SEG Awards Level 2 Certificate in Forestry

Qualification Guidance

Level 2 Certificate - 601/3582/7

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.

Copyright

Specification Code, Date and Issue Number

The specification code is C9301-02.

Issue	Date	Details of change
1.0	01/09/2021	New qualification guide
1.0	01/09/2021	Indicative Content removed and added to ORS
1.0	01/09/2021	New review date
1.1	12/05/2022	Rule of Combination (RoC) updated page 5
1.2	July 2023	Operational end date and certification end date set

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

Contents

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.

Skills and Education Group Awards Partners for this Qualification

Royal Forestry Society (RFS): Royal Forestry Society, The Hay Barns, Home Farm Drive, Upton Estate, Banbury OX15 6HU. Tel: 01295 678588 Fax: 01295 670798 Website: www.rfs.org.uk

The RFS promotes the conservation and expansion of tree resources through good forest stewardship.

Introduction

The SEG Awards L2 Certificate in Forestry is the theory component of the Royal Forestry Society (RFS) Certificate in Forestry but is also a valuable stand-alone award for those who plan to work in Forestry or would like to increase their knowledge of tree, woodland and forest management. It has been designed for those people working in forestry, in both the public and private sectors, to complement their training and experience, and to provide evidence of their knowledge of forestry.

Candidates, who have passed the SEG Awards L2 Certificate in Forestry, should consider the completion of the full RFS Certificate in Forestry. This is achieved via the completion of appropriate competence tests to validate their practical ability.

The practical competence tests are provided by NPTC and LANTRA. Full details of the tests are available on the RFS website http://www.rfs.org.uk/ Please check the course codes carefully before undertaking your training and ensure the course you are completing is a Certificate of Competence. Details of the Certificates of Competence can be found on the RFS website http://www.rfs.org.uk/.

Once you have passed the Skills and Education Group Awards Level 2 Certificate in Forestry and all required Certificates of Competence, candidates should send photocopies/scanned copies of all of the certificates to the RFS Education Manager at:

Royal Forestry Society, The Hay Barns, Home Farm Drive, Upton Estate, Banbury OX15 6HU. education@rfs.org.uk

The RFS will verify all paperwork and issue the full RFS Certificate in Forestry. There is no charge for applicants.

The RFS will then publish the names and home towns (but not the full address or any other details) of successful holders of the RFS Cert Forestry in the spring issue of the Quarterly Journal of Forestry. Holders of the Certificate may also use the abbreviation Cert Forestry RFS after their name. All recipients of the RFS Cert Forestry receive a year's free membership to the RFS.

Pre-requisites

No formal entry requirements but Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Learners must achieve a minimum of 21 credits. This will be made up of 18 credits from the Mandatory units and a minimum of 3 credits from the Optional units.

Note: Mandatory units from this qualification are exempt from credit transfer (CT) to Level 2 Certificate in Arboriculture 501/1411/6.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Principles of woodlands, forestry and ecology	H/602/3963	2	3	22
The supply, planting and aftercare of woody plants	A/602/3936	2	3	22
Woody plant physiology	A/602/3922	2	5	37
The interaction of soil environments and woody plants	T/602/3921	2	4	30
Tree inspections and statute and common law applied to trees	Y/602/3958	2	3	22
Optional Units				
Identify and select forestry and woodland trees for planting	D/506/4694	2	3	30
Principles of practical silviculture and habitat management	K/506/4665	2	3	22

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Aims

The SEG Awards Level 2 Certificate in Forestry aims to:

- Provide learners with the opportunity to acquire the essential skills, knowledge and understanding required for employment in forestry and related industries, and to enable them to progress to advanced study
- Provide a stimulating and supportive learning environment for learners to develop their potential contribution to forestry and associated industries
- Develop underpinning knowledge within the subject area, by promoting and encouraging the development of new techniques and learning activities

Target Group

This qualification is designed for those learners who want to work and those that are already working in forestry, in both the public and private sectors.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Assessment

Internal assessment, external assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

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

This qualification provides access to continued Further Education, enhanced employability and/or an opportunity for employed learners to up-date existing skills.

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

Tutor/Assessor Requirements

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

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

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification							
SEG Awards Level 2 Certificate in Forestry – 601/3582/7							
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area						
Age Range	Pre 16		16-18	✓	18+	✓	19+ ✓
Regulated	The qualification identified above is regulated by Ofqual						
Assessment	• Internal assessment • Internal and external moderation						
Type of Funding Available	See FaLE (Find a learning aim)						
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges						
Grading	Pass/Fail						
Operational Start Date	01/09/2014						
Review Date	31/08/2025						
Operational End Date	**31/12/2023**						
Certification End Date	**31/12/2024**						
Guided Learning (GL)	155 hours						
Total Qualification Time (TQT)	210 hours						
Skills and Education Group Awards Sector	Land Based						
Ofqual SSA Sector	03.2 Horticulture and Forestry						
Stakeholder Support	This qualification is supported by Lantra, the Sector Skills Council for environmental and land-based industries						
Administering Office	See Skills and Education Group Awards web site						

Unit Details

Principles of Woodlands, Forestry and Ecology

Unit Reference	**H/602/3963**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	In this unit, learners will explore the history of woodland/forestry in Great Britain from 1600 A.D. up to the development of community forests, identifying types of woodland/forestry system and management principles. The unit also covers an introduction to ecology and woodland ecosystems.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.5)** ***The learner can***
1. Understand how woodland/forestry cover has changed from 1600 A.D. to the present day	1.1 Identify four major influences that have changed the woodland cover of England and Wales since 1600 A.D. to the present day
2. Understand woodland structure and how a woodland develops	2.1 Define a minimum of two stages related to vegetation development in a woodland 2.2 Describe a minimum of four operations commonly used in woodland management 2.3 Describe the horizontal structure of a woodland 2.4 Describe the vertical structure of a woodland 2.5 Identify the four layers of the vertical structure 2.6 Give four examples of plant species found in each of the vegetation layers
3. Understand the principles of common silvicultural systems	3.1 Describe two common silvicultural systems of growing trees

of tree management	3.2 Outline two advantages and two disadvantages of each system 3.3 Identify what is meant by the term continuous cover forestry
4. Understand the main types of woodland management	4.1 Give a definition for one main type of woodland found in the UK 4.2 Identify the key principles of managing one of the main types of woodland
5. Understand the main aims and objectives of community woodlands and forests	5.1 Identify the main aims of community forests/woodlands as outlined by government and national policy
6. Understand how a woodland ecosystem and a simple woodland food chain or web functions	6.1 Define the terms: • Ecosystem • Ecotone 6.2 Describe a simple food chain or web 6.3 Identify a: • Producer • Primary consumer • Secondary consumer • Tertiary consumer • Decomposer 6.4 Identify a minimum of four influences on a woodland ecosystem 6.5 Identify the effects that one catastrophic event can have on an ecosystem

The Supply, Planting and Aftercare of Woody Plants

Unit Reference	**A/602/3936**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	In this unit, learners will look at the values of woody plants in the environment. They will develop an understanding of the plant handling process including lifting, storage and planting on site. They will also learn about the aftercare of woody plants.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Understand the values of woody plants in the environment	1.1 List a minimum of ten values of woody plants in the environment
2. Understand the plant handling process from lifting in the nursery through to storage at the planting site	2.1 Describe a correct procedure for storing trees after lifting in the nursery 2.2 Describe a correct procedure for labelling trees at the time of lifting 2.3 Describe a correct procedure for bundling trees in the nursery ready for transportation 2.4 Describe a correct procedure for packaging trees in the nursery ready for transportation 2.5 Describe a correct procedure for transporting trees from the nursery to site 2.6 Describe a correct process of protecting tree roots at the site of planting prior to planting

3. Understand methods of planting woody plants	3.1 Define two sizes of tree 3.2 Describe a suitable method of planting a • Cell grown tree • Bare rooted whip tree • Standard tree 3.3 Describe a suitable method of staking • A standard standard • An extra heavy standard 3.4 Describe a suitable method of tying a tree to a stake 3.5 Describe a suitable method of backfilling a planting hole 3.6 Describe a suitable method of mulching a newly planted tree 3.7 Identify a suitable mulch material 3.8 Identify a minimum of two reasons for mulching a newly planted tree 3.9 Describe a suitable method of planting a shrub 3.10 Identify appropriate measures required when planting trees of a given size into an unfavourable site condition
4. Understand appropriate protection and support system requirements	4.1 Identify an appropriate support system for use with newly planted tree stock 4.2 Identify how a newly planted tree/shrub may be protected from rabbit or deer damage 4.3 Identify a minimum of two ways that a young tree/shrub may be protected from grass cutting machinery damage
5. Understand the aftercare requirements of newly planted stock	5.1 Identify the elements of an aftercare programme for newly planted trees/shrubs to ensure successful establishment 5.2 Identify a minimum of three causes of newly planted tree stock failing to establish

Woody Plant Physiology

Unit Reference	**A/602/3922**
Level	**2**
Credit Value	**5**
Guided Learning (GL)	**37 hours**
Unit Summary	This unit looks at the classification and naming system of trees, shrubs and climbers. Learners will explore the internal and external structure of woody plants. They will learn about the physiological processes and bio-mechanical structure of these plants. They will also explore defence mechanisms used by woody plants, the causes of ill health and treatment/preventative measures available to maintain healthy woody plants.
Learning Outcomes (1 to 8) ***The learner will***	**Assessment Criteria (1.1 to 8.7)** ***The learner can***
1. Understand the international system of plant naming	1.1 Identify the principal divisions within the plant naming system 1.2 Define a minimum of two terms used within the system 1.3 Identify examples of woody plants to demonstrate an understanding of the terms defined
2. Understand the function of cells found in ring porous, diffuse porous and coniferous woody plants	2.1 Identify the cells found in woody plants 2.2 Identify the function(s) of the cells found in woody plants 2.3 Identify the difference in cell structure between ring porous, diffuse porous and coniferous woody plants
3. Understand the main physiological processes that	3.1 Describe the principles of the physiological processes of woody plants

woody plants carry out and the main environmental factors which influence growth	3.2 Identify a minimum of three environmental factors which influence growth 3.3 Describe how these factors influence growth 3.4 Describe two ways in which woody plants adapt in order to survive 3.5 Identify what fuels the physiological processes 3.6 Define the terms potential energy and kinetic energy 3.7 Define the terms dynamic and static mass
4. Understand principles applied to the growth of woody plants	4.1 Define the term phenology 4.2 Identify the main phenological periods of the tree calendar 4.3 Identify two critical periods when the tree is vulnerable to attack 4.4 Identify a minimum of three factors involved in germination of tree seeds 4.5 Define the term secondary thickening 4.6 Outline the processes of secondary thickening 4.7 Outline how sexual reproduction occurs in trees in relation to: • Pollination • Fertilization 4.8 Define the terms dioecious and monoeicious 4.9 Describe the method of seed dispersal as used by a named tree
5. Understand the woody plant root system	5.1 Identify four functions of roots 5.2 Identify a minimum of three different forms of tree root system

	5.3 Identify two shapes of tree root systems 5.4 Identify a minimum of four factors affecting root distribution 5.5 Identify how trees are anchored in the ground 5.6 Identify two causes of a loss of anchorage 5.7 Define the term 'root to shoot' ratio
6. Understand what is meant by tree biomechanics	6.1 Identify what is meant by the term biomechanics 6.2 Define a minimum of four key terms associated with tree biomechanics
7. Understand the defence mechanisms used by woody plants	7.1 Identify a minimum of three physical measures used by woody plants to prevent or resist the effects of ill health 7.2 Identify a minimum of three chemical measures used by woody plants to prevent or resist the effects of ill health 7.3 Describe the formation of the walls/barriers formed as part of the CODIT model 7.4 Define the term woundwood
8. Understand the causes, prevention or control of ill health in woody plants	8.1 Identify the signs or symptoms of a named pest, disease or disorder 8.2 Identify and describe one of the four fungal colonisation strategies 8.3 Give an example of a fungus with a named colonisation strategy 8.4 Describe two types of woody plant rot associated with fungi 8.5 Give an example of a woody plant fungus with a named type of rot

	8.6 Identify the significance of a named pest, disease or disorder when found on a tree 8.7 For a named pest, disease or disorder, identify a preventative or cultural or control measure

The Interaction of Soil Environments and Woody Plants

Unit Reference	**T/602/3921**
Level	**2**
Credit Value	**4**
Guided Learning (GL)	**30 hours**
Unit Summary	In this unit, learners will explore how soils are formed, soil structure and its physical characteristics. They will look at the importance of water, nutrients and organisms in the soil. Learners will explore conditions required for plant growth, the causes of poor quality soil and how to improve conditions for woody plant growth.
Learning Outcomes (1 to 7) ***The learner will***	**Assessment Criteria (1.1 to 7.3)** ***The learner can***
1. Understand how soil is formed	1.1 Identify one of the three main rock constituents of soil 1.2 Describe how rocks are broken down 1.3 Describe how a soil is formed 1.4 Identify the role of organic matter in soil formation 1.5 Describe the properties of a minimum of three main constituents of soil 1.6 Describe the effects on the soil of these main constituents 1.7 Identify why aggregates are important to soil structure 1.8 Define the terms soil texture and structure 1.9 Identify a commonly found horizon of a soil profile

2. Understand the importance of the differing quantities of water in a soil	2.1 Describe how water moves within the soil 2.2 Define two of the eight terms applied to the different quantities of water found in the soil 2.3 Identify how pore size affects water retention in a soil
3. Understand the role played in woody plants by the principal macro and micro nutrients	3.1 Identify a macro and a micro nutrient found in soils 3.2 Describe two ways in which soil type affects nutrient availability 3.3 Describe the role played in plant growth by two macro and one micro nutrients 3.4 Distinguish two symptoms of nutrient deficiency found in woody vegetation 3.5 Outline the nitrogen cycle
4. Understand the role of the beneficial organisms found in the soil	4.1 Identify a minimum of three beneficial soil organisms 4.2 Describe two benefits that soil organisms can bring to the soil 4.3 Describe two benefits that soil organisms can bring to the woody plant
5. Understand soil pH and the ranges found in soil	5.1 Define the term pH 5.2 Identify a value as recognised on a pH scale for each of the following • Neutral • High • Low 5.3 Identify how pH values may be changed artificially 5.4 Identify two implications for woody plants of low or high values of pH

6. Understand optimum soil conditions required for woody plant growth	6.1 Identify optimum soil conditions required for growth 6.2 Identify a minimum of three causes of poor soil conditions 6.3 Identify signs and symptoms in woody plants of poor soil conditions 6.4 Identify a minimum of two methods of improving soil conditions for woody plant growth 6.5 Identify a minimum of two fertilizers for use with woody plants 6.6 Describe a minimum of two methods of application for fertilizers
7. Understand the importance of pre-planting soil surveys for woody plants	7.1 List four advantages of undertaking a soil survey prior to planting woody plants 7.2 Describe the process of undertaking a soil survey 7.3 Identify information that can be obtained from a soil survey

Tree Inspections and Statute and Common Law Applied To Trees

Unit Reference	**Y/602/3958**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	In this unit, learners will explore the development of a systematic and logical method of inspecting trees for obvious signs and symptoms of ill health. They will learn about the aspects of common and statute law appropriate to carrying out tree surgery works
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.9)** ***The learner can***
1. Understand the processes of undertaking safety inspections of trees	1.1 Select appropriate headings under which to collect tree data related to risks posed by a tree 1.2 Identify why a systematic and diagnostic process needs to be applied to inspecting trees 1.3 Classify by broad category the risk posed by a tree with a defect 1.4 Identify why a timescale is applied to any recommended action 1.5 Select an appropriate item of equipment that may assist the tree inspector
2. Understand the need to select the appropriate recommendation following inspection	2.1 Identify an appropriate recommendation given a tree with a named defect or condition 2.2 Describe the implications of a given recommendation on a named tree species
3. Understand how aspects of common law are applied to trees	3.1 Define the term common law 3.2 Identify how common law precedent is applied to:

	• Overhanging branches • Trespassing roots • Dangerous trees • Poisonous trees • Right to light
4. Understand how aspects of statute legislation apply to the protection of trees	4.1 Define the term statute law 4.2 Identify the purpose of a: • Tree Preservation Order (TPO) • Conservation Area designation 4.3 Identify for the owner the implication of a tree protected by a: • Tree Preservation Order • Conservation Area 4.4 Identify the penalties that could follow a breach of a: • Tree Preservation Order • Conservation Area rules 4.5 Identify what information is required when making an application to work on a protected tree 4.6 Identify the processes that Local Planning Authorities (LPA's) have in place when determining an application 4.7 Identify to whom the applicant/agent may appeal against a LPA decision or non-determination and in what timescale 4.8 Identify a minimum of four exemptions for: • Working on tree with a TPO • Working on a tree in a Conservation Area • The need for a felling licence 4.9 Identify when a felling licence is: • Required • Not required

Identify and Select Forestry and Woodland Trees for Planting

Unit Reference	**D/506/4694**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**30 hours**
Unit Summary	In this unit, learners will explore the different types of trees available for planting in a range of forests and woodlands. They will learn about which types of trees are suitable to different soils and sites as well as the commercial values of the timber produced.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.4)** ***The learner can***
1. Identify a range of forestry and woodland trees to genus and species	1.1 Identify 30 forestry and woodland tree species in all seasons
2. Understand the selection of trees to meet forestry requirements in the UK	2.1 State and explain the range of plant stock available for forestry planting in the UK
3. Be able to select appropriate trees to meet UK forestry requirements	3.1 List trees that provide timber of different commercial properties 3.2 List trees which are native to the British Isles 3.3 List trees appropriate for use on acidic, calcareous, permanently wet, dry or freely drained soils 3.4 List trees that are appropriate for use on poor sites, sites of high elevation, coastal sites, brownfield sites, out of use agricultural sites

Principles of Practical Silviculture and Habitat Management

Unit Reference	**K/506/4665**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**22 hours**
Unit Summary	Learners will explore the different types of silvicultural system in the UK and the key components to these systems. They will also explore woodland management and the different types of equipment available to maintain woodlands.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.3)** ***The learner can***
1. Describe silviculture systems in UK Forestry	1.1 Explain the different silvicultural systems in use in UK Forestry 1.2 Identify the components of a silvicultural system 1.3 Explain different thinning regimes in UK Forestry 1.4 Identify the different canopy classes applied to trees
2. Understand the possible objectives of managing woodland.	2.1 Identify the uses and conservation benefits of rides, glades and paths 2.2 State the relevant legal and environmental constraints and considerations in the management of woodlands 2.3 Identify appropriate tools and equipment and associated maintenance needs

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), 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 Skills and Education Group Awards web site.

Exemptions

This qualification contains exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

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.