

## Qualification Guidance



# SEG Awards Level 7 Diploma in Marketing

England – 610/4248/1

## 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 D6001-07.

Issue	Date	Details of change
1.0	13 May 2024	New qualification guide

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

## Qualification Guidance

### Contents

About Us .....	2
Sources of Additional Information .....	2
Copyright.....	2
Specification Code .....	2
Contents.....	3
Introduction .....	4
Pre-requisites .....	4
Qualification Structure and Rules of Combination .....	4
Aims .....	5
Target Group.....	5
Assessment.....	5
Practice Assessment Material.....	6
Teaching Strategies and Learning Activities.....	6
Progression Opportunities .....	7
Tutor / Assessor Requirements .....	7
Language.....	8
Qualification Summary .....	9
Unit Details .....	11
Marketing Strategy and Planning .....	11
Marketing Innovation .....	13
Marketing, Management Skills and Leadership.....	15
Marketing Communications .....	17
International Marketing .....	19
Consumer Behaviour .....	21
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.....	23
Certification .....	24
Exemptions .....	24
Glossary of Terms.....	25

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 Level 7 Diploma in Marketing has the overall aim of building competence in marketing from a strategic perspective whilst also understanding that the management of people is intrinsic to any progressive role. For all modules, the roles of digital technology and traditional marketing approaches should be considered in relation to the markets served.

### Pre-requisites

There are no entry requirements for this qualification. However, learners should be working to at least Level 6.

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 7 Diploma in Marketing

Learners must achieve 120 credits from all of the 6 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Group Min Credit Target - 120</b>				
Marketing Strategy and Planning	A/651/1761	7	20	120
Marketing Innovation	D/651/1762	7	20	120
Marketing, Management Skills and Leadership	F/651/1763	7	20	120
Marketing Communications	H/651/1764	7	20	120
International Marketing	J/651/1765	7	20	120
Consumer Behaviour	K/651/1766	7	20	120

## Qualification Guidance

### Aims

The Level 7 Diploma in Marketing aims to develop technical competence in marketing from a strategic perspective whilst also understanding that the management of people is intrinsic to any progressive role. There is an emphasis on applied learning preparing learners for industry and management progression that is transferrable between industries and levels of role.

The Diploma modules will allow learners to bring market understanding into any company, feed that into the development of the company's marketing strategy in order to meet customer needs and build competitive advantage.

### Target Group

This SEG Awards Level 7 Diploma in Marketing is derived from the marketing curriculum set out below. This qualification is a postgraduate Diploma designed to provide an appropriate education for learners who wish to continue their undergraduate Marketing studies, those who wish to build on other undergraduate study areas and require understanding of marketing or those with industrial experience who require a level of postgraduate Marketing study to formalise that experience.

Learners having completed this Diploma will have a 120 credit Level 7, a standalone postgraduate qualification that can be added to by a 60 further MSc or MA Level 7 credits of study for career progression purposes. There is also scope to progress to MBAs with a marketing focus.

### Assessment

The curriculum is set up to support a portfolio approach to continuous assessment. Learners will study modules and develop a portfolio of evidence. Each module will have milestones where formative assessment is provided, and learners can then continue to work on their portfolios before a final submission at the end of the module.

For each module, an assessment grid is provided indicating the learning outcomes to be achieved and the evidence required to support their attainment. This grid contains evidence requirements for grading at Pass or Distinction. The criteria are cumulative, to achieve a Distinction grade a learner must satisfy the criteria for both a Pass and for a Distinction.

To achieve a Pass in a module, a pass grade must be attained for all Learning Outcomes.

## **Qualification Guidance**

The overall grade for each module will be determined by the predominant attainment in each of the learning outcomes. For example, most modules have four learning outcomes so if three are attained at Distinction, then a Distinction grade is the outcome. If the outcome is that two learning outcomes are graded Pass and two at Distinction, then a Distinction for the module would be awarded.

For the Diploma to be awarded, all modules must be successfully completed. The overall grade for the diploma will be determined based on the predominant outcome of each of the modules. There are six modules, to achieve an overall grade of Distinction, at least three modules must be graded at Distinction. Evidence can also be gathered in relation to the progression shown in each module as they progress i.e. later marks may be of a higher level than earlier ones showing learner progression.

The Diploma assessment portfolio contains 6 elements, one from each module. Collectively they can be viewed by the learner as an indication of where their individual Marketing understanding is strong, where it needs some development and where there is a gap in their experience – insights for future development.

The role of each assessment piece is to give the learner opportunities to demonstrate their understanding of each of the subject areas and reflect their ability to understand and apply their knowledge and skills. The latter can be demonstrated by addressing the different types of assessment activities as either a group member or individual.

## **Practice Assessment Material**

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 7 Diploma in Marketing.

## **Teaching Strategies and Learning Activities**

The fundamental philosophy that guides this curriculum is applied learning (i.e. learning by doing) with a balance between the following elements:

- Lectures and lessons – where knowledge is acquired
- Seminars and tutorials – where knowledge is consolidated and applied to a variety of industry situations
- Projects – where learners can develop and apply their skills in data and information gathering, synthesising for meaning and applying findings to a variety of industry situations.

## Qualification Guidance

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

Learners having completed the SEG Awards Level 7 Diploma in Marketing will have a standalone postgraduate qualification that can be added to by 60 further MSc or MA Level 7 credits of study for career progression purposes. There is also scope to progress to MBAs with a marketing focus.

On successful completion of the qualification, the learner will be able to:

- understand and identify the role Marketing Management has in building the Marketing function to meet organisational objectives
- work as an individual or part of a group in an applied learning context replicating industry multi-faceted marketing teams
- draw understanding from market analysis to underpin and inform Marketing and Management decision making
- adapt marketing activities in line with customers, competitors and market changes whether domestic or global
- develop marketing communications that promote and position a company in response to customer demand and competitive pressures
- identify and drive marketing innovation to build competitive advantage and a sustainable market offer with creative solutions

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

## Tutor / Assessor Requirements

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

**Minimum requirements when delivering this qualification:** Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Teaching staff **must** be qualified at least a level above in a relevant subject to which they are teaching.

## Qualification Guidance

Those responsible for Internal Quality Assurance (IQA) **must** be knowledgeable and or qualified 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 7 Diploma in Marketing					
<b>Qualification Purpose</b>	<p>The Level 7 Diploma in Marketing is designed to provide learners with advanced knowledge, critical understanding, and practical skills in the field of Marketing. This qualification aims to equip professionals with the expertise required to excel in senior marketing roles, develop strategic marketing plans, and lead innovative marketing initiatives within diverse organisational contexts.</p> <p>With an expected 3.5% increase on Marketing Leader occupations over the next 3 years, this qualification will allow Learners to gain an insight into the latest trends, technologies, and best practices in the global marketing landscape allowing them to progress on to a career within the Marketing industry.</p> <p>By completing this qualification, Learners will be well-prepared to contribute strategically, lead marketing initiatives with confidence, and stay ahead in a competitive business environment and increasing sector.</p>				
<b>Age Range</b>	<b>Pre 16</b>	<b>16-18</b>	<b>18+</b>	<b>19+</b>	✓
<b>Regulation</b>	<p>The above qualification is regulated by:</p> <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/Distinction/Fail				
<b>Operational Start Date</b>	28/05/2024				
<b>Review Date</b>	28/05/2027				

### Qualification Guidance

<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	720 hours
<b>Total Qualification Time (TQT)</b>	1200 hours
<b>Credit Value</b>	120
<b>Skills and Education Group Awards Sector</b>	Business and Administration
<b>Regulator Sector</b>	15.4 Marketing and Sales
<b>Support from Trade Associations</b>	

## Qualification Guidance

### Unit Details

<b>Marketing Strategy and Planning</b>	
<b>Unit Reference</b>	<b>A/651/1761</b>
<b>Level</b>	<b>7</b>
<b>Credit Value</b>	<b>20</b>
<b>Guided Learning (GL)</b>	<b>120</b>
<b>Unit Aim</b>	<p>This unit will explore the process of developing a Marketing Strategy, the Marketing Plan and how to help companies meet their strategic objectives.</p> <p>Starting with analysis of the company's current status using market scanning, the process then moves to formulating a Marketing Strategy. The next step will be to develop the Marketing Plan that will implement the strategy using the appropriate marketing mix and use of on and offline elements as appropriate for the company's target market.</p> <p>There will also be a stage of reviewing, updating and future planning.</p>
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to undertake a review of an organisation's current Marketing Strategy and Marketing Plan	1.1 Compare market scanning findings to current market understanding in an organisation  1.2 Evaluate the organisation's current marketing activity against marketing and corporate objectives  1.3 Identify new marketing opportunities in line with the organisation's marketing strategy
2. Be able to compile a Marketing Strategy in a report format with SMART objectives that relate Marketing Objectives to the Corporate Objectives	2.1 Write a marketing strategy in report format for an organisation with SMART objectives

### Qualification Guidance

	2.2	Explain how this marketing strategy updates the organisation's corporate and marketing objectives
	2.3	Complete a competitor analysis
3. Be able to complete a Marketing Plan to meet Marketing Objectives	3.1	Describe your marketing plan which includes the budget and review sections
	3.2	Describe the marketing activities that will be used for the target market
	3.3	Explain how technology will be used
4. Be able to measure the impact on the effectiveness of the Marketing Plan in delivering the Marketing Strategy	4.1	Explain the key performance indicators (KPI) to be used to measure the effectiveness of the marketing activities
	4.2	Explain the budget management process in your plan
	4.3	Explain the review process in your plan

## Qualification Guidance

<b>Marketing Innovation</b>	
<b>Unit Reference</b>	<b>D/651/1762</b>
<b>Level</b>	<b>7</b>
<b>Credit Value</b>	<b>20</b>
<b>Guided Learning (GL)</b>	<b>120</b>
<b>Unit Aim</b>	<p>Within this unit, Learners will develop their current understanding of marketing impact and marketing innovation to create a distinct offer in a market by using the marketing mix elements to build differentiation and competitive advantage.</p> <p>Learners will explore marketing innovation to apply this to any marketing activity to offer a unique message in markets that can change market direction and pace of change.</p>
<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 marketing innovation methods, strategies and techniques	1.1 Describe the different types of marketing innovation 1.2 Explain different innovation marketing strategies 1.3 Explain different methods of marketing innovation 1.4 Explain different marketing innovation techniques
2. Be able to analyse current marketing activity and identify opportunities for innovation to build competitive advantage	2.1 Analyse the current marketing mix activity for a product or service 2.2 Add to this a marketing mix innovation to update the current strategy for specific marketplaces and customer segments
3. Be able to identify different examples of marketing innovation employed by organisations and	3.1 Compare and contrast a variety of examples of marketing innovation from both product and service industries

### Qualification Guidance

understand the impact and reasons for change	3.2	Explain why those organisations would have made those changes
	3.3	Explain what the impact was of those changes
4. Be able to measure market results following innovation changes	4.1	Explain how to measure market results after innovation changes have been implemented
	4.2	Identify Key Performance Indicators (KPI) that could be used for Marketing Mix evaluation

## Qualification Guidance

<b>Marketing, Management Skills and Leadership</b>	
<b>Unit Reference</b>	<b>F/651/1763</b>
<b>Level</b>	<b>7</b>
<b>Credit Value</b>	<b>20</b>
<b>Guided Learning (GL)</b>	<b>120</b>
<b>Unit Aim</b>	Within this unit, Learners will understand how the role of a Marketing Leader operates at both an operational and strategic level. The role of a Marketing Leader will be explored in depth and dissected to achieve full understanding of the role, responsibilities, and impact on others. Learners will go on to produce a report detailing a team activity that will help an organisation identify a market opportunity, showing leadership and management skills throughout.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.4)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand how the Marketing function can help an organisation meet its strategic objectives	1.1 Describe the links marketing has to other management functions within an organisation  1.2 Explain how the marketing function supports other management functions in meeting the organisation's business strategy and objectives
2. Be able to describe the roles and skills required by individuals in an effective marketing team	2.1 Describe the different roles commonly carried out in a marketing team  2.2 Describe what skills are required by each of the roles carried out in a marketing team  2.3 Explain the links between the different roles in a marketing team

### Qualification Guidance

<p>3. Understand the role of a Marketing Leader</p>	<p>3.1    3.2   3.3  3.4</p>	<p>Describes the skills, knowledge and behaviours required by a Marketing Leader</p> <p>Explain how a Marketing Leader effectively manages their team</p> <p>Complete an analysis of own strengths and weaknesses</p> <p>Develop a personal professional development plan</p>
<p>4. Be able to produce a report detailing a team activity that will help an organisation identify a market opportunity</p>	<p>4.1  4.2  4.3  4.4</p>	<p>Explain the role each team member will carry out in this activity</p> <p>Explain how each identified outcome will be implemented</p> <p>Provide appropriate market data to inform all business functions within the organisation</p> <p>Explain how the team will interact with other business functions</p>



## Qualification Guidance

<b>Marketing Communications</b>	
<b>Unit Reference</b>	<b>H/651/1764</b>
<b>Level</b>	<b>7</b>
<b>Credit Value</b>	<b>20</b>
<b>Guided Learning (GL)</b>	<b>120</b>
<b>Unit Aim</b>	<p>Marketing communications can establish a strong, long-term market position considering marketplace development, culture, behaviours, language etc. This unit will allow Learners to gain an understanding on today's markets and how domestic and international reach can be used to build long-term relationships with customers and suppliers.</p> <p>This unit will also explore how Marketing communication can be used strategically to leverage competitive advantage.</p>
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.4)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to design a Marketing Communications Plan as part of a company Marketing Strategy to deliver corporate and marketing objectives	1.1 Design a Marketing Communications Plan to deliver corporate and marketing objectives  1.2 Explain how the organisation communicates with its distinct markets  1.3 Explain how online and offline activities will contribute to the overall plan  1.4 Describe the review process for updating in-market communication activities
2. Be able to explain how to adapt communications for both domestic and international markets taking into account level of market development,	2.1 Explain the communication differences between domestic and international markets

### Qualification Guidance

<p>culture, behaviours, language etc</p>	<p>2.2  2.3</p>	<p>Explain how communications can be adapted for domestic and international markets</p> <p>Suggest contingency activities to address any market changes</p>
<p>3. Understand when offline and online marketing communications should be applied</p>	<p>3.1  3.2  3.3  3.4</p>	<p>Explain the differences between online (digital) and offline marketing communications</p> <p>Explain when each method is most effectively used</p> <p>Explain what outcomes could be expected from each method</p> <p>Identify regulations which are pertinent to the Digital Marketing environment</p>
<p>4. Understand how marketing communication can leverage competitive advantage in markets</p>	<p>4.1  4.2  4.3  4.4</p>	<p>Explain the role of marketing communications in building a market presence</p> <p>Suggest the types of marketing communications an organisation can use to build a market presence</p> <p>Explain how marketing communications can be a barrier to competitors</p> <p>Suggest the types of marketing communications an organisation can use to gain a long-term strategic advantage</p>

## Qualification Guidance

<b>International Marketing</b>	
<b>Unit Reference</b>	<b>J/651/1765</b>
<b>Level</b>	<b>7</b>
<b>Credit Value</b>	<b>20</b>
<b>Guided Learning (GL)</b>	<b>120</b>
<b>Unit Aim</b>	<p>This unit will cover how Learners can adapt a company's current marketing strategies, depending on the international location they are operating in.</p> <p>Learners will gain an understanding on the different cultural, linguistic, behavioural, levels of technology used, etc. and be aware of how companies can use these to target areas with purpose-built marketing strategies.</p>
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the principles of International Marketing	<p>1.1 Explain the role of international marketing in an organisation</p> <p>1.2 Describe the changes an organisation may need to make to move from domestic marketing to an international market</p> <p>1.3 Explain what impact these changes may have on an organisation</p>
2. Be able to analyse a range of products and services available in at least three international markets	<p>2.1 Explore the international marketing potential of two products and two services available in three international markets</p> <p>2.2 Explain how micro and macro environmental factors affect buying decisions, using a PESTLE audit</p> <p>2.3 Carry out a SWOT (strengths/weaknesses/opportunities/threats)</p>

### Qualification Guidance

		analysis for each of the products/services selected
	2.4	For each product/service, explain the differences and similarities in each of the three international markets
3. Be able to recognise the potential impact of cultural, language, behavioural and operational differences	3.1	Explain the potential impact of cultural, language, behaviour and operational differences when marketing internationally
	3.2	Describe the challenges of international markets
	3.3	Explain how these challenges would influence the International Marketing Strategy
4. Be able to develop the appropriate Marketing Mix for international markets	4.1	Propose a marketing mix for each international market selected
	4.2	Explain how the marketing mix for each proposal is targeted
	4.3	Suggest what future opportunities and threats for international marketing there may be

## Qualification Guidance

<b>Consumer Behaviour</b>	
<b>Unit Reference</b>	<b>K/651/1766</b>
<b>Level</b>	<b>7</b>
<b>Credit Value</b>	<b>20</b>
<b>Guided Learning (GL)</b>	<b>120</b>
<b>Unit Aim</b>	This unit will allow Learners to understand the importance of recognising customer behaviour to know what solutions they are seeking from products and services. Learners will learn how consumers are different and how these differences give rise to customer segments which share some characteristics and provide companies with an opportunity to target them. In understanding this, learners will be able to use their knowledge to gain and keep customers and to continue building on their understanding. This unit will also include understanding competitors within consumer behaviour and identifying opportunities for new product or service developments.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand what market influences exert pressure on customers affecting how they make their decisions. Identify different customer segments, the commonalities and the differences	1.1 Describe different factors which influence how customers make decisions 1.2 Analyse the commonalities and differences of different customer segments
2. Understand the role of competitor analysis in influencing consumer behaviour, consumer retention and building competitive advantage	2.1 Explain the role of competitor analysis in understanding consumer behaviour when they are making buying decisions both offline and online

### Qualification Guidance

	2.2	Explain the role of competitor analysis in understanding consumer retention
	2.3	Explain how this data can be used to build a competitive advantage
3. Be able to evaluate marketing campaigns to identify consumer responses to marketing communications and build the next campaign	3.1	Provide an example of a customer's journey, and how marketing campaigns and communications change with each stage of the relationship/journey
	3.2	Evaluate a variety of marketing campaigns across several international markets and a range of products and services to identify differences in consumer expectations
	3.3	Explain how this data could be used to build customer loyalty
	3.4	Explain how this information could be used for future campaigns
4. Be able to compare and contrast influences on customer behaviour comparing international locations and anticipating market changes	4.1	Explain the impact international market influences have on consumer behaviour
	4.2	Compare the influences on customer behaviour in different international locations
	4.3	Explain how these differences could change advertising and marketing for an organisation

## Qualification Guidance

# 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.

### **Qualification Guidance**

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.



## Qualification Guidance

# 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.