



Transcend Level 3 Award in the
Operational Inspection of
Playgrounds and
Activity Facilities

Qualification Specification

Version 03: 10 November 2022



Welcome!

Welcome to the **Transcend Level 3 Award in the Operational Inspection of Playgrounds and Activity Facilities**. Transcend is an Ofqual regulated awarding organisation. This vocational qualification sits on the Ofqual register of regulated qualifications. This specification introduces the qualification purpose and delivery conditions. It must be complied with in conjunction with the **Transcend Centre Recognition Conditions, Qualification Unit Specification** and **Assessment Materials**.

Part 1: Qualification Purpose Statement		Page
Qualification scope		03
Qualification summary		05
Qualification structure		06
Part 2: Qualification Delivery Specification		
Qualification resources	Supplementary to Transcend Centre Recognition Condition 5.1	07
Qualification coordination	Supplementary to Transcend Centre Recognition Condition 5.2	09
Qualification delivery	Supplementary to Transcend Centre Recognition Condition 5.3	10
Qualification assessment	Supplementary to Transcend Centre Recognition Condition 5.4	11
Qualification quality assurance	Supplementary to Transcend Centre Recognition Condition 5.5	13
Appendix		
Appendix	Qualification specification version control	19

Qualification Scope

The **Transcend Level 3 Award in the Operational Inspection of Playgrounds and Activity Facilities** is an Ofqual regulated vocational qualification.

The purpose is to enable learners to fulfil the role of an operational inspector of playgrounds and activity facilities. It is relevant to learners aged 18+ who wish to progress into a career pathway as an inspector or to enhance scope of practice in a current role. Learners are likely to be business owners, or individuals that operate on new build housing estate projects, in active leisure settings, schools or councils.

Qualification regulation	This qualification is regulated by Ofqual in England. It is published as a Level 3 qualification on the Register of Regulated Qualifications and is equivalent to a Level 4 on the European Qualifications Framework (EQF) .			
	Regulator reference	603/5312/0	Qualification sector	8.1 Sport, leisure and recreation
	Qualification start date	01 Jan 2020	Qualification TQT	30
	Qualification review date	31 Aug 2026	Qualification GLH	12
	Qualification credit	3	Qualification DSH	18
Qualification awarding	This qualification is solely awarded by Transcend Awards Limited as an Ofqual regulated awarding organisation.			
Qualification standards	This qualification is aligned to Health and Safety Legislation and The British and European Standard for Playground Equipment and Surfacing is BS EN 1176 .			
Qualification partner	This qualification is developed in collaboration with industry specialist RYNAT as the technical partner. It is validated in consultation with equality experts, industry inspectors, employers and education providers. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.			

Qualification providers	This qualification is delivered by health and safety education providers that have been approved by RYNAT. These providers must gain recognised centre status and be approved by the awarding organisation to deliver the qualification. Applicants and recognised centres are all required to evidence compliance with the centre recognition and qualification delivery conditions to gain and retain status.	
	Applicant centres	Recognised centres
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.
Qualification suite participants + progression	This qualification is designed for learners aged 18+ who wish to carry out operational inspections of playground and activity facilities. Learners are likely to be a member of the workforce for a new build housing estates project, active leisure, school or council.	
	Employability progression routes	This qualification may lead to paid employment as an operational inspector of playgrounds and activity facilities. It may also be used as professional development opportunity for those with an interest in health and safety. It may also be used to add operational inspections of playgrounds and activity facilities to extend scope of practice and optimise career progression opportunities.
	Education progression routes	<p>This qualification is integral to a progressive suite of regulated qualifications is comprised of:</p> <ul style="list-style-type: none"> Transcend Level 1 Award in the Legal Duty to Inspect Playgrounds and Activity Facilities Transcend Level 2 Award in the Routine Visual Inspection of Playgrounds and Activity Facilities Transcend Level 3 Award in the Operational Inspection of Playgrounds and Activity Facilities Transcend Level 5 Certificate Maintaining Safety Standards in the DIIM¹ of Playgrounds Transcend Level 5 Certificate Maintaining Safety Standards in the DIIM of Activity Facilities Transcend Level 5 Diploma in Maintaining Safety Standards in the DIIM of Playgrounds and Activity Facilities
Qualification endorsements	This qualification is supported by RYNAT and Ten-Group as industry leading employers and education providers in this domain.	

¹ Design, Installation, Inspection and Maintenance,

Qualification Summary	
Qualification purpose	<p>The purpose of this qualification is to prepare for employment.</p> <p>The sub purpose of this qualification is to prepare for employment in a specific occupational area.</p>
Qualification rationale	<p>The rationale for the development, delivery and awarding of this qualification is to facilitate the professionalisation and growth of the playground and activity facility inspection sector. The intent is to ensure that children have the right to play in a safe society.</p>
Qualification aim	<p>The aim of this qualification is to enable learners to be competent and confident in the role of a operational inspector of playground and activity facilities.</p>
Qualification objective	<p>The objective is to provide a benefit to learners by enabling competence in the occupational role of operational inspector of playgrounds and activity facilities.</p> <p>Whilst attending the qualification learners will develop knowledge of operational Inspection legislation and compliance levels as defined in the international standards. They will develop the skills required to schedule, execute and report on:</p> <ul style="list-style-type: none"> operational inspections of playgrounds operational inspections of activity facilities <p>Successful learners will be compliant with Health and Safety Law and BS-EN standards in the operational inspection of playgrounds and activity facilities. Successful learners will be eligible to promote these skills to gain employment or to enhance their current scope of practice.</p>
Qualification uniqueness	<p>This is the only regulated qualification that is uniquely designed to qualify operational inspectors of playgrounds activities facilities. The Register of Regulated Qualifications should be accessed to source information on other awarding organisation providers who offer similar provision.</p>

Qualification Structure							
This qualification is comprised of three mandatory units. To achieve this qualification learners must successfully achieve all mandatory units. The title of the qualification on the certificate will be displayed as the Transcend Level 3 Award in the Operational Inspection of Playgrounds and Activity Facilities .							
Unit Title		Ofqual	Level	GLH	DSH	TUT	Credit
U01	Operational inspector duties	M/617/8872	3	02	02	04	1
U02	Operational inspection of playgrounds	T/617/8873	3	05	05	10	1
U03	Operational inspection of activity facilities	A/617/8874	3	05	11	16	1
Summary			3	12	18	30	3
Total Qualification Time			30 Hours				

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions . The rules outlined below are supplementary conditions specific to this qualification. Centres must ensure full compliance with ALL conditions to achieve and maintain centre recognition and qualification approval status.	
Qualification Resource Conditions	
The recognised centre is required to supplement RC5.1 of the Transcend Recognised Conditions with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational and technical competence must be evidenced through:</p> <ul style="list-style-type: none"> • a minimum of 2 years' experience as an operational playground inspector • the achievement of a recognised qualification at level 5 in health and safety. <p>The recognised centre is required to ensure the tutor/assessor to learner ratio per cohort is a maximum of 1:24 with no minimum ratio. In exceptional circumstances, the awarding organisation will allow adaptations to this requirement to prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.</p>
Qualification venues	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the training and assessment programme.

Qualification Coordination Conditions							
The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.							
Learner pre-requisites	<p>The recognised centre is required to ensure that prior to registration onto the qualification the learners are required to:</p> <ul style="list-style-type: none"> • be accurately identified • be at least 18 years of age • be able to communicate effectively in English [reading, speaking, listening, and writing] • have achieved recognised training or a regulated qualification for routine visual inspectors of playgrounds and activity facilities. 						
Learner adjustments	<p>The recognised centre is required to conduct an initial assessment to identify barriers to access for learners with certain protected characteristics as defined in the Equality Act 2010. The following barriers are justified for safety purposes and include:</p> <table border="1"> <tr> <td>Age</td><td>Individuals under the age of 18 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td>Race</td><td>Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td>Disability</td><td>Individuals with psychological, physiological, or sociological disabilities may find some competencies difficult or dangerous which may compromise their wellbeing. Such cases must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so.</td></tr> </table> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis in line with <i>Transcend Reasonable Adjustments Policy</i>.</p>	Age	Individuals under the age of 18 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.	Race	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.	Disability	Individuals with psychological, physiological, or sociological disabilities may find some competencies difficult or dangerous which may compromise their wellbeing. Such cases must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so.
Age	Individuals under the age of 18 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.						
Race	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.						
Disability	Individuals with psychological, physiological, or sociological disabilities may find some competencies difficult or dangerous which may compromise their wellbeing. Such cases must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so.						

Learner registration agreement	The recognised centre is required to register learners within 20 working days of the start date of their programme. The registration period is 2 years. Learners must sign an agreement to attend all aspects of training and assessment programme in line with the recognised centre's delivery model for the qualification they are registered for.
Learner attendance and achievement records	<p>The recognised centre is required to record all activities including the booking reference, dates, venues, and workforce per learner. Activities refer to applications, initial assessment, learner agreements, pre-course learning, attendance on workshops and assessments.</p> <p>Activities also refers to recording dates and details of receipt of learner portfolios, marking of assessments, recording of results, confirming results, reassessments, remarks, and quality assurance interventions.</p> <p>All activities and records must be completed within the learner registration period and subject to effective internal control before making a claim for certification for each learner.</p>

Qualification Delivery Conditions

The recognised centre is required to supplement RC5.3 of the **Transcend Recognised Centre Conditions** with the following rules.

Qualification
delivery
model

The recognised centre is required to document their delivery models. They are eligible to adopt the exemplar delivery model provided by the awarding organisation as outlined below. Alternatively, the recognised centre can develop their own model to retain their own USPs. All delivery models must be supported by a documented, training and assessment programme. Inclusive teaching and learning materials should be in place. Delivery models, programmes and materials must be mapped to the qualification and unit specification. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. The delivery models, materials, and programmes must be agreed in writing by the awarding organisation. The selected model must be recorded for each cohort of learners and all details must be communicated to each learner prior to delivering the agreed programme.

Pre-course	Day 1: Learning		Day 2: Assessment	
Induction Reading Essentials from the BS EN 1176	2 GLH	Role and legislation	2 GLH	Assessment: Risk Assessment and Controls
	2 GLH	General standards	4 GLH	Assessment: Operational Inspection of a playground Assessment: Operational Inspections of activity facilities [simulated Assessment: Professional Discussion
	3 GLH	Specific standards		
18 DSH	6 GLH		6 GLH	
GL: 12 DSH: 18 TQT: 30				

The delivery models must enable all learning, assessment, any reassessment, and quality assurance activities per learner to be completed within a 2-year registration period.

Qualification Assessment Conditions

The recognised centre is required to supplement RC5.4 of the **Transcend Recognised Centre Conditions** with the following rules. The assessment framework for this qualification is externally set by the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment strategy	The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence, practical demonstrations and professional discussion.		
	Strategy	Method	Activity
	Strategy 01 Inspection preparation	Practical demonstration [Live risk assessment]	Learners must complete a specified on-site playground risk assessment considering duty of care. The results from the risk assessment must be collated in a report which confirms hazards and recommended controls to manage the risk.
	Strategy 02 Inspection of playgrounds	Practical demonstration [Live inspection]	The learner must conduct an on-site operational inspection of a playground to monitor compliance in line with safety standards. The Learner must: <ul style="list-style-type: none">• format onsite operational inspection schedule• perform scheduled onsite operational inspection• record results in an operational inspection report.
	Strategy 03 Inspection of activity facilities	Practical demonstration [Simulated Inspections]	The learner must identify safety compliance and non-compliances through simulated operational inspections across the range of activity facilities including:
			<table><tr><td>The types of facility include: A parkour activity facility A multi-sport activity facility A skate sport activity facility An outdoor adult fitness activity facility</td><td>In each simulation the learner must<ul style="list-style-type: none">• format operational inspection schedule• perform simulated operational inspection• record results in an operational inspection report.</td></tr></table>
The types of facility include: A parkour activity facility A multi-sport activity facility A skate sport activity facility An outdoor adult fitness activity facility	In each simulation the learner must <ul style="list-style-type: none">• format operational inspection schedule• perform simulated operational inspection• record results in an operational inspection report.		
Strategy 04 Inspector Performance	Professional discussion	The learner must attend a 15-minute professional discussion to evaluate their ability to fulfil the role of an operational inspector of playgrounds and activity facilities within scope of practice.	

Assessment tasks	The recognised centre must ensure the learners completed the assessment tasks and tools are designed by awarding organisation which are standardised to promote validity, reliability, manageability, comparability and to minimise any bias. There are no additional pre-requisites to certification other than the successful completion of all standardised tasks. To support learners in the achievement of the assessment tasks the Learner Assessment Portfolio [LAP] is available to all learners. These tasks are standardised to ensure that each learner completes the same assessment no matter which recognised centre they are registered with. In the rare event that a recognised centre identifies the need to utilise alternative tasks and tools these must be submitted to the awarding organisation and agreed in writing before use. These will be checked for comparability before implementation.	
Assessment environment	Strategy 01	The recognised centre must ensure the learners conduct the risk assessment of the general playground is on on-site in a real location. This must be completed in real time under assessor observation. The results of the risk assessment must be based upon real findings and the report must reflect this.
	Strategy 02	The recognised centre must ensure the learners conduct the onsite-operational inspection of the general playground in a live location. This must be completed in real time under assessor observation. The inspection results must be based upon real findings and the report must reflect this.
	Strategy 03	The recognised centre must ensure the learners conduct simulated operational inspections of activity facilities using valid stimulus materials. Stimulus materials include a photo or video evidence of an entire site for each type of activity facility.
	Strategy 04	The recognised centre must ensure the learners professional discussion is completed on a one-to-one bases in real time with the learner and assessor present for authenticity purposes. This can be in person or via web methods meeting. Where the web meeting method is selected the recognised centre must have mechanisms in place to authenticate the identity of each learner and take steps to ensure there is no misrepresentation.
Assessment authentication	The recognised centre is required to ensure that assessment tasks are completed by the learner without support from others. All assessment must be their own work. Assessors can authenticate the work for this qualification via practical demonstrations [live and simulated] and the professional discussion.	

Assessment marking	The recognised centre is required to ensure that the assessment is marked by a qualified assessor in accordance with the guidance, fair principles and VARCS rules of evidence. VARCS rules require the assessment to be valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision, they should follow their recognised centres appeals process.
Assessment attainment	The recognised centre is required to ensure that the qualifications are all graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specifications. Assessment guidance is provided for standardisation purposes. This is available to assessors to support valid and accurate results across assessors, recognised centres and over time. Learners must produce evidence against each task and must PASS each task to be awarded the qualification certificate.
Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities for each component of assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the 2-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded the qualification.
Assessment re-marks	<p>The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the Transcend Engagement Team.</p> <p>Where the appeal is associated with the outcomes of the practical demonstration or an authentication discussion, the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that assessment, the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the recognised centre's appeals process should they bring the matter to the awarding organisation, where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.</p>

Qualification Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the **Transcend Recognised Centre Conditions** with the following rules. This qualification has been assigned a **medium-risk** profile based upon the key risk indicators. The areas in green have been selected based upon the information contained in this specification.

Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Risk Profile	MEDIUM RISK		

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data² checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation across all assessment tasks] Internal scrutiny of qualification assessment [standardisation activities across all assessment tasks]
Internal moderation	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment, which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place for each cohort before results are reported to the awarding organisation and requests for certification are made. Sampling strategies must consider the following key risk indicators:</p> <ul style="list-style-type: none"> the risk profile for this qualification which is MEDIUM the experience of assessors in their role as an assessor the experience of assessors in assessing this qualification the assessment samples to include portfolios for every learner cohort the assessment samples to include periodic observation of real time practical demonstrations the assessment samples to include periodic observation of simulated practical demonstrations the assessment samples to include periodic observation of real time professional demonstrations the number of learners registered and whether these attend a course or rolling programme. <p>The recognised centre should identify a percentage of learners to be sampled per assessor per course OR a percentage of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</p>

² Data checks must as a minimum consider timely and accurate coordination of the course/programmes and must refer to the delivery venue, fair recruitment, initial assessment, access arrangements, learner agreements, allocation of workforce, attendance, retention, achievements across the assessment and reassessments for each task aligned to the assessment strategy, internal moderation dates, results reporting and certification requests. Data must be captured and subject to internal control for every learner prior to requests for certification being made.

<p>External quality assurance</p>	<p>The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance strategy determines the nature, frequency and sampling sizes as shown:</p> <p>Scrutiny of the qualification workforce competence checks on 100% bookings. Scrutiny of the qualification delivery venue and facility safety via risk-based external monitoring activities. Scrutiny of the qualification coordination timings and accuracy via risk-based external monitoring activities. Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external monitoring activities. Scrutiny of the qualification assessment standards via risk-based external moderation interventions. Scrutiny of the qualification internal quality assurance via risk-based external moderation interventions.</p> <p>The external monitoring activities take place during the external moderation interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources.</p> <p>Our external quality assurance reports may be communicated per moderation intervention in a matrix via email or via the web based in the Transcend Awarding Management System [TAMS]. This is dependent on the number of learners to be certificated and the level of compliance of the recognised centre in the delivery of the qualification. We will collaborate with each centre to determine this. The rationale is to optimise certification efficiencies. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for quality and audit purposes. To ensure moderation outcomes are fully aligned to the course or cohort we will report the result of each intervention in the relevant Booking Forms in TAMS. This is to ensure records of moderated results are accurately, effectively, and efficiently captured and can be viewed by the recognised centre and the awarding organisation workforces.</p>
-----------------------------------	--

External moderation	<p>The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategies confirmed here are associated with the assessor's experience in delivering this qualification, the medium-risk profile assigned to the qualification and the recognised centre's qualification approval risk profile.</p> <p>The strategies have been designed to confirm the scrutiny methods [moderation of portfolios and real time live and simulated practical demonstrations] the frequency of these interventions and the sample size [number of learners and assessment tasks].</p>	
External moderation of portfolios	Strategy 01: First assessment per assessor [aligned to the product risk profile which is MEDIUM]	
	Courses	40% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	40% of 30 learners assessment to be sampled across 100% tasks within the LAP per learner for each new assessor
	Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings

External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the medium-risk profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification the real time assessments are:</p> <ul style="list-style-type: none"> • On-site practical demonstration of operational inspection of playground risk assessment • On-site practical demonstration of operational inspection of playground • Simulated practical demonstrations of operational inspection of activity facilities. • Professional discussion 	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, for this qualification, for each real time assessment.
	RTA Strategy 02	EQA Presence and moderation biannually per centre, for this qualification for each real time assessment method where there are more than 08 courses or 200 learners on rolling programmes.

Appendix: Qualification Specification Version Control

This document is subject to version control. We will request feedback from centres in advance of any change. We will then inform centres of the changes made in advance and will re-publish the specification via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication date	Publication details
Version 01	01 Jan 2020	Publication 01
Version 02	01 Sep 2021	Publication 02: The specification has been updated into the new format. The quality assurance conditions have been updated to include the Centre Assessment Standards Scrutiny [CASS] Strategy ,
Version 03	10 Nov 2023	Publication 03: The qualification and unit titles updated for industry terminology accuracy and consistency with the level 5 qualifications in the portfolio.