role and responsibilities in education and training</p> <p>1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities</p> <p>1.3 Explain ways to promote equality and value diversity</p> <p>1.4 Explain why it is important to identify and meet individual learner needs</p>
2. Understand ways to maintain a safe and supportive learning environment	<p>2.1 Explain ways to maintain a safe and supportive learning environment</p> <p>2.2 Explain why it is important to promote appropriate behaviour and respect for others</p>

<p>3. Understand the relationships between teachers and other professionals in education and training</p>	<p>3.1 Explain how the teaching role involves working with other professionals</p> <p>3.2 Explain the boundaries between the teaching role and other professional roles</p> <p>3.3 Describe points of referral to meet the individual needs of learners</p>
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Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

Unit Reference	D/505/0052
Level	3
Credit Value	6
Guided Learning	24 hours
Unit Summary	The purpose of the unit is to enable the trainee to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the trainee to deliver a microteaching session and to evaluate their own delivery practice.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand inclusive teaching and learning approaches in education and training	<p>1.1 Describe features of inclusive teaching and learning</p> <p>1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs</p> <p>1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills</p>
2. Understand ways to create an inclusive teaching and learning environment	<p>2.1 Explain why it is important to create an inclusive teaching and learning environment</p> <p>2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs</p> <p>2.3 Explain ways to engage and motivate learners</p>

	2.4 Summarise ways to establish ground rules with learners
3. Be able to plan inclusive teaching and learning	<p>3.1 Devise an inclusive teaching and learning plan</p> <p>3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs</p>
4. Be able to deliver inclusive teaching and learning	<p>4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs</p> <p>4.2 Communicate with learners in ways that meet their individual needs</p> <p>4.3 Provide constructive feedback to learners to meet their individual needs</p>
5. Be able to evaluate the delivery of inclusive teaching and learning	<p>5.1 Review the effectiveness of own delivery of inclusive teaching and learning</p> <p>5.2 Identify areas for improvement in own delivery of inclusive teaching and learning</p>

Facilitate Learning and Development for Individuals

Unit Reference	J/502/9549
Level	3
Credit Value	6
Guided Learning	25 hours
Unit Summary	<p>The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand principles and practices of one to one learning and development	<p>1.1 Explain purposes of one to one learning and development</p> <p>1.2 Explain factors to be considered when facilitating learning and development to meet individual needs</p> <p>1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals</p> <p>1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development</p> <p>1.5 Explain how to overcome individual barriers to learning</p> <p>1.6 Explain how to monitor individual learner progress</p> <p>1.7 Explain how to adapt delivery to meet individual learner needs</p>

<p>2. Be able to facilitate one to one learning and development</p>	<p>2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives</p> <p>2.2 Implement activities to meet learning and/or development objectives</p> <p>2.3 Manage risks and safeguard learners participating in one to one learning and/or development</p>
<p>3. Be able assist individual learners in applying new knowledge and skills in practical contexts</p>	<p>3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts</p> <p>3.2 Explain benefits to individuals of applying new knowledge and skills</p>
<p>4. Be able to assist individual learners in reflecting on their learning and/or development</p>	<p>4.1 Explain benefits of self-evaluation to individuals</p> <p>4.2 Review individual responses to one to one learning and/or development</p> <p>4.3 Assist individual learners to identify their future learning and/or development needs</p>

Facilitate Learning and Development in Groups

Unit Reference	F/502/9548
Level	3
Credit Value	6
Guided Learning	25 hours
Unit Summary	<p>The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand principles and practices of learning and development in groups	<p>1.1 Explain purposes of group learning and development</p> <p>1.2 Explain why delivery of learning and development must reflect group dynamics</p> <p>1.3 Evaluate methods for facilitating learning and development to meet the needs of groups</p> <p>1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups</p> <p>1.5 Explain how to overcome barriers to learning in groups</p> <p>1.6 Explain how to monitor individual learner progress within group learning and development activities</p>

	<p>1.7 Explain how to adapt delivery based on feedback from learners in groups</p>
<p>2. Be able to facilitate learning and development in groups</p>	<p>2.1 Clarify facilitation methods with group members to meet group and individual learning objectives</p> <p>2.2 Implement learning and development activities to meet learning objectives</p> <p>2.3 Manage risks to group and individual learning and development</p>
<p>3. Be able to assist groups to apply new knowledge and skills in practical contexts</p>	<p>3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts</p> <p>3.2 Provide feedback to improve the application of learning</p>
<p>4. Be able to assist learners to reflect on their learning and development undertaken in groups</p>	<p>4.1 Support self-evaluation by learners</p> <p>4.2 Review individual responses to learning and development in groups</p> <p>4.3 Assist learners to identify their future learning and development needs</p>

Understanding Assessment in Education and Training

Unit Reference	R/505/0050
Level	3
Credit Value	3
Guided Learning	12 hours
Unit Summary	The purpose of this unit is to enable the trainee to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand types and methods of assessment used in education and training	<p>1.1 Explain the purposes of types of assessment used in education and training</p> <p>1.2 Describe characteristics of different methods of assessment in education and training</p> <p>1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs</p> <p>1.4 Explain how different assessment methods can be adapted to meet individual learner needs</p>
2. Understand how to involve learners and others in the assessment process	<p>2.1 Explain why it is important to involve learners and others in the assessment process</p> <p>2.2 Explain the role and use of peer- and self-assessment in the assessment process</p> <p>2.3 Identify sources of information that should be made available to learners and others involved in the assessment process</p>

<p>3. Understand the role and use of constructive feedback in the assessment process</p>	<p>3.1 Describe key features of constructive feedback</p> <p>3.2 Explain how constructive feedback contributes to the assessment process</p> <p>3.3 Explain ways to give constructive feedback to learners</p>
<p>4. Understand requirements for keeping records of assessment in education and training</p>	<p>4.1 Explain the need to keep records of assessment of learning</p> <p>4.2 Summarise the requirements for keeping records of assessment in an organisation</p>

Understanding the Principles and Practices of Assessment

Unit Reference	D/601/5313
Level	3
Credit Value	3
Guided Learning	24 hours
Unit Summary	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioners' means anyone with a learning and development responsibility as the whole or part of their role.
Learning Outcomes (1 to 8) <i>The learner will</i>	Assessment Criteria (1.1 to 8.4) <i>The learner can</i>
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
2. Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment

	<p>3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility</p> <p>3.5 Explain how to minimise risks through the planning process</p>
<p>4. Understand how to involve learners and others in assessment</p>	<p>4.1 Explain the importance of involving the learner and others in the assessment process</p> <p>4.2 Summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
<p>5. Understand how to make assessment decisions</p>	<p>5.1 Explain how to judge whether evidence is:</p> <ol style="list-style-type: none"> a. sufficient b. authentic c. current <p>5.2 Explain how to ensure that assessment decisions are:</p> <ol style="list-style-type: none"> a. made against specified criteria b. valid c. reliable d. fair
<p>6. Understand quality assurance of the assessment process</p>	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>

<p>7. Understand how to manage information relating to assessment</p>	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p>
<p>8. Understand the legal and good practice requirements in relation to assessment</p>	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>

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 a Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - original certificates OR
 - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and

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

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

Exemptions

There are no identified exemptions for these qualifications.

Equivalencies

There are no identified equivalencies for these qualifications.

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.

Glossary of Terms

GL (Guided Learning)

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 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 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 Guided Learning Hours (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.