



Qualification Guidance Document

BIIAB Level 3 Award in Education and Training

England – 601/5960/1



About Us

At BIIAB Qualifications Limited 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.

BIIAB Qualifications Limited 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 [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is A9538-03.

Issue	Date	Details of change
2.2	July 2023	Reformatted Qualification Guide into new branding
2.3	Aug 2024	Revised review date

2.4	April 2025	Revised review date
2.5	September 2026	Updated to new company branding

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 Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 Award in Education and Training								
Qualification Purpose	Prepare for employment in a specific occupational area.							
Age Range	Pre 16		16-18		18+		19+	✓
Regulation	The above qualification is regulated by: > Ofqual > CCEA Regulation							
Assessment	> Portfolio of Evidence > Practical Demonstration/Assignment							
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							
Operational Start Date	01/04/2015							
Review Date	31/07/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	48 hours							
Total Qualification Time (TQT)	120 hours							
Credit Value	12							
BIIAB Qualifications Limited Sector	Education and Skills Workforce							
Regulator Sector	13.1 Teaching and Lecturing							
Support from Trade Associations								

Introduction

This qualification has been developed by the Learning and Skills Improvement Service (LSIS) in conjunction with employers. An LSIS review of qualifications for teachers and trainers in the further education and skills sector was undertaken in 2012. The proposal for an award at Level 3 was supported as part of a suite of generic teaching and training qualifications including certificate and diploma qualifications. More information about the findings of the review can be found in the report Further Education and Skills in England: New Qualifications for Teachers and Trainers: Phase Two Findings Report (LSIS, 2013).

BIIAB Qualifications Limited has produced assessments and guidance in conjunction with employers and centres.

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Award in Education and Training	601/5960/1

Pre-requisites

Before a learner commences this qualification there is a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT. Providers may wish to base this initial assessment on the personal skills requirements for literacy, language, numeracy and ICT identified in the document: Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills - A guide for initial teacher education programmes (LLUK, 2007; updated LSIS, 2013).

Learners should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required.

There are no other nationally agreed entry requirements. However, learners must also be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited 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: BIIAB Level 3 Award in Education and Training

To achieve the BIIAB Level 3 Award in Education and Training learners **must** gain a total of **12** credits. This **must** consist of:

- > Mandatory Group A **minimum** credit: **3**
- > Optional unit group 1 **minimum** credit: **6**
- > Optional unit group 2 **minimum** credit: **3**

This qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 3				
Understanding roles, responsibilities and relationships in education and training	H/505/0053 ET1	3	3	12

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group 1 Minimum Credit Target – 6				
Understanding and using inclusive teaching and learning approaches in education and training	D/505/0052 ET2	3	6	24
Facilitate learning and development for individuals #	J/502/9549 ET3	3	6	25
Facilitate learning and development in groups #	F/502/9548 ET4	3	6	25

Learning and Development unit

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group 2 Minimum Credit Target – 3				
Understanding assessment in education and training	R/505/0050 ET5	3	3	12
Understanding the principles and practices of assessment #*	D/601/5313 A1	3	3	24

Learning and Development unit

*Assessment Guidance is available to support delivery and assessment of this unit.

Aim

The BIIAB Level 3 Award in Education and Training purpose is to provide an introduction to teaching.

It can meet the needs of learners who are trainee teachers, such as:

- > individuals not currently teaching or training. Achievement of the qualification does not require practice other than microteaching/peer teaching unless units from the Learning and Development suite of qualifications are selected;
- > individuals currently teaching and training (including those who have just begun teaching and training). Although the qualification does not require practice other than microteaching/peer teaching (unless units from the Learning and Development suite of qualifications are selected), opportunities may be made available to observe and provide feedback on a trainee teacher's practice;
- > individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

Some units from the Learning and Development suite of qualifications may be achieved within this qualification. These units require practice to be assessed.

The regulatory purpose of the qualification is to 'prepare for employment in a specific occupational area' (C2).

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making

registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

Target Group

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

- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

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

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Purpose Statement
- > Assessment Strategy
- > Learner Unit Assessment Checklist
- > Evidence matrixes
- > Assessment Knowledge Modules (AKM's)
- > Assessment Guidance for each of the AKM's and for unit A1

Evidence Matrixes

BIIAB Qualifications Limited provide a matrix that supports each unit. These are also identified within each of the unit information sections identified below.

It is not essential that these resources are used to support the delivery of the content of the qualification; however, they have been mapped against the learning outcomes and assessment criteria. It is not necessary to complete this where an AKM is available for the unit. However, a matrix document is available for this unit should centres wish to use it.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes are covered and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- > Record of observation of performance in the workplace
- > Professional discussion
- > Reflective account
- > Product evidence (e.g. implementation plans, correspondence, work records)
- > Testimony from senior colleagues/clients
- > Personal report of actions and circumstances
- > Recognition of Prior Achievement (RPA)
- > Records of questioning
- > Other

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners' competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. Access to the AKM is available upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

Assessor Guidance

These provide guidance for Assessors assessing specific units. A password will be provided to allow access to this document upon approval for the qualification.

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is 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.

Progression Opportunities

The qualification is designed to equip learners with the knowledge and skills to provide an introduction to teaching. It also will allow for progression into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- > BIIAB Level 4 Certificate in Education and Training
- > Career progression

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

Tutor / Assessor Requirements

BIIAB Qualifications Limited 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.

Mandatory Unit Details

Understanding roles, responsibilities and relationships in education and training		
Unit Reference	H/505/0053	
Level	3	
Credit Value	3	
Guided Learning (GL)	12	
Unit Summary	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the teaching role and responsibilities in education and training	1.1	Explain the teaching role and responsibilities in education and training
	1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	1.3	Explain ways to promote equality and value diversity
	1.4	Explain why it is important to identify and meet individual learners' needs
2. Understand ways to maintain a safe and supportive learning environment	2.1	Explain ways to maintain a safe and supportive learning environment
	2.2	Explain why it is important to promote appropriate behaviour and respect for others
3. Understand the relationships between	3.1	Explain how the teaching role involves working with other professionals

teachers and other professionals in education and training	3.2	Explain the boundaries between the teaching role and other professional roles
	3.3	Describe points of referral to meet the individual needs of learners

Optional Group 1 Unit Details

Understanding and using inclusive teaching and learning approaches in education and training		
Unit Reference	D/505/0052	
Level	3	
Credit Value	6	
Guided Learning (GL)	24	
Unit Summary	The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand inclusive teaching and learning approaches in education and training	1.1	Describe features of inclusive teaching and learning
	1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs
	1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
2. Understand ways to create an inclusive teaching and learning environment	2.1	Explain why it is important to create an inclusive teaching and learning environment
	2.2	Explain why it is important to select teaching and learning approaches,

		resources and assessment methods to meet individual learner needs
	2.3	Explain ways to engage and motivate learners
	2.4	Summarise ways to establish ground rules with learners
3. Be able to plan inclusive teaching and learning	3.1	Devise an inclusive teaching and learning plan
	3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
4. Be able to deliver inclusive teaching and learning	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs
	4.2	Communicate with learners in ways that meet their individual needs
	4.3	Provide constructive feedback to learners to meet their individual needs
5. Be able to evaluate the delivery of inclusive teaching and learning	5.1	Review the effectiveness of own delivery of inclusive teaching and learning
	5.2	Identify areas for improvement in own delivery of inclusive teaching and learning

Assessment Requirements and Evidence Requirements

There is a microteaching requirement for this unit.

Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

Facilitate learning and development for individuals

Unit Reference	J/502/9549
Level	3
Credit Value	6
Guided Learning (GL)	25
Unit Summary	The aim of this unit is to assess a learning and development Practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. Practitioner means anyone with a learning and development responsibility as part of their role.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Understand principles and practices of one-to-one learning and development	1.1 Explain purposes of one-to-one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development 1.5 Explain how to overcome individual barriers to learning 1.6 Explain how to monitor individual learner progress 1.7 Explain how to adapt delivery to meet individual learner needs

2. Be able to facilitate one-to-one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives
	2.2	Implement activities to meet learning and/or development objectives
	2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development
3. Be able assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
	3.2	Explain benefits to individuals of applying new knowledge and skills
4. Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals
	4.2	Review individual responses to one-to-one learning and/or development
	4.3	Assist individual learners to identify their future learning and/or development needs

Assessment requirements and Evidence Requirements

This unit assesses occupational competence.

Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment.

Simulations, projects or assignments are not allowed for these outcomes.

Facilitate learning and development in groups		
Unit Reference	F/502/9548	
Level	3	
Credit Value	6	
Guided Learning (GL)	25	
Unit Summary	The aim of this unit is to assess a learning and development Practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, roleplays, simulations and experiential learning. Practitioner means anyone with a learning and development responsibility as part of their role.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development
	1.2	Explain why delivery of learning and development must reflect group dynamics
	1.3	Evaluate methods for facilitating learning and development to meet the needs of groups
	1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
	1.5	Explain how to overcome barriers to learning in groups

	1.6	Explain how to monitor individual learner progress within group learning and development activities
	1.7	Explain how to adapt delivery based on feedback from learners in groups
2. Be able to facilitate learning and development in groups	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives
	2.2	Implement learning and development activities to meet learning objectives
	2.3	Manage risks to group and individual learning and development
3. Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts
	3.2	Provide feedback to improve the application of learning
4. Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners
	4.2	Review individual responses to learning and development in groups
	4.3	Assist learners to identify their future learning and development needs

Assessment requirements and Evidence Requirements

The aim of this unit is to assess a learning and development Practitioners understanding of group dynamics and facilitating learning and development in groups.

They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, roleplays, simulations and experiential learning.



Practitioner means anyone with a learning and development responsibility as part of their role.

Optional Group 2 Unit Details

Understanding assessment in education and training		
Unit Reference	R/505/0050	
Level	3	
Credit Value	3	
Guided Learning (GL)	12	
Unit Summary	The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand types and methods of assessment used in education and training	1.1	Explain the purposes of types of assessment used in education and training
	1.2	Describe characteristics of different methods of assessment in education and training
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
	1.4	Explain how different assessment methods can be adapted to meet individual learner needs
2. Understand how to involve learners and others in the assessment process	2.1	Explain why it is important to involve learners and others in the assessment process
	2.2	Explain the role and use of peer and self-assessment in the assessment process

	2.3	Identify sources of information that should be made available to learners and others involved in the assessment process
3. Understand the role and use of constructive feedback in the assessment process	3.1	Describe key features of constructive feedback
	3.2	Explain how constructive feedback contributes to the assessment process
	3.3	Explain ways to give constructive feedback to learners
4. Understand requirements for keeping records of assessment in education and training	4.1	Explain the need to keep records of assessment of learning
	4.2	Summarise the requirements for keeping records of assessment in an organisation

Understanding the principles and practices of assessment

Unit Reference	D/601/5313	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge to understand the principles and practices of assessment.	
Learning Outcomes (1 to 8)	Assessment Criteria (1.1 to 8.4)	
The learner will	The learner can	
1. Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development
	1.2	Define the key concepts and principles of assessment
	1.3	Explain the responsibilities of the assessor
	1.4	Identify the regulations and requirements relevant to the assessment in own area
2. Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment
	3.2	Evaluate the benefits of using a holistic approach to assessment
	3.3	Explain how to plan a holistic approach to assessment
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility

	3.5	Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
	4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners
5. Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: > sufficient > authentic > current
	5.2	Explain how to ensure that assessment decisions are: > made against specified criteria > valid > reliable > fair
6. Understand quality assurance of the Assessment process	6.1	Evaluate the importance of quality assurance in the assessment process
	6.2	Summarise quality assurance and standardisation procedures in own area of practice
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment

	7.2	Explain how feedback and questioning contribute to the assessment process
8. Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2	Explain the contribution that technology can make to the assessment process
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4	Explain the value of reflective practice and continuing professional development in the assessment process

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

BIIAB Qualifications Limited 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 BIIAB Qualifications Limited 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 BIIAB Qualifications Limited 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 BIIAB Qualifications Limited.
 - > 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** – BIIAB Qualifications Limited 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.



BIIAB Qualifications Limited 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 Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

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

BIIAB Qualifications Limited 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.