



## SEG Awards Level 3 Diploma for Animal Welfare Officers

England – 610/3293/1

## Qualification Guidance

### About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

[Skills and Education Group Awards Secure Login](#)

### Sources of Additional Information

Skills and Education Group Awards website

[www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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### Specification Code

The specification code is D9242-03.

Issue	Date	Details of change
1.0	29 September 2023	New qualification guide

## **Qualification Guidance**

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

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

## Qualification Guidance

### Introduction

The SEG Awards Level 3 Diploma for Animal Welfare Officers has been designed to develop knowledge and skills to become an Animal Welfare Officer with the Local Authority.

### Pre-requisites

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

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

### Qualification Structure and Rules of Combination

#### Rules of Combination: Level 3 Diploma for Animal Welfare Officers

Learners must achieve 41 credits. All credits must come from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Group Min Credit Target - 41</b>				
Legislation in Animal Care	J/650/8714	3	4	35
Animal Care and Welfare	D/650/8720	3	5	40
Linking Animal Cruelty and Interpersonal Violence	F/650/8721	3	4	40
Companion Animal Behaviour	H/650/8722	3	3	24
Managing Equipment in an Animal Care Establishment	J/650/8723	3	3	24
Providing Advice to the Public	K/650/8724	3	2	10
Animal Hoarding Intervention	L/650/8725	3	5	40
Inspecting Animal Care Establishments	K/650/8715	3	4	30
Handling Animals in Complex Situations	R/650/8727	3	2	15

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Transportation of Animals	T/650/8728	3	5	4
Skills in Practical Animal Care	L/650/8716	3	4	40

## Aim

The SEG Awards Level 3 Diploma for Animal Welfare Officers has been designed to provide learners with the information required under the DEFRA The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 to become an Animal Welfare Officer with the Local Authority.

## Target Group

The SEG Awards Level 3 Diploma for Animal Welfare Officers is designed for learners over the age of 16, who are looking to become an Animal Welfare Officer with the Local Authority or those currently working as an Animal Welfare Officer, looking to formalise their current training.

## Assessment

Internal 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.

## Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Diploma for Animal Welfare Officers.

## 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.

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### Progression Opportunities

Learners who achieve this qualification will then have the opportunity in becoming an Animal Welfare Officer with the Local Authority.

Learners could also look to progress within various other regulated qualifications within the Animal Care sector that Skills and Education Group Awards offers, to expand on their knowledge and experience in animal care further.

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

### Tutor / Assessor Requirements

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

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

### Language

This specification and associated assessment materials are in English only.

## Qualification Guidance

# Qualification Summary

<b>Qualification</b>	
SEG Awards Level 3 Diploma for Animal Welfare Officers	
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b> ✓   <b>18+</b> ✓   <b>19+</b> ✓
<b>Regulation</b>	The above qualifications are regulated by: <ul style="list-style-type: none"> <li>Ofqual</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> </ul>
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Grading</b>	Pass/Fail Only
<b>Operational Start Date</b>	29/09/2023
<b>Review Date</b>	29/09/2026
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	302 hours
<b>Total Qualification Time (TQT)</b>	410 Hours
<b>Credit Value</b>	41
<b>Skills and Education Group Awards Sector</b>	Animal Care
<b>Regulator Sector</b>	3.3 - Animal care and veterinary science
<b>Support from Trade Associations</b>	



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### Unit Details

<b>Legislation in Animal Care</b>	
<b>Unit Reference</b>	<b>J/650/8714</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>35 hours</b>
<b>Unit Summary</b>	Learners will gather an understanding of the legislation surrounding companion animal care when working as an animal licensing inspector. They will be made aware of their roles and responsibilities under the legislation.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand legislation relating to animal welfare	1.1 Evaluate current animal welfare legislation
2. Understand the impact of legislation on animal welfare	2.1 Justify animal welfare legislation in relation to companion animals
	2.2 Evaluate the impact that current legislation has on animal welfare
3. Know the requirements for companion animal accommodation	3.1 Evaluate required sizes and reasons for correct accommodation for companion animals
	3.2 Justify environmental enrichment and best welfare practices related to animal accommodation
4. Understand the responsibilities of an Animal licensing inspector/ Animal welfare Officer under legislation	4.1 Analyse the roles of an animal welfare officer and animal licensing inspector
	4.2 Evaluate the responsibilities of an Animal Welfare Officer/Animal Licensing Inspector under current legislation

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<b>Animal Care and Welfare</b>	
<b>Unit Reference</b>	<b>D/650/8720</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40 hours</b>
<b>Unit Summary</b>	This unit explores the factors linking animal health to welfare. Learners will examine health checking, disease prevention, nutrition and environmental enrichment.
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand signs of good and ill health in animals	1.1 Explain the signs of good health in a range of companion animals  1.2 Describe signs of ill health in a range of companion animals  1.3 Evaluate health checks in a range of companion animal species
2. Know causes of ill health in animals	2.1 Analyse the causes of ill health in a range of companion animals
3. Understand prevention of ill health in animals	3.1 Evaluate methods of preventing ill health in a range of companion animals  3.2 Explain the principles of infection control and cross contamination in relation to disease prevention
4. Know the relationship between nutrition and health	4.1 Analyse nutritional requirements for a range of species  4.2 Evaluate the link between nutrition and health
5. Know environmental enrichment for animals	5.1 Describe the importance of environmental enrichment  5.2 Evaluate methods of providing environmental enrichment to a range of companion animals

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<b>Linking Animal Cruelty and Interpersonal Violence</b>	
<b>Unit Reference</b>	<b>F/650/8721</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>40 hours</b>
<b>Unit Summary</b>	Learners will assess the proven links between cruelty to animals and the use of violence on people, knowing the key agencies that are involved and the reporting process.
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.4)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Know the links between animal cruelty and interpersonal violence	1.1 Analyse the links between animal cruelty and interpersonal violence  1.2 Evaluate the outcomes of animal cruelty and interpersonal violence
2. Understand the importance and implications of reporting animal cruelty	2.1 Evaluate the procedures and agencies involved in reporting animal cruelty  2.2 Explain the reasons for reporting animal cruelty  2.3 Analyse the importance of reporting animal cruelty  2.4 Describe the impact of animal cruelty going unreported

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<b>Companion Animal Behaviour</b>	
<b>Unit Reference</b>	<b>H/650/8722</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>24 hours</b>
<b>Unit Summary</b>	Learners will be introduced to companion animal behaviour, with aspects of body language, observation and recognition of stress being explored.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.1)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand animal behaviour	1.1 Evaluate different behaviours seen in companion animals 1.2 Analyse changes in behaviour in times of illness, stress or change
2. Know body language in companion animals	2.1 Explain body language in companion animals 2.2 Describe changes in body language that may be seen in different situations
3. Understand stress indicators in companion animals	3.1 Evaluate signs of stress in companion animals
4. Know stress reduction in companion animals	4.1 Describe how to reduce stress in companion animals

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<b>Managing Equipment in an Animal Care Setting</b>	
<b>Unit Reference</b>	<b>J/650/8723</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>24 hours</b>
<b>Unit Summary</b>	Learners will understand the importance of the maintenance of equipment used within animal care. This will include accurate record keeping and identification of issues with equipment.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Know how to manage equipment in animal care establishments	1.1 Describe types of equipment used in animal care establishments  1.2 Identify common issues with equipment used in animal care establishments
2. Understand maintenance of equipment in animal care establishments	2.1 Evaluate equipment maintenance plans used in animal care establishments  2.2 Evaluate the potential impact of a lack of planned equipment maintenance  2.3 Formulate maintenance plans for equipment used in animal care establishments
3. Know how to maintain records in animal care establishments	3.1 Evaluate types of records kept in an animal care establishment  3.2 Analyse potential issues where records are not maintained in an animal care establishment

## Qualification Guidance

<b>Providing Advise to the Public</b>	
<b>Unit Reference</b>	<b>K/650/8724</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>10 hours</b>
<b>Unit Summary</b>	Learners will examine the different types of animal welfare advice commonly sought by members of the public to assist in providing the ability to report issues, and gather advice to improve welfare of animals.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand types of animal care advice required by the public	1.1 Explain common questions encountered regarding animal welfare and how to answer  1.2 Evaluate current animal care advice provided to the public
2. Know how to provide animal care advice to the public	2.1 Analyse methods of providing animal care advice to the public  2.2 Describe limitations and implications of providing animal care advice to the public
3. Know how to advise the public in cases of potential animal cruelty or neglect	3.1 Analyse different types of animal cruelty and neglect  3.2 Assess the procedure for reporting animal cruelty and neglect  3.3 Evaluate organisations involved in investigation and prosecution of animal cruelty and neglect cases

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<b>Animal Hoarding Intervention</b>	
<b>Unit Reference</b>	<b>L/650/8725</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40 hours</b>
<b>Unit Summary</b>	Learners will be introduced to the reasons people hoard animals and how to work with them to prevent reoccurrence. The agencies to report hoarding will be examined, along with the strategies to assist those reporting hoarding.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the occurrence of animal hoarding	1.1 Analyse different types of animal hoarders  1.2 Describe factors which trigger animal hoarding
2. Understand how to report and prevent animal hoarding	2.1 Evaluate how to report animal hoarding  2.2 Describe appropriate hoarding intervention strategies and timelines
3. Know the organisations involved in animal hoarding	3.1 Analyse agencies involved with animal hoarding  3.2 Describe how agencies work to manage animal hoarding and reoccurrence
4. Know the impact of animal hoarding	4.1 Explain the relationship between animal hoarding and abuse / neglect  4.2 Evaluate the impact of animal hoarding

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<b>Inspecting Animal Care Establishments</b>	
<b>Unit Reference</b>	<b>K/650/8715</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Unit Summary</b>	With animal welfare and best practice at the forefront, this unit provides information for animal licensing inspectors to be able to review, inform, advise, and guide animal care establishments to meet legislation and welfare requirements.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Know how to provide guidance on policies and procedures relating to animal care establishments	1.1 Evaluate current policies/ procedures for an animal care establishment  1.2 Describe actions to take following an inspection review  1.3 Develop a policy and procedure for animal welfare review at an animal care establishment inspection
2. Understand requirements for staff training, knowledge and on-site supervision	2.1 Explain how to assess appropriate subject knowledge of staff at an animal care establishment  2.2 Explain the staffing requirements for an animal care establishment  2.3 Develop an annual, and a 3-year training plan for staff an animal care establishment  2.4 Analyse the implications of incorrect staffing, knowledge, and training at an animal care establishment



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<p>3. Understand provision of information, advice, and guidance at animal care establishments</p>	<p>3.1</p>	<p>Explain how to provide information, advice, and guidance to animal care establishments regarding animal welfare</p>
	<p>3.2</p>	<p>Describe requirements for animal accommodation to reflect legislation and best welfare practice</p>

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<b>Handling Animals in Complex Situations</b>	
<b>Unit Reference</b>	<b>R/650/8727</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>15 hours</b>
<b>Unit Summary</b>	Learners will understand how handling animals in complex situations is different to everyday handling. The principles of safe and effective handling will be explored to minimise stress and discomfort of animals.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand reasons for handling animals in complex situations	1.1 Evaluate reasons why distressed, in pain, aggressive or fearful animals require handling
2. Know methods of handling animals in complex situations	2.1 Explain methods of handling animals in complex situations to maintain welfare
	2.2 Evaluate potential issues with handling animals in complex situations
3. Know methods of transporting animals in complex situations	3.1 Explain methods of transporting animals in complex situations to maintain welfare
	3.2 Evaluate potential issues with transporting animals in complex situations

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<b>Transportation of Animals</b>	
<b>Unit Reference</b>	<b>T/650/8728</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>4 hours</b>
<b>Unit Summary</b>	In this unit, learners will become aware of the principles and practices of safe and stress free transportation of companion animals.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Know how to handle and restrain companion animals for transport	1.1 Describe methods of handling and restraining companion animals during transportation  1.2 Evaluate potential issues encountered during animal transportation
2. Understand the responsibilities of transporting animals	2.1 Explain the legislation involved in companion animal transportation  2.2 Describe how to plan for companion animal transportation
3. Know how to reduce stress during animal transportation	3.1 Explain the causes of stress that can occur during transportation  3.2 Evaluate how to minimise stress during handling and restraining  3.3 Evaluate how to minimise stress during transportation
4. Know how to transport companion animals	4.1 Explain the equipment and methods used for transporting companion animals in different situations  4.2 Evaluate contingency planning when transporting companion animals

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<b>Skills in Practical Animal Care</b>	
<b>Unit Reference</b>	<b>L/650/8716</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>40 hours</b>
<b>Unit Summary</b>	Learners will be able to identify a range of indicators of good and ill health, including different behaviours shown. When analysing the animals, learners will be able to provide a judgement and recommendations on the suitability of the accommodation.
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.2)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to carry out a risk assessment in animal care establishments	1.1 Identify potential risks and hazards in an animal care establishment  1.2 Identify control measures for potential risks and hazards in animal care establishments
2. Be able to handle and restrain animals in animal care establishments	2.1 Review the condition of animals prior to handling  2.2 Identify when not to approach animals for handling and restraint  2.3 Approach, handle and restrain 3 species from the range using safe and current practices
3. Be able to carry out analysis of animal accommodation	3.1 Evaluate accommodation of animals to prevent stress and maintain welfare  3.2 Provide recommendations to improve animal accommodation
4. Be able to observe animal behaviour	4.1 Identify signs of stress, illness, or fear in a range of animals

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	4.2	Undertake behavioural observations of animals to identify normal and abnormal behaviours
5. Be able to health check animals	5.1	Carry out full health checks on a range of species
	5.2	Record the results of health checks

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# Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

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

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

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

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

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Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from <https://skillsandeducationgroupawards.co.uk/for-centres/>

## **Certification**

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

Skills and Education Group Awards' policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

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# Glossary of Terms

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.