

SEG Awards Level 3 Certificate for Forest School Leaders

England - 610/7061/0

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

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code

The specification code is C9258-03.

Issue	Date	Details of change
V1.0	March 2026	New Qualification

Contents

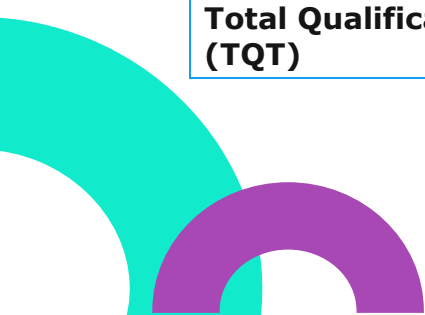
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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and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



Qualification Summary

SEG Awards Level 3 Certificate for Forest School Leaders – 610/7061/0	
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Age Range	Pre 16 16-18 18+ ✓ 19+
Regulation	The above qualification is regulated by: > Ofqual
Assessment	<ul style="list-style-type: none"> > Portfolio of Evidence > Practical demonstration/assignment > Practical Observation > Coursework > Internal and external moderation
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed and as stated in the rule of combination (RoC)
Operational Start Date	01/09/2026
Review Date	01/09/2029
Operational End Date	
Certification End Date	
Guided Learning (GL)	96 hours Note: All learners must plan and deliver six pilot Forest School sessions as part of the SEG Awards Level 3 Certificate for Forest School Leaders qualification. These sessions are a mandatory requirement but DO NOT contribute to the Guided Learning Hours (GLH) for the qualification. They must therefore be completed in addition to the published GLH's of 96.
Total Qualification Time (TQT)	180 hours



Credit Value	18
Skills and Education Group Awards Sector	Agriculture, Environment and Animal Care
Regulator Sector	3.2 - Horticulture and forestry
Support from Trade Associations	Forest School Association (FSA)

Introduction

The SEG Awards Level 3 Certificate for Forest School Leaders 610/7061/0 is a nationally recognised qualification that prepares learners to support individuals in Forest School programmes and outdoor learning.

The qualification is designed to meet the needs of teachers and teaching assistants, adults and professionals in training as a 'Forest School Leader' so that they can plan and lead groups in 'Forest School' programmes and activities.

The qualification was developed with the knowledge and support of the Forest School Association, the organisation responsible for guidance and best practice in the Forest Schools sector.

The key areas covered include:

- > Forest School Programme: Delivery
- > Forest School Programme: Learning and Development
- > Forest School Programme: Planning and Preparation
- > Forest School Programme: Practical Skills
- > Forest School Programme: Woodland as a Learning Environment

Each individual unit is assessed through the completion of an assessment task/s related to the specific unit.

The overall qualification is graded Pass or Fail.

Skills and Education Group Awards is regulated to deliver this qualification by Ofqual. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Pre-requisites

There are no specific requirements to study for this qualification. However, all learners **must** be able to read and write at **Level 2** or above.

Centres **must** communicate clearly that this is a professional-level qualification with demanding practical, theoretical, and reflective components.

Note: All learners **must** plan and deliver **six** pilot Forest School sessions as part of the SEG Awards Level 3 Certificate for Forest School Leaders qualification. These sessions are a **mandatory** requirement but **DO NOT** contribute to the Guided Learning Hours (GLH) for the qualification. They **must** therefore be completed **in addition** to the published GLH's of 96.

Note: The Forest School Association requires a minimum age of **18+** for Level 3 Forest School Leader and **cannot** act as Forest School Leaders until they are **21**. It also requires that learners have a current DBS disclosure if appropriate.

Tutors **must** ensure that the level of the qualification is appropriate to the learner and may wish to consult the guidance published by the [**Forest School Association**](#).

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: SEG Awards Level 3 Certificate in Forest School Leaders.

Learners **must** achieve **all** 18 credits from **all** the 5 mandatory units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Units – Target – 18 credits				
Forest School Programme: Delivery	F/651/9379	3	3	15
Forest School Programme: Learning and Development	K/651/9380	3	6	30
Forest School Programme: Planning and Preparation	L/651/9381	3	3	15
Forest School Programme: Practical Skills	M/651/9382	3	3	18
Forest School Programme: Woodland as a Learning Environment	R/651/9383	3	3	18

Aim

The qualification is designed to meet the needs of teachers and teaching assistants, adults and professionals in training as a 'Forest School Leader' so that they can plan and lead groups in 'Forest School' programmes and activities.

Achievement of the qualification will help organisations to acquire the 'Learning outside the Classroom' (LOTC) quality badge and the yellow LOTC mark for meeting the quality standards set by the Forest School Association.

Target Group

The SEG Awards Level 3 Certificate for Forest School Leaders 610/7061/0 is designed for learners, **18 years of age and over but are unable to act as Forest School Leaders until they are 21.**

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

This qualification is appropriate for use in the following age ranges:

- > 18+

Assessment

This qualification is assessed through internal assessment, internal and external moderation. Each unit is accompanied by specific assessment criteria that define the requirements for achievement. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

This qualification will be awarded to learners who successfully achieve **all** five of the mandatory units within the qualification in accordance with the Rules of Combination, by meeting **all** the specified Assessment Criteria and **all** the learning outcomes.

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

Resources

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

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Qualification Guide
- > ***Indicative Content**
- > Learner Summative Reflection – Template

- > Case Study – Template
- > Expert Witness Statement/Testimony – Template
- > Observation Record – Template
- > Oral/Written Questioning – Template
- > Professional Discussion – Template

* This can be accessed by connecting to our secure website using a username and password: **Skills and Education Group Awards Secure Login**

Practice Assessment Material

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

Teaching Strategies and Learning Activities

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

- > **Blended learning is accepted for this qualification where elements of theory are covered. Due to the nature of the qualification and its purpose, learners MUST spend at least 80% of the guided learning hours in the presence of their trainer/assessor in an outdoors setting (i.e., 75 hours of the 96 GLH's 'face to face').**
- > **Note:** All learners **must** plan and deliver **six** pilot Forest School sessions as part of the SEG Awards Level 3 Certificate for Forest School Leaders qualification. These sessions are a **mandatory** requirement but **DO NOT** contribute to the Guided Learning Hours (GLH) for the qualification. They **must** therefore be completed **in addition** to the published GLH's of 96.

Progression Opportunities

This qualification is designed to enable learners to progress to further study in 'Forest School' training and in other subjects within the wider 'Horticulture and Forestry' sector.

It can be used to enable learners to progress into employment, for example as a 'Forest School Leader'.

The qualification **could** provide progression to:

- > Foundation Degree in Environmental Conservation Management
- > BSC Rural Land Management
- > Forestry and Arboriculture Course

This qualification is **not** available as part of an apprenticeship framework and is **not** specifically designed to lead directly to employment. However, it will support learners who are starting on their journey to a career working in the Forest Schools sector or aspire to be a Forest School Leader and may increase their prospects of gaining employment in the future.

Centres **must** ensure that their learners are referenced to the following:

- > The professional standards for FS practice (as set out here in the FSA Recognised FS Provider Scheme Application Form: <https://forestschoollassociation.org/join-the-fsa-as-a-school-and-organisation-member/> and summarised in the link below) and
- > The professional standards for quality FS Training (as set out here in the FSA Endorsed FS Trainer Scheme Application Form: <https://forestschoollassociation.org/forest-school-trainer-quality-assurance-scheme/> and summarised in the link below)

[Summary of Forest School Leader Professional Standards](#)

[Summary of Forest School Trainer Professional Standards](#)

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

To offer this qualification, centres **must** ensure that tutors delivering this qualification:

- > Have a teaching or training qualification such as a Level 3, 4 or 5 Education and Training Qualification, PTLLS (or equivalent)
- > Have Level 3 Forest School Leader accreditation gained through face-to-face delivery in a woodland setting
- > Have a minimum of 2 years, post qualification, experience leading Forest School with at least one long term (i.e., through the seasons) programme

- > Have a 16+ hours outdoor First Aid qualification (meeting Band 3 of the IOL Statement of Good Practice, with a pediatric element)
- > Have appropriate professional indemnity and public liability insurance
- > **Blended learning is accepted for this qualification where elements of theory are covered. Due to the nature of the qualification and its purpose, learners MUST spend at least 80% of the guided learning hours in the presence of their trainer/assessor in an outdoors setting (i.e., 75 hours of the 96 GLH's 'face to face')**

In addition, the Head of Centre, Centre Contact or Curriculum contact **must**:

- > Inform Skills and Education Group Awards of any changes in staffing associated with the delivery of this qualification
- > Ensure evidence to meet the above requirements is available upon request by Skills and Education Group Awards

Authorise delivery of the SEG Awards Level 3 Certificate for Forest School Leaders 610/7061/0.

Centres **must** also ensure they have in place an Internal Quality Assurance person who:

- > Holds or is working towards a level 4 award in internal quality assurance of assessment processes and practices
- > Has substantial experience of working in or assessing qualifications in the subject area
- > Is familiar with the assessment requirements of the qualification for which they are the internal quality assurer

Language

This specification and associated assessment materials are in English **only**.

Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. It is imperative that all Educators, Assessors, Internal Quality Assurers, and other personnel overseeing the qualification familiarise themselves with these units to ensure a comprehensive understanding of the content.

Mandatory Units

Forest School Programme: Delivery	
Unit Reference	F/651/9397
Level	3
Credit Value	3
Guided Learning (GL)	15 hours
Unit Summary	<p>In this unit, learners will learn to deliver an 'Introduction to Forest School Programme' following Forest School principles. Learners will facilitate safe, inclusive, learner-centred sessions that support holistic development and connection with nature.</p> <p>Learners will assess the programme's impact on participants' learning, wellbeing, and skills, reflecting on progress and making recommendations for future development.</p> <p>Learners will also evaluate each session and the overall programme to identify strengths, areas for improvement, and ways to enhance practice.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
The learner will	The learner can
1. Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles	1.1 Facilitate an 'Introduction to Forest School Programme'
2. Be able to assess the impact of the 'Introduction to Forest School Programme' on participants	2.1 Assess the impact of the 'Introduction to Forest School Programme' on the participants' learning and development
	2.2 Make recommendations for progressing individuals' learning and development

3. Be able to evaluate an 'Introduction to Forest School Programme'	3.1	Evaluate each session of the 'Introduction to Forest School Programme'
	3.2	Carry out a summative evaluation at the end of the 'Introduction to Forest School Programme'

Forest School Programme: Learning and Development

Unit Reference	K/651/9380	
Level	3	
Credit Value	6	
Guided Learning (GL)	30 hours	
Unit Summary	<p>In this unit, learners will explore how Forest School Principles and ethos support learning and the holistic development of participants, including wellbeing, confidence, resilience, and social skills. Learners will examine the role of play, choice, and learner-led experiences, link recognised theories of learning and development to practice, and consider how behaviour and relationships influence learning.</p> <p>Learners will also reflect on their own Forest School training, evaluating how it has supported their development and informs their ongoing professional practice.</p>	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand how the Forest School Principles and holistic methods support learning and development in relation to an 'Introduction to Forest School Programme'	1.1	Summarise how the Forest School Principles apply to own programme
	1.2	Describe how own Forest School programme encourages the development of the whole person and well-being
	1.3	Summarise current research that supports own practice in relation to the impact of Forest School on individual well-being
	1.4	Describe the potential impact of the Forest School approach on the well-being and development of individuals with additional needs

<p>2. Understand the value of the play process at Forest School</p>	<p>2.1 2.2</p>	<p>Summarise the key features of play and its role at Forest School</p> <p>Explain how play and choice are integrated into own 'Introduction to Forest School Programme'</p>
<p>3. Understand relevant theories of learning and development and their application to Forest School</p>	<p>3.1</p>	<p>Summarise recognised theories of learning and development relating to own 'Introduction to Forest School Programme'</p>
<p>4. Understand the impact of behaviour and relationships on learning and development at Forest School</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Summarise the key factors that affect behaviour of all participants</p> <p>Explain how using a non-judgemental approach can impact learning and development</p> <p>Describe how met and unmet needs affect relationships within own 'Introduction to Forest School programme'</p> <p>Describe how to create a community of learning in own setting</p>
<p>5. Know how to reflect on own Forest School training</p>	<p>5.1 5.2</p>	<p>Summarise reflections on own personal development through the Forest School training process</p> <p>Explain how own experience of Forest School training informs wider practice and professional development</p>

Forest School Programme: Planning and Preparation

Unit Reference	L/651/9381	
Level	3	
Credit Value	3	
Guided Learning (GL)	15 hours	
Unit Summary	<p>In this unit, learners will learn to advocate for Forest School, understand the role of the Forest School Leader, and explore local networks and research that support the approach. Learners will develop key programme documents, including a Forest School handbook and risk assessments, to ensure safe and high-quality practice.</p> <p>Finally, learners will reflect on the impact of Forest School programmes, explaining the rationale for their own programme and learning from a session led by a qualified practitioner.</p>	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand how to advocate for Forest School	1.1	Identify local Forest School practice and networks
	1.2	Explain the role of the Forest School Leader
	1.3	Evaluate research on the Forest School approach
2. Be able to develop the underpinning documents required for a Forest School programme	2.1	Develop a Forest School handbook
	2.2	Undertake a site risk assessment and risk-benefit assessments
3. Understand impact of Forest School programmes	3.1	Explain the rationale of own Forest School programme
	3.2	Reflect on a Forest School session facilitated by a qualified practitioner

Forest School Programme: Practical Skills	
Unit Reference	M/651/9382
Level	3
Credit Value	3
Guided Learning (GL)	18 hours
Unit Summary	<p>In this unit, learners will develop and demonstrate practical Forest School skills, including the safe use of PPE, tools, rope work, shelters, crafts, and campfires.</p> <p>Learners will also learn to facilitate these skills with a client group, modelling safe practice, supporting risk management, and encouraging learner-led experiences.</p> <p>The focus is on safe, inclusive, and reflective practice that promotes confidence, resilience, teamwork, and respect for the natural environment.</p>
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.11)
The learner will	The learner can
1. Be able to apply a range of practical skills relevant to a Forest School programme	<p>1.1 Demonstrate the selection and use of appropriate personal protective equipment (PPE)</p> <p>1.2 Demonstrate how to check and maintain equipment</p> <p>1.3 Demonstrate the use of hand tools</p> <p>1.4 Demonstrate the use of appropriate rope work</p> <p>1.5 Demonstrate the construction of temporary play structures</p>

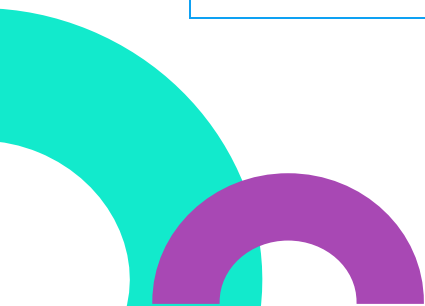
	<p>1.6</p> <p>1.7</p> <p>1.8</p> <p>1.9</p> <p>1.10</p>	<p>Demonstrate how to create craft items using woodland materials</p> <p>Demonstrate how to erect temporary group shelters</p> <p>Demonstrate how to site, build, light and manage a campfire suitable for purpose</p> <p>Demonstrate how to cook on a campfire</p> <p>Demonstrate how to extinguish a fire</p>
<p>2. Know how to facilitate a range of practical skills relevant to a Forest School programme in line with the Forest School Ethos and Principles</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p> <p>2.9</p>	<p>Explain how to facilitate the use of appropriate personal protective equipment (PPE) with client group</p> <p>Explain how to facilitate the safe checking, cleaning and maintaining of equipment with a client group</p> <p>Explain how to facilitate with client group(s) the safe use of hand tools</p> <p>Explain how to facilitate with client group(s) the tying and use of knots at Forest School</p> <p>Explain how to facilitate the construction and use of a temporary play structure with a client group</p> <p>Explain how to facilitate with client group(s) the making of craft items using natural woodland materials</p> <p>Explain how to facilitate with client group(s) the erection of temporary group shelters</p> <p>Explain how to facilitate use of a campfire with client group(s)</p> <p>Explain how to facilitate campfire cooking with your client group</p>

	2.10	Explain how to facilitate the extinguishing of fire with your client group
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Forest School Programme: Woodland as a Learning Environment

Unit Reference	R/651/9383	
Level	3	
Credit Value	3	
Guided Learning (GL)	18 hours	
Unit Summary	<p>In this unit, learners will develop their understanding of Forest School sites and woodland environments, including site features, biodiversity, and how different woodland types support learning and ecological health.</p> <p>Learners will learn to identify woodland species, understand the importance of accurate identification, and explore sustainable site management, including involving participants in caring for the environment.</p> <p>The unit also examines the benefits of connecting participants with nature and requires learners to assess ecological impact and create a three-year management plan to support sustainability and enhance biodiversity.</p>	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the structure of Forest School sites	1.1	Describe the key features of a healthy Forest School site
	1.2	Compare the structure and biodiversity of Forest School sites
2. Know how to identify a range of species and understand the importance of identification	2.1	Explain why species identification is important for the Forest School leader
	2.2	Describe the identifying characteristics for a range of woodland species for own site



<p>3. Understand the management of Forest School sites</p>	<p>3.1 3.2</p>	<p>Describe the Forest School Leaders role in stewardship and care of the Forest School site</p> <p>Describe sustainable management methods and how to involve participants</p>
<p>4. Understand the importance of the relationship between Forest School and the woodland environment</p>	<p>4.1 4.2</p>	<p>Evaluate current research to support observed benefits of connection with woodland environments</p> <p>Explain how Forest School nurtures connection between participants and the woodland environment</p>
<p>5. Be able to manage the ecological impact of a Forest School Programme</p>	<p>5.1 5.2</p>	<p>Assess the potential ecological impact of running Forest School Programmes on own site</p> <p>Create a three-year management plan for the sustainable use of own Forest School site and to enhance biodiversity</p>

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

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

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners **must** be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred **must** share the same learning outcomes and assessment criteria along with the same unit number. Assessors **must** ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of

combination. The unit **must** have the same credit value or greater than the unit(s) in question and be at the same level or higher.

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

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from 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.

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.