



SEG Awards Level 6 Diploma in Applied Canine Behaviour Management

England – 610/4430/1

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:

Sources of Additional Information

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

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Specification Code

The specification code is D9268-06.

Issue	Date	Details of change
1.0	July 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.

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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.

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Introduction

The SEG Awards Level 6 Diploma in Applied Canine Behaviour Management has been designed to provide Learners with the knowledge of understanding how to manage Canine behaviour at a high level.

Pre-requisites

Learners will need to be qualified to at least a Level 5 within the Animal Care sector.

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 6 Diploma in Applied Canine Behaviour Management

Learners must achieve 49 credits. All credits must come from the 9 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 49				
Research into Canine Behaviour	K/651/2297	6	8	60
Theory of the Canine Mind	L/651/2298	6	5	40
Nature Versus Nurture	M/651/2299	6	4	30
Development of Canines	D/651/2300	6	2	15
Canine Communication	F/651/2301	6	5	40
Canines in Society	H/651/2302	6	4	35
Canine Behaviour and Health	J/651/2303	6	8	70

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Practical Canine Behaviour Consultations	K/651/2304	6	7	60
Canine Behaviour Practice	L/651/2305	6	6	28

Aim

The SEG Awards Level 6 Diploma in Applied Canine Behaviour Management aims to provide learners with advanced, specialised knowledge and skills in understanding and managing canine behaviour. The qualification focuses on developing a comprehensive understanding of canine psychology, behaviour and learning processes, whilst equipping learners with advanced skills in assessing, diagnosing and treating behavioural issues.

The qualification emphasises evidence-based practice, ethical considerations and practical application of knowledge. The program aims to prepare learners for high-level roles in the canine behaviour and training industry by enhancing their critical thinking, communication skills and business acumen.

This diploma seeks to produce highly skilled professionals who can make significant contributions to the field.

Target Group

The SEG Awards Level 6 Diploma in Applied Canine Behaviour Management is designed for learners of the age of 18 and over, who are currently working with Canines or who have previously worked with Canines and wishing to formalise their learning.

Practical Hours Requirement

It is required for learners to complete 30 hours of practical training to obtain the skills required in |Level 6 Diploma in Applied Canine Behaviour Management. Learners will gain the required skills, knowledge and behaviours to work professionally in canine management alongside formalising the capability of those already working in the field.

The below units require practical training hours to be completed:

- Practical Canine Behaviour Consultations - (15 hours minimum)
- Canine Behaviour Practice - (15 hours minimum)

Skills and Education Group Awards have provided a Practical Training Log template for Learners to use to professionally log these hours however, use of this log is not mandatory.

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Assessments

This qualification is to be completed by portfolio submission including physical demonstration on live animals throughout units, with clear evidencing linked to the relevant Assessment Criteria.

Where physical demonstration is required, this needs to be observed and recorded by the tutor to support the overall qualification submission.

As detailed above, there is also a 30 hour requirement of practical hours, which need to be logged and submitted as part of the overall qualification submission.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 6 Diploma in Applied Canine Behaviour Management.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Practical Hours Training Log
- Progression Routes Flow Chart

Progression Opportunities

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment or self-employment in Canine behaviour and training or to progress on to higher education in animal behaviour or clinical animal behaviour qualifications.

This qualification goes hand in hand with a variety of Skills and Education Group Awards regulated qualifications within the Animal Care sector, supporting learners' 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.

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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.

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Qualification Summary

Qualification	
SEG Awards Level 6 Diploma in Applied Canine Behaviour Management	
Qualification Purpose	<p>The Level 6 Diploma in Applied Canine Behaviour Management has been developed to allow learners to gain the required knowledge and skills to interpret and understand Canine behaviour. Learners will analyse the connections between learning and behaviour and understand canine development, putting this in to practise when looking deeper into how canines behave and why. Upon successful completion, Learners will be equipped with the essential knowledge, skills and behaviour to progress into employment within this field, if they wish to do so.</p> <p>Occupations within Animal Care Services has shown a strong increase of demand over the past 3 years, with occupation postings increasing by 9%. The sector continues to rise with occupation opportunities within this field, with an expected 3% rise, providing learners with a great opportunity of success when achieving this qualification.</p>
Age Range	Pre 16 16-18 18+ ✓ 19+ ✓
Regulation	The above qualifications are regulated by: <ul style="list-style-type: none"> Ofqual
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence Practical Demonstrations
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail Only
Operational Start Date	26/07/2024
Review Date	26/07/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	378 hours
Total Qualification Time (TQT)	490 Hours
Credit Value	49

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Skills and Education Group Awards Sector	Animal Care
Regulator Sector	3.3 - Animal care and veterinary science
Support from Trade Associations	

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Unit Details

Research into Canine Behaviour	
Unit Reference	K/651/2297
Level	6
Credit Value	8
Guided Learning (GL)	60
Unit Summary	Within this unit, Learners will gain the ability to comprehend various research methods and assess their application in canine research.
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.1)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to understand the implementation of design principles in the collection and analysis of data	1.1 Demonstrate an understanding on different research designs and how these are appropriate to varying situations 1.2 Assess the use of design principles in research methods, to include: <ul style="list-style-type: none"> • data collection and analysis • how research question impacts the chosen design • aims and objectives of the intended research
2. Be able to understand the principles of qualitative data collection	2.1 Evaluate examples of qualitative research projects in the management of canine behaviour 2.2 Assess the principles of qualitative research and how they apply to various types of research question
3. Know the role of single subject studies and case studies in scientific advancement	3.1 Examine the impact of single-subject studies and case studies on the progression of scientific knowledge
4. Be able to understand the principles of quantitative data collection	4.1 Evaluate examples of quantitative research projects in the management of canine behaviour

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	4.2	Assess the principles of quantitative research and how they apply to various types of research question
5. Be able to perform tests of association	5.1	Conduct statistical tests for association such as Chi-squared, T-Test or Spearman Rank Correlation using a range of data sets
6. Be able to understand the use of controls and balance in scientific investigation	6.1	Analyse various control methods in research design, encompassing experimental research, surveys, and qualitative research protocols

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Theory of the Canine Mind	
Unit Reference	L/651/2298
Level	6
Credit Value	5
Guided Learning (GL)	40
Unit Summary	Learners will explore the processes through which both humans and canines acquire knowledge. They will possess the ability to analyse the connections between learning and behaviour in animals and furthermore, students will comprehend the influence of early learning on the development of canines. Finally, they will gain insight into the theory of the canine mind and its implications for managing canine behaviour.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Know the process of human and canine learning	1.1 Examine the mechanisms by which canines and humans acquire knowledge through operant and classical conditioning 1.2 Assess a range of circumstances that can impact the learning process in both humans and canines 1.3 Examine the learning processes in canines encompassing play, observation, and habituation 1.4 Assess the correlation between learning and behaviour in canines 1.5 Investigate the distinctions between innate and learned behaviours in canines 1.6 Evaluate the benefits of positive reinforcement on learning and canine behaviour

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2. Understand the link between early learning and development	2.1	Examine the influence and importance of early learning on the development and behaviour in canines
	2.2	Assess the impact of developmental delays on canine behaviour
3. Know the theory of the canine mind	3.1	Examine the conceptual framework of the canine mind
	3.2	Evaluate the influence of the theory of the canine mind on learning and the management of canine behaviour

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Nature Versus Nurture		
Unit Reference	M/651/2299	
Level	6	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	Learners will comprehend the debate surrounding nature versus nurture in relation to genetic predisposition. They will gain an understanding of how the interplay between nature and nurture influences behaviour management. Additionally, learners will cultivate an awareness of the role socialisation plays in the learning processes of canines.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the relationship between genetics and nature versus nurture in canines	1.1	Critically analyse the relationship between genetics and nature versus nurture
2. Understand how the behaviour of canines can be influenced by both nature and nurture	2.1	Explain the influence that both nature versus nurture has on canine behaviour management and modification
3. Know the role of socialisation in canine learning processes	3.1	Analyse the role that socialisation plays in canine learning and development
	3.2	Evaluate the relationship between learning, socialisation, and canine development
4. Be able to identify a range of influences on canine behaviour	4.1	Evaluate influences on canine behaviour
	4.2	Assess the impact a behaviour management plan can have on issues surrounding socialisation, learning and behaviour in canines

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	4.3	Develop a behaviour management plan that addresses a range of influences on canine behaviour
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Development of Canines	
Unit Reference	D/651/2300
Level	6
Credit Value	2
Guided Learning (GL)	15
Unit Summary	Learners will understand the behavioural consequences associated with puppy development and various life stages. They will gain insight into the effects of early development and genetics on puppies and how these factors correlate with canine behaviour. Additionally, students will have the ability to evaluate the repercussions of suboptimal breeding on both canine development and behaviour.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
<i>The learner will</i>	<i>The learner can</i>
1. Understand a range of behaviours and potential issues associated during puppy development	1.1 Analyse the fundamental elements crucial for behavioural development in puppies 1.2 Summarise the impact of early development and genetics on puppies from birth to 63 days 1.3 Assess a range of behavioural consequences and how they impact puppy development
2. Know the behavioural consequences of life stage development on canine behaviour	2.1 Evaluate the effects of inadequate breeding practices on the various life stages of canines 2.2 Assess the outcomes of suboptimal breeding on adult canines 2.3 Evaluate impacts of behavioural consequences through various life stages on canines

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Canine Communication	
Unit Reference	F/651/2301
Level	6
Credit Value	5
Guided Learning (GL)	40
Unit Summary	Learners will comprehend the significance of canine communication and social structures. They will also show understanding of the importance of application of this knowledge when working with canines.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the social structures of canines	1.1 Analyse social structures of canines and how they influence behaviour 1.2 Evaluate the influence of canine social structures on the application of canine behaviour management
2. Know canine body language cues	2.1 Identify a range of non-vocal communication cues and explain their function 2.2 Assess the significance of acknowledging non-vocal communication in the practice of applied canine behaviour management
3. Know the role of canine communication and vocalisation	3.1 Explain the various functions of vocalisation in canines 3.2 Examine the function of vocal communication in applied behaviour management for canines

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Canines in Society	
Unit Reference	H/651/2302
Level	6
Credit Value	4
Guided Learning (GL)	35
Unit Summary	Learners will understand how canine behavioural issues are perceived by society. They will be familiar with the various categories of canine ownership and the specific purposes associated with each category. Additionally, learners will grasp the concept of canines as family members and explore the impacts of anthropomorphism. Understanding legislation concerning the human-canine bond and its connection to public perceptions of canine behaviour will be emphasised.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand canine behaviour issues perceived by society	1.1 Analyse common canine behavioural issues and how they are perceived by society 1.2 Evaluate methods used to alter public perception of canine behaviour misconceptions 1.3 Evaluate the links between animal abuse and domestic violence 1.4 Analyse the links between inadequate welfare conditions and the views of society on canine behaviour
2. Know the legislation related to canine-human bonds	2.1 Evaluate the legal requirements of canine ownership 2.2 Analyse how legislation impacts upon canine ownership 2.3 Analyse the impact of legislation on the human-canine bond

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<p>3. Know the impact of legislation on public perceptions of canine behaviour</p>	<p>3.1</p> <p>3.2</p>	<p>Analyse the impact of canine related legislation on public perceptions and make links to common canine behavioural issues</p> <p>Evaluate the link between specific legislation and change in public perception of a breed of canine</p>
<p>4. Know the categories of canine ownership</p>	<p>4.1</p> <p>4.2</p>	<p>Evaluate the categories of canine ownership and the purpose of each category</p> <p>Compare the impact of canine ownership categories on the human-canine bond on the management of canine behaviour</p>
<p>5. Know the concept of anthropomorphism</p>	<p>5.1</p> <p>5.2</p>	<p>Analyse the concept of canines as family members</p> <p>Investigate anthropomorphism and the impact this can have on canine behaviour</p>

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Canine Behaviour and Health	
Unit Reference	J/651/2303
Level	6
Credit Value	8
Guided Learning (GL)	70
Unit Summary	Learners will understand key veterinary terminology related to health and behaviour of canines. They will comprehend indicators of ill health and conditions affecting canine behaviour. Furthermore, learners will understand how physiology influences canine behaviour and the impacts that medical disorders can have on behaviour. Learners will also assess the influence of nutrition on canine health and behaviour, as well as explore the application of medicine in treating common behavioural disorders.
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.1)
<i>The learner will</i>	<i>The learner can</i>
1. Know a range of veterinary terminology used to describe canine health and behaviour	1.1 Understand the terminology used for describing health and behaviour of canines 1.2 Present canine health and behaviour terminology in the appropriate context
2. Know signs of ill health that can influence canine behaviour	2.1 Identify signs and symptoms of common conditions presented by canines which may show behavioural symptoms
3. Understand the impact of abnormal physiology on the behaviour of canines	3.1 Compare normal and abnormal physiology in canines 3.2 Analyse the effects of stressors on canine behaviour
4. Know the consequences of medical conditions and nutrition on canine behaviour	4.1 Assess the impact of medical disorders on canine behaviour

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	4.2	Examine the influence of pain on canine behaviour
	4.3	Evaluate the correlation between changes in canine behaviour and veterinary treatments
	4.4	Assess the impact of nutrition on both canine health and behaviour
	4.5	Examine the influence of nutrition in addressing common behavioural disorders
5. Understand the role of psychopharmacological intervention in the treatment of canine behaviour issues	5.1	Provide an overview of pharmaceuticals commonly affecting canine behaviour
	5.2	Assess the significance of psychopharmacological intervention in addressing prevalent canine behavioural disorders, including the use of pharmacology and pheromones
6. Know the role of complementary therapies in canine behaviour management	6.1	Assess the contribution of complementary therapies in managing canine behaviour

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Practical Canine Behaviour Consultations	
Unit Reference	K/651/2304
Level	6
Credit Value	7
Guided Learning (GL)	60
Unit Summary	<p>Learners will acquire the skills to conduct successful behaviour consultations. They will gain knowledge of the essential components of the practitioner's role and the involvement of other professionals in the consultation process. Additionally, students will expand their understanding of coaching skills applied in the management of canine behaviour.</p> <p>This unit requires a minimum of 2 days (15 hours) of practical training.</p>
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand professional roles and responsibilities of working with and treating canines	<p>1.1 Evaluate the roles and responsibilities of the canine trainer and canine behaviourist</p> <p>1.2 Know the relevance of correct skill, practice and technique use when working with canines</p> <p>1.3 Explain the components of an effective canine behaviour consultation</p> <p>1.4 Analyse and explain the potential issues relating to the behavioural consultation process</p>
2. Be able to plan behaviour modification programmes for canines	<p>2.1 Demonstrate planning and implementation of behaviour modification programmes for canines</p> <p>2.2 Develop action plans for addressing given canine behavioural issues</p>

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	2.3	Demonstrate the use of feedback when planning and executing a behaviour modification programme
3. Be able to work with canines in a professional capacity	3.1	Demonstrate the application of professional skills associated with working with canines
	3.2	Assess the role of veterinary professionals in canine behaviour modification
4. Be able to use coaching skills in canine behaviour management	4.1	Demonstrate the application of coaching skills associated with working with canines
5. Be able to manage investigations and interventions to safeguard canine welfare	5.1	Demonstrate the triage of canine health related interventions
	5.2	Demonstrate behavioural intervention to ensure canine welfare is safeguarded
6. Understand what it is that makes for a successful canine behaviour consultation	6.1	Evaluate the aspects of an effective behaviour consultation
	6.2	Compare professional, ethical and any other issues arising from behaviour consultations

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Canine Behaviour Practice	
Unit Reference	L/651/2305
Level	6
Credit Value	6
Guided Learning (GL)	28
Unit Summary	<p>This unit equips learners with the skills essential for applied canine behaviour management. They will have the capability to execute a customised training plan for individual canines. Furthermore, Learners will have the opportunity to execute a customised training plan for individual Canines and possess the ability to critically analyse their own training methods and reflect on their skills. Learners will also have the opportunity to feedback on the utilisation of training techniques used by others.</p> <p>This unit requires a minimum of 2 days (15 hours) of practical training.</p>
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand individual learning needs of canines	1.1 Explain the individual training and learning needs of canines
2. Be able to identify the body language and behaviour of canines	2.1 Interpret the body language of canines
	2.2 Demonstrate how to recognise and respond to triggers shown by a canine
	2.3 Demonstrate problem solving and improvisation skills when working with canines
3. Be able to train canines using force and fear free methods	3.1 Demonstrate methods used to teach a given canine new skills
	3.2 Demonstrate the use of fear and force free canine training methods

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4. Be able to teach resilience in rescue canines	4.1 4.2	Explain specific techniques used to build confidence and resilience in rescue canines Explain methods of changing negative bias in rescue canines
5. Be able to implement a tailored training plan for canines	5.1 5.2	Create a function training plan for an individual canine Demonstrate techniques identified in the training plan with an individual canine
6. Be able to review and reflect upon own canine training skills and those of others	6.1 6.2	Analyse and feedback on canine training methods used by others Analyse your own performance in relation to canine training techniques utilised and make suggestions for improvements

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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.