

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
610/4828/8	Level 4 Certificate in Wellness Consulting

Version and date	Change detail	Section/Page Reference
1.0 August 2024	Qualification Specification created	n/a

About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 4 Certificate in Wellness Consulting.

This document should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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Introduction

This qualification has been developed in collaboration with Holland & Barrett and the British Society of Lifestyle Medicine (BSLM) and reflects the training undertaken by Holland & Barrett staff to develop consultative customer service skills whilst also developing their knowledge of health and wellness, in order to improve the customer experience and provide rich customer conversations and recommendations.

BSLM is a community of healthcare professionals and patients, committed to a new approach to healthcare, based on the emerging discipline of lifestyle medicine.

The achievement of this qualification is directly linked to personal professional development for Holland & Barrett employees.

The qualification will be used to provide additionality for learners on the Level 3 Customer Service Apprenticeship. It is intended that those on the apprenticeship will also take this qualification.

This is a restricted qualification for the sole use of Holland & Barrett.

1. Qualification Information

1.1 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 4 Certificate in Wellness Consulting
Qualification number	610/4828/8
Level	4
Guided learning hours (GLH)	137
Total qualification time (TQT)	243
Sector subject area	1.3 Health and Social Care
Minimum age	16
Qualification purpose	The qualification will be used to support learners to progress within Holland & Barrett and to prepare them for the role of a wellness coach.
Assessment method	<ul style="list-style-type: none"> • Observation with questions and answers • Professional discussion supported by a portfolio of evidence
Grading	Pass/Fail
Regulation information	This qualification is regulated by Ofqual for use in England. It is also available to all colleagues across the Holland & Barrett retail estate across the UK and Ireland.

1.2 Progression opportunities

Achievement of the qualification is linked to personal professional development for Holland & Barrett employees. Upon completion of this qualification, employees should be able to provide customers with a high level of service, knowledge, and consultation with regards to their health and wellness needs. They could also go onto further study in this field – for example, a nutrition qualification at level 5 or above.

1.3 Equity, diversity and inclusion

At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

1.4 Reasonable adjustments and special considerations

For learners who require a reasonable adjustment or special consideration, centres should refer to the [Reasonable Adjustments and Special Considerations Policy](#).

2. Learner Entry Requirements

2.1 Entry requirements

This qualification is designed for learners aged 16+ working within the Holland & Barrett retail estate who are currently undertaking or have already undertaken the Level 3 Customer Service Apprenticeship.

2.2 Prior skills/knowledge

Learners should have completed or be working towards the completion of Gateway Qualifications Level 3 Award in Key Body Systems and the application of Holland & Barrett products before undertaking this qualification.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must assess each potential learner and make justifiable and professional judgements about their potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3 Qualification Details

3.1 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate their achievement of the required modules of the qualification.

The learning content that will be assessed as part of the qualification is set out within the modules.

To be awarded the Level 4 Certificate in Wellness Coaching learners must successfully achieve the assessment methods across the **8 mandatory modules in the Mandatory Group, two modules from Optional Group A** and **1 module from Optional Group B**.

Mandatory Group

Learners must achieve all 8 mandatory modules.

Module Number	Module Title	Module Reference	Level
01	Coaching	QU036289	Level 4
02	Principles of Wellness	QU036293	Level 4
03	Credibility of Information	QU036295	Level 4
04	Sensitive Conversations	QU036297	Level 4
05	Mental Health and Relaxation	QU036299	Level 4
06	Nutrition	QU036301	Level 4
07	Minimising Harmful Substances	QU036303	Level 4
08	Exercise and Wellness	QU036305	Level 4

Optional Group A

Learners must achieve two modules from Optional Group A.

Module Number	Module Title	Module Reference	Level
09	Beauty	QU036307	Level 4
10	Gut Microbiome	QU036309	Level 4
11	Female Health	QU036311	Level 4
12	Male Health	QU036313	Level 4

Optional Group B

Learners must achieve one module from Optional Group B.

Module Number	Module Title	Module Reference	Level
13	Life Event Wellness	QU036315	Level 4
14	The Burden of Inaction	QU036317	Level 4
15	Digital Health and Biometrics	QU036319	Level 4

3.2 Recognition of Prior Learning

Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so, do not need to develop these through a course of learning.

Provided the assessment requirements of a given module has been met, the use of RPL is acceptable for this qualification. Please see the [Recognition of Prior Learning \(RPL\) Policy and Procedure](#) for further details.

4. Module Details

Module 01 - Coaching

Module reference:	QU036289
Module summary:	Learners will observe and evaluate the practical application of coaching, wellness principles, the communication of credible information, and sensitive conversation skills.
Mandatory/Optional	Mandatory

Learning outcome:

Understand and apply coaching techniques when interacting with customers on their wellness related queries and in offering consultation on solutions.

Indicative content:

- Coaching models including Grow, Solution-Focused Coaching, and Motivational Interviewing.
- Tailoring coaching strategies to individual customer needs.
- Advance questioning, listening, summarising during customer consultation.
- Coaching external customers on behavioural changes.
- Coaching colleagues to develop their knowledge to provide solutions to customers during interactions/consultation.

Module 02 - Principles of Wellness

Module reference:	QU036293
Module summary:	Learners will understand the key principles of wellness and lifecycle medicine.
Mandatory/Optional	Mandatory

Learning outcome:

Understand and apply the key principles of wellness and lifestyle medicine.

Indicative content:

- Definition of Lifestyle Medicine by BSLM.
- Lifestyle Medicine in the context of current healthcare.
- The 3 principles of Lifestyle Medicine and their impact on health outcomes.
- Why we need Lifestyle Medicine and how this has grown over time.
- The behavioural change cycle.
- How to support wellness through preventative care.

Module 03 - Credibility of Information

Module reference:	QU036295
Module summary:	Learners will understand the importance of credibility of information.
Mandatory/Optional	Mandatory

Learning outcome:

Be able to engage with evidence-based information and educate customers on the diverse types of data and studies that are available.

Indicative content:

- Evaluate and analyse the reliability of different research designs.
- Epidemiological study and the Bradford Hill criteria which relate to causation.
- Using the pyramid of evidence to assess the credibility and reliability of research design.
- PICO and PRISMA methods to interpret methodology.

Module 04 - Sensitive Conversations

Module reference:	QU036297
Module summary:	Learners will explore the practical application of wellness knowledge in customer conversations.
Mandatory/Optional	Mandatory

Learning outcome:

Be able to hold discussions on varying health topics and provide solutions through a sensitive manner and consultative approach.

Indicative content:

- Emotional intelligence and the 5 principles of Empathy.
- How to make the technical information from scientific studies more accessible to the general population.
- The stigma around sensitive health conditions and ways to approach sensitive conversations.

Module 05 - Mental Health and Relaxation

Module reference:	QU036299
Module summary:	Learners will develop an understanding of the critical role of sleep and mental health in relation to health and wellness.
Mandatory/Optional	Mandatory

Learning outcome:

Understand the difference between sleep quality vs quantity and how mental health and sleep can be improved through lifestyle change, with an aim to improve customer's lives using effective sleep and mental health interventions.

Indicative content:

- The impact of sleep disorders and the alternative therapies which can support individuals with these disorders.
- Mental Health disorders, the impact of lifestyle factors and how to effectively signpost to external agencies for support.
- What we can do to support mental wellness in addition to our current product offering, including self-help strategies and mindfulness techniques.
- The importance of sleep and the stages of the sleep cycle.

Module 06 - Nutrition

Module reference:	QU036301
Module summary:	Learners will develop an understanding of nutrition and its application across the spectrum of wellness.
Mandatory/Optional	Mandatory

Learning outcome:

Be able to support customers with eating healthier, more balanced diets to maintain their health and wellness.

Indicative content:

- Restricted diets - the impact restricted diets have on the body.
- Healthy diet - the nutritional content of foods and the effect of foods on wellness.
- Socioeconomic factors - the symptoms caused by a poor diet, including the science of overeating.
- Individual diets and their impact on Health and Wellness e.g. the vegan diet.

Module 07 - Minimising Harmful Substances

Module reference:	QU036303
Module summary:	Learners will understand the impact of minimising harmful substances across the wellness spectrum and the harm these substances can have across various body systems.
Mandatory/Optional	Mandatory

Learning outcome:

Be able to share knowledge with customers on effective intervention of key harmful substances including tobacco, alcohol, and other substances.

Indicative content:

- Health effects of tobacco and alcohol use and government guidelines on alcohol consumption.
- The support available from healthcare providers around overcoming addiction/overuse.
- Other harmful substances and associated behaviours linked to their misuse.

Module 08 - Exercise and Wellness

Module reference:	QU036305
Module summary:	Learners will be able to link exercise with wellness through the creation of exercise plans.
Mandatory/Optional	Mandatory

Learning outcome:

Understand the impact of lifestyle on wellness and the negative health effects of over exercising.

Indicative content:

- The impact of chronic muscle and joint pain
- The benefits of exercise on mental health, longevity and senescence
- The changes to the nutritional demands of the body in line with levels of exercise
- The impact of a sedentary lifestyle on overall wellness and lifespan

Module 09 - Beauty

Module reference:	QU036307
Module summary:	Learners will understand and analyse the relationship between the pillars of wellness and personal body image, encompassing inner and outer beauty.
Mandatory/Optional	Optional

Learning outcome:

Be able to share information on the techniques people can use to maintain inner and outer beauty.

Indicative content:

- How nutrition can impact the health of Skin, hair and nails.
- Impact of the pillars of wellness on individuals' inner beauty including personal body image.
- Biological ageing including how the skin, hair, nails, and skeletal system ages.
- Bespoke beauty regimes personalised to individuals' skin and hair types.

Module 10 - Gut Microbiome

Module reference:	QU036309
Module summary:	Learners will understand the impact of the gut microbiome in the management of health and prevention of negative health outcomes.
Mandatory/Optional	Optional

Learning outcome:

Be able to support customers with maintaining their gut health through dietary change, lifestyle intervention and further clinical support when required.

Indicative content:

- Key concepts of microbiome science.
- The gut immune system.
- The concept of dysbiosis and its impact on disease.
- The impact of lifestyle on the gut microbiome.

Module 11 - Female Health

Module reference:	QU036311
Module summary:	Learners will understand conditions which are female-specific.
Mandatory/Optional	Optional

Learning outcome:

Be able to support customers with female-specific conditions through tailored advice on their nutrition and lifestyle factors to better manage key areas.

Indicative content:

- Key stages and phases of the menstrual cycle, including the key hormones function and effects of their fluctuation.
- Female specific ailments such as PCOS, endometriosis, PMDD and gender specific cancers to understand the mechanics of these conditions.
- Female sex hormones and their functions in the body.

Module 12 - Male Health

Module reference:	QU036313
Module summary:	Learners will understand conditions which are male-specific.
Mandatory/Optional	Optional

Learning outcome:

Be able to support customers with male-specific conditions through tailored advice on their nutrition and lifestyle factors to better manage key areas.

Indicative content:

- Key hormones involved in male health, including their functions in the body and the effects of their fluctuations.
- Male specific ailments such as prostate conditions, cancers and Andropause and the effects this has on wellness.
- Male sexual health and the impact of factors such as infertility.
- The impact of female health issues on male health, e.g. supporting partners through pregnancy/menopause.

Module 13 - Life Event Wellness

Module reference:	QU036315
Module summary:	Learners will develop knowledge of serious/chronic health conditions such as heart attack and stroke and they will learn how to manage the wellness pillars when these events occur.
Mandatory/Optional	Optional

Learning outcome:

Understand how serious/chronic health conditions such as heart attack and stroke conditions affect the individual and those around them with the aim of supporting their physical, social, and mental health during recovery.

Indicative content:

- Impact of illnesses on body systems and how to support those with chronic/serious health conditions.
- Healthy lifestyle intervention application following surgery and other health afflictions.
- Navigating the concept of grief and provide strategies and support to others.
- Senescence and the impact of aging across life stages.

Module 14 - The Burden of Inaction

Module reference:	QU036317
Module summary:	Learners will develop an understanding of the impact inaction can play on an individual.
Mandatory/Optional	Optional

Learning outcome:

Be able to evaluate current care for long-term health conditions and the benefits of early intervention with diet and lifestyle changes.

Indicative content:

- Impact an inactive and sedentary lifestyle can have on an individual's health and wellness and the burden this can have on our NHS.
- Maintenance of wellness through daily actions and benefits of early intervention in the support of health and wellness.
- The importance of holistic well-being including in those with chronic health conditions
- Comparing different approaches to stress management and adapting to stresses in the environment.

Module 15 - Digital Health and Biometrics

Module reference:	QU036319
Module summary:	Learners will develop their knowledge and engagement with digital health technologies, and their applications across the wellness spectrum.
Mandatory/Optional	Optional

Learning outcome:

Understand how digital health can be used alongside other lifestyle interventions to promote holistic health and accountability of health outcomes.

Analyse the differences between different biometric data points, and the reasons one may be used over another to understand different biomarkers, with the aim of educating the public on what is available and what currently can be undertaken outside of a hospital vs what would we do within a hospital setting.

Indicative content:

- The impact and rise of digital health in the modern world.
- Different digital health solutions and their benefits and limitations.
- How Biometric tests work and the information capture in the pursuit of health and wellness.
- The science of Biometrics, the biomarkers they measure and how to interpret results.

5. Assessment

5.1 Assessment overview

Two assessment methods will be used to assess all content across all modules.

- Practical Observation with Q&A
- Professional Discussion supported by portfolio of evidence

Assessment Method	Duration of Assessment	Timescales for Completion	Assessed By	Grading
Practical Observation with Q&A	50-minute observation followed by a maximum of 15 minutes of Q&A	Within 3 months of the learner completing the qualification	Independent Assessor (requirements detailed below)	Fail/Pass
Professional Discussion supported by Portfolio of Evidence	1 hour discussion with a guide of 10-15 pieces of evidence from their portfolio			Fail/Pass

5.2 Practical Observation with Q&A

The practical observation is covered in one session, lasting 50 minutes (+/-10% tolerance either way) plus time before the observation to brief the learner on the assessment.

The practical observation must take place in the learners' place of work and reflect typical working conditions, take a summative approach to assessment and be carried out on a one-to-one basis.

The assessor should plan the observation in conjunction with the learner and their employer, taking account of workplace considerations. This would typically include timing, the right environment and enough space for the learner to be able to do their job. (If the learners' manager is completing the observation, then it is the colleague in charge of the store during the time of the observation that should be included in the planning and arrangements discussions)

The learner must be given 2 weeks' notice of the practical observation. It is recommended that the observation should be carried out before the professional discussion.

The learner will be observed as they engage in conversation and consultation with customers covering wellness-related queries. The observation should involve activities which allow the learner to demonstrate the full range of knowledge and skills required.

5.3 Professional Discussion (supported by portfolio of evidence)

The professional discussion will last for 1 hour (+/- 10%).

The professional discussion is used to explore and assess the learners in -depth understanding of the learning outcomes of the qualification and to assess practice that cannot be or are difficult to observe. It allows learners to explore and elaborate on areas that may not otherwise be easy to demonstrate.

During the professional discussion, evidence from the learners' portfolio of evidence will be used as a base to support the discussion. The learner will extract evidence from their portfolio which is suitable in supporting them in their professional discussion. This could include customer case studies, witness testimonies, customer feedback, reflective accounts and project work. The list is not exhaustive, and any reasonable methods of assessment will be accepted. The portfolio of evidence is not directly assessed.

The learner must submit their portfolio of evidence (10-15 pieces) to their assessor 2 weeks prior to the professional discussion date. This evidence must come from the activities the learner has completed whilst on programme and not before. This evidence will then be considered by the independent assessor, used for planning for the discussion and clearly tracked to the relevant assessment criteria.

The assessor must ensure that the discussion is conducted in a suitable controlled environment. It is anticipated that the assessor will use the learners work premises wherever possible to conduct this. The discussion may be conducted face to face or via online platform (e.g. videoconferencing) Whether face to face or remote, the assessment must be carried out in a quiet room, free from disruption.

On completion of each module learners must declare that the work produced is their own and the Assessor must counter sign this.

The qualification is assessed in English only and all assessment evidence provided for external quality assurance must be in English.

For further information on the assessment requirements and conduct of the specific assessment methods, please refer to the Holland & Barrett Assessor Guide.

6. Quality Assurance

Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

6.1 Internal Quality Assurance

As the portfolio of evidence is assessed by the tutor/assessor, the centre must operate an internal quality assurance process. This ensures that the qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback. A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA) who is responsible for ensuring that all tutor/assessors are assessing evidence in line with the standards set by Gateway Qualifications.

Internal Standardisation

Internal standardisation is a collaborative process by which tutors within a centre consider work that they have assessed and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level by comparing samples and providing peer evaluation.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years and Gateway Qualifications may ask to see them as part of the centre quality assurance and monitoring activities.

6.2 Quality assuring centre assessment decisions

Once the internal quality assurance process is complete, an External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions.

The EQA will consider whether the sample provides sufficient, valid, authentic, current and relevant evidence that the centre understands the standard set out in the module and that it is applying assessment decisions consistently. A report will be completed by the EQA and made available to the Centre once the sampling activity has been completed.

The sample selected is based on the number of learners and the centre's risk rating, derived from centre monitoring.

6.3 External Quality Assurance

The external quality assurance process for this qualification involves a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards. This includes sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

Centre monitoring is undertaken by an EQA allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- carrying out an annual compliance visit
- risk rating centres on the above.

The EQA will carry out an initial risk assessment at the centre recognition stage and then annually on an on-going basis, and will give a high/medium/low risk rating in each of the following categories:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement
- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, and appropriateness of delivery arrangements; also, delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- internal quality assurance: covering IQA procedures, whether staff are appropriately trained, and standardisation arrangements in place
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and qualification support.

The EQA will arrange the quality monitoring visits. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with, through an audit trail, and make sure that the award of certificates of achievement to learners is secure.

The EQA will contact the centre in advance of a visit, however Gateway Qualifications reserves the right to undertake unannounced visits including during assessment times.

The EQA will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity.

6.4 Direct claim status

Direct claim status (DCS) is not permitted on this qualification.

6.5 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the [Malpractice and Maladministration Policy and Procedure](#).

7. Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
Direct observations	Is a method of assessment that involves watching or listening to a learner while they engage in some type of activity. During this time, the observer takes notes on the learners' skills and understanding. After the observation, the observer provides feedback to the learner.
Guided Learning Hours (GLH)	Is the amount of direct contact time a Learner has with immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This cannot be unsupervised study, preparation for study or time used for assessments.
Occupationally competent	This means that each assessor must be capable of carrying out the full requirements of the area they are assessing Occupational competence may be at module level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
Total Qualification Time (TQT)	<p>Is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.</p> <p>Total Qualification Time is comprised of the following two elements:</p> <ul style="list-style-type: none"> • the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and • an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

