



ATHE Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a Learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher

Work-based learning supervised by a teacher

- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.



Total Qualification Time (TQT)

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification. TQT includes all the activities described under guided learning hours (GLH) plus all the additional learning.

Additional learning will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time.

Therefore, one 15 credit unit represents 150 hours of total qualification time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.



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Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units.

Qualification Structure ATHE Level 4 Diploma in Business and Administrative Management

ATHE Level 4 Diploma in Business and Administrative Management is a 120 credit qualification

Rules of combination

Learners must complete **120 credits**. This includes all eight mandatory units, worth 100 credits.

They must then select at least two optional units with a minimum credit value of 20.

The Total Qualification Time is 1200 Hours

The Total Guided Learning Hours is 480

The Total Credit value is 120

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Unit Specifications

Unit Format

Each unit in ATHE's qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summarizes the content of the unit.

Unit Code

Each unit is assigned a RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF level descriptors are available on the ATHE website.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

Guided learning hours is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

Total Qualification Time (TQT)

TQT represents the total time required for a learner to complete a qualification.

Assessment Guidance



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This guidance is to provide specific and pertinent information about unit assessment to ensure that the tutor understands the learning and assessment requirements of each unit from the outset and before they begin an assignment.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the standards a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 4 you would see words such as analyse, explain and evaluate

