



**TRANSCEND**  
AWARDS

Transcend Level 4 Certificate  
in Outdoor Fitness and  
Bootcamp Trainers



The British Training Board®

## Welcome

Welcome to the **Transcend Level 4 Certificate in Outdoor Fitness and Bootcamp Trainers**. Transcend Awards Limited is an awarding organisation regulated by Ofqual and this qualification sits on the register of regulated qualifications. This specification confirms the qualification purpose statement and delivery conditions. It must be complied with in conjunction with the *Transcend Centre Recognition Conditions, Unit Specification and Assessment Materials*.

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Qualification Scope				
<p>The <b>Transcend Level 4 Certificate in Outdoor Fitness and Bootcamp Training</b> is an Ofqual regulated vocational qualification that sits in sector subject area 08.1: Sport, leisure, and recreation. The qualification sits within a progressive suite of qualifications for fitness professionals. The aim of is to develop the learner’s ability to fulfil the role of an Outdoor Fitness and Bootcamp Trainer.</p> <p>This qualification has been uniquely designed as a licence to practice for those who wish to offer outdoor fitness and boot camp training services. It is particularly relevant to military veterans, military professionals and personal trainers who wish to extend their scope of professional practice.</p>				
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 2 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 3 on the <a href="#">European Qualifications Framework (EQF)</a> .			
	Regulator reference	<a href="#">603/7340/4</a>	Qualification sector	8.1 Sport, leisure, and recreation.
	Qualification start date	12 Apr 2021	Qualification TQT	150
	Qualification review date	30 April 2024	Qualification GLH	50
	Qualification credit	15	Qualification DSH	100
Qualification awarding	This qualification is solely awarded by <a href="#">Transcend Awards Limited</a> as the recognised awarding organisation regulated by Ofqual in England.			
Qualification standards	This qualification is aligned to the British Training Board [BTB] standards for outdoor exercise movements as the industry leading education provider for outdoor fitness trainers. BTB specialises in tailoring the programmes for military professionals and veterans.			
Qualification partners	This qualification is developed in collaboration with industry specialists the <a href="#">British Training Board [BTB]</a> as the technical partner. The BTB is an independent awarding organisation for military professionals and veterans across the UK. This qualification is subject to consultation with industry employers, education providers and equality experts. 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 designed to be delivered through national training providers, colleges, universities, and industry employers including military bodies. It is widely accessible to any provider that can meet the centre recognition and qualification approval conditions. It is only delivered by providers that are recognised as centres and approved to offer the qualification by the awarding organisation. Recognised centres are required to deliver the qualification in accordance with the centre recognition and qualification delivery conditions.	
	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 participants + progression	This qualification is for learners who aspire to gain and retain employment as an outdoor fitness and boot camp trainer offering services to individuals or small group of participants. It is predominately used to support career progression of military professionals and veterans. It is also particularly relevant to fitness professionals who aspire to extend their scope of practice.	
	Employability progression routes	This qualification can lead to voluntary or paid employment as an outdoor fitness and bootcamp trainer.
	Education progression routes	This qualification can lead to progression onto higher level qualifications for extreme fitness trainers.
Qualification endorsements	This qualification endorsed by The Chartered Institute for the Management of Sport and Physical Activity [CIMSPA] as valid CPD. Learners are eligible to receive 10 CPD points upon successful completion. The qualification is supported by the British Training Board as industry influencers in this field.	

Qualification Summary	
Qualification purpose	<p>The qualification purpose is to confirm occupational competence.</p> <p>The qualification sub-purpose is to confirm competence in an occupational role to the standards required.</p>
Qualification rationale	<p>The rationale for the development, delivery and awarding of this qualification is to support the professionalisation and subsequent transformation of the outdoor fitness and bootcamp training workforce. It can be used to facilitate a progression pathway for military professionals, military veterans, and fitness professionals.</p>
Qualification aim	<p>The aim of the qualification is to develop the learner's ability to fulfil the role of an outdoor fitness and boot camp trainer.</p>
Qualification objective	<p>The objective is to provide a benefit to learners by enabling them to gain and retain employment as an outdoor fitness and boot camp trainer. Learners will develop the knowledge, skills, and behaviours to enable them to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate and safe outdoor exercise technique.</li> <li>• engage and educate participants in the development of an initial profile.</li> <li>• conduct safety checks through reconnaissance, risk assessment accident prevention techniques.</li> <li>• support sustainable psychological development through safe and effective outdoor fitness sessions and bootcamp programmes.</li> <li>• support sustainable physiological development through safe and effective outdoor fitness sessions and bootcamp programmes.</li> <li>• analyse the impact of safe, inclusive, and progressive outdoor fitness sessions and bootcamp programmes.</li> </ul>
Qualification uniqueness	<p>This is the only regulated qualification for outdoor fitness and bootcamp trainers which is commensurate to the level of risk management required in the delivery of outdoor fitness sessions and bootcamp programmes.</p> <p>The <a href="#">Register of Regulated Qualifications</a> provides information on other awarding organisation providers who offer similar provision in personal and professional development.</p>

## Qualification Structure

This qualification is comprised of four mandatory units. Learners are required to have successfully achieved all mandatory units in order to be awarded the qualification certificate.

Units	AO Ref	Ofqual ref	Level	GLH	DSH	TUT	Credit	
Unit 01	Duties of an outdoor fitness and bootcamp trainer	QU001238	R/618/6916	4	10	20	30	3
Unit 02	Driving sustainable psychological development through outdoor fitness and bootcamp training techniques	QU001240	Y/618/6917	4	10	20	30	3
Unit 03	Driving sustainable physiological development through outdoor fitness and bootcamp training techniques	QU001242	D/618/6918	4	10	20	30	3
Unit 04	Deployment expectations of an outdoor fitness and bootcamp trainer	QU001244	H/618/6919	4	20	40	60	6
Summary					50	100	150	15

## Part 2: Qualification Delivery Specification

Qualification Delivery Conditions	
<p>This qualification must be delivered in accordance with the <a href="#">Transcend Recognised Centre Conditions</a>. The rules outlined below are supplementary conditions specific to this qualification. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.</p>	
Qualification Resource Conditions	
<p>The recognised centre is required to supplement RC5.1 of the <b>Transcend Recognised Conditions</b> with the following rules</p>	
<p>Qualification workforce</p>	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications and experience as outlined in the recognition conditions.</p> <p>Occupational and technical competence must be evidenced through three years' experience in delivering outdoor fitness and bootcamp programmes.</p> <p>The recognised centre is required to ensure the tutor to learner ratio per cohort is a minimum of 1:4 and maximum of 1:12 per cohort. 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.	
	Facilities	Equipment
	<p>Access to suitable outdoor and indoor facilities including but not limited to the following:</p> <ul style="list-style-type: none"> <li>Cold water crossing</li> <li>Wall crossing</li> <li>Rope climbing</li> <li>Cargo net</li> <li>Muddy surfaces</li> <li>Sandy surfaces</li> <li>Balancing Equipment</li> <li>Jumping and landing areas</li> <li>Groundwork</li> <li>Climbing and scaling areas</li> </ul>	<p>Access to suitable outdoor and Indoor equipment to encourage confidence building and teamwork including but not limited to the following:</p> <ul style="list-style-type: none"> <li>Power bags</li> <li>Barrels</li> <li>planks</li> <li>Hoops</li> <li>Kettle bells</li> <li>Pads</li> <li>Power ropes</li> <li>Agility ladder</li> <li>Resistance bands</li> <li>Tyre lift</li> <li>Slam Balls</li> </ul>

Qualification Coordination Conditions											
The recognised centre is required to supplement RC5.2 of the <b>Transcend Recognised Centre Conditions</b> with the following rules.											
Learner pre-requisites	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> <li>• be accurately identified.</li> <li>• be at least 18 years of age.</li> <li>• be able to communicate effectively in English [reading, spoken, listening and writing].</li> <li>• hold a regulated Level 3 qualification in Personal Training or evidence of three years' service in the UK armed forces.</li> </ul>										
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics defined by the Equality Act 2010. These are justified for physical and emotional safety purposes and include:</p> <table border="1"> <tbody> <tr> <td style="background-color: #cccccc;"><b>Age</b></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 style="background-color: #cccccc;"><b>Race</b></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 style="background-color: #cccccc;"><b>Religion</b></td> <td>Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will be applied where it is safe to do so.</td> </tr> <tr> <td style="background-color: #cccccc;"><b>Disability</b></td> <td>Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult or dangerous to their wellbeing. Each case 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> <tr> <td style="background-color: #cccccc;"><b>Pregnancy &amp; maternity</b></td> <td>Individuals who are pregnant or in their maternity period may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</td> </tr> </tbody> </table> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners and ensure safety of participants. These should be requested in line with <i>Transcend Reasonable Adjustments Policy</i>.</p>	<b>Age</b>	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.	<b>Race</b>	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.	<b>Religion</b>	Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will be applied where it is safe to do so.	<b>Disability</b>	Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult or dangerous to their wellbeing. Each case 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.	<b>Pregnancy &amp; maternity</b>	Individuals who are pregnant or in their maternity period may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.
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<p>Learner agreements</p>	<p>The recognised centre is required to ensure that every learner signs an agreement to attend all aspects of the training and assessment programme in line with the centre’s delivery model for this qualification.</p>
<p>Learner attendance and achievement records</p>	<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 practical workshops and assessments. It also refers to recording the receipt of learner’s portfolios, marking of assessments, recording of results, confirming, reassessments, remarks, and all 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, blended training and assessment programme. Inclusive teaching and learning materials should also 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 the programmes must be agreed in writing by the awarding organisation. This must be recorded for each cohort of learners and all details must be communicated to each learner prior to delivering the qualification to learners in line with the agreed model and programme.

	Remote learning	Residential learning and assessment				
		Day 1	Day 2	Day 3	Day 4	Day 5
Induction	<b>Role, responsibilities, and scope of practice</b> Developing psychological characteristics Developing physiological characteristics	<b>THEME</b>  Bootcamp programming and reconnaissance	<b>THEME</b>  Individual outdoor sessions	<b>THEME</b>  Group outdoor sessions	<b>THEME</b>  Bootcamp Transitions	<b>THEME</b>  Performance reviews
	100 DSH	50 GLH				

The recognised centre is required to ensure that learners complete all training and assessment opportunities within a three-year registration period.

## Qualification. Assessment Conditions

The recognised centre is required to supplement RC5.5 of the **Transcend Recognised Centre Conditions** with the following rules. The assessment framework for this qualification is externally set by Transcend as 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 observations with questioning.

### Strategy 01

#### **Outdoor fitness exercise technique**

The learner must complete a hard skills test to demonstrate safe and accurate exercise technique across the breadth of the technical syllabus.

### Strategy 02

#### **Outdoor fitness session**

The learner must conduct an engagement and education activity on an individual participant. They must use this to create an initial profile and agree SMART goals. They must then plan a bootcamp session that is designed to influence psychological and physiological development of the individual participant based upon their unique profile and goals. The session must be 40 minutes and must include.

- warm-up and preparation activities
- relevant exercises appropriate to the participants age, stage of development, motives, and goals
- cool down and closing activities.

Reconnaissance, risk assessment and safety checks must be completed prior to the delivery of the session. The session must then be delivered in line with the plan. The learner must make adaptations in the moment for safety and effectiveness. The learner must then analyse the impact of the session on the participant's psychological and physiological development. This must include a review of their own performance in the delivery of the session.

Assessment strategy continued	<b>Strategy 03</b>	<p><b>Bootcamp programme</b></p> <p>The learner must conduct an engagement and education activity on a small group of participants [minimum is 3]. They must use this to create a group profile and agree group and individual SMART goals. They must then plan a bootcamp programme that is designed to support psychological and physiological development of each participant within the group based upon their profiles and agreed SMART goals.</p>
	<b>Strategy 04</b>	<p><b>Bootcamp transition session</b></p> <p>The learner must deliver a transition session from their bootcamp programme for a small group of participants [minimum is 3]. The session must be 1 hour and must include.</p> <ul style="list-style-type: none"> <li>• warm up and preparation activities</li> <li>• outdoor fitness exercises</li> <li>• transition from one site to another</li> <li>• outdoor fitness exercises</li> <li>• cool down and closing activities.</li> </ul> <p>Reconnaissance, risk assessment and safety checks must be completed prior to the delivery of the transition session. The session must then be delivered in line with the plan. The learner must make adaptations in the moment for safety and effectiveness. The learner must then analyse the impact of the session on each participant's psychological and physiological development. This must include a review of their own performance.</p>
	<b>Strategy 05</b>	<p><b>Bootcamp trainer personal development plan</b></p> <p>The learner must review their performance as an outdoor fitness and boot camp trainer. This must cover the breadth of the knowledge criteria within the unit specifications. They must then create a personal development plan.</p>

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio [LAP] provided by the awarding organisation. These are designed specifically to cover all assessment criteria and ensure standardisation of assessment. In the rare event that a centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping of all aspects of the unit specification. This will be checked for accuracy and comparability to ensure the level of demand in each task is comparable before approval.
Assessment environment	<p>The recognised centre is required to ensure that practical observations of sessions are carried out in a live outdoor fitness environment. Learners on the course can fulfil the participants roles. They are deemed to be real participants where the assessor allocates them to learner being assessed to prevent conflicts of interest. The environments must be free from distractions and the learners must have appropriate time to fully risk assess the locations and equipment in advance.</p> <p>The hard skills must be demonstrated in a safe live environment using equipment relevant to the skill. The written portfolio tasks may be completed in the learner’s own environment or on course without support from others.</p>
Assessment authentication	The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors should authenticate portfolio evidence during practical observations and questioning.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance, fair principles and VARCS rules of evidence. VARCS requires the assessment to be, valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules’ learners should follow their recognised centre’s appeals process.
Assessment attainment	<p>The recognised centre is required to ensure that the assessment for this qualification is graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specification. Assessment guidance is also available to support standardisation. These are made available to assessors to support valid and accurate assessment across learners, assessors, recognised centres and over time. Learners must produce evidence against each task. This must be marked in line with the attainment indicators to enable learners to successfully achieve the qualification.</p> <p>The recognised centre’s that use their own assessment tasks must create an assessment guidance which aligns to the attainment indicators in the unit specifications. This must be approved by the awarding organisation prior to implementation.</p>

<p>Assessment re-takes</p>	<p>The recognised centre is required to ensure learners are granted three assessment opportunities for each component of the assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the 3-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded the qualification.</p>
<p>Assessment re-marks</p>	<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 <a href="mailto:services@transcendaward.com">services@transcendaward.com</a>.</p> <p>Where the appeal is associated with the outcomes of the practical demonstrations with questioning, 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 centre's appeals process should they bring the matter to Transcend, 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 noting that this qualification has been assigned a **medium-risk** profile based upon the following risk indicators. The areas in green have been selected for this qualification based upon the information contained in this specification. An average of the assigned risk levels was determined to establish the overall risk profile the qualification.

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
Qualification Risk Profile	MEDIUM RISK		

<p>Internal quality assurance</p>	<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"> <li>Internal scrutiny of qualification sites [safety checks]</li> <li>Internal scrutiny of qualification workforce [CPD checks]</li> <li>Internal scrutiny of qualification coordination [data<sup>1</sup> checks]</li> <li>Internal scrutiny of qualification delivery [teaching observations]</li> <li>Internal scrutiny of qualification assessment [risk-based moderation]</li> <li>Internal scrutiny of qualification assessment [standardisation activities]</li> </ul>
<p>Internal moderation</p>	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of <b>Centre Assessment Standards Scrutiny</b> 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 on 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"> <li>• the risk profile for these qualifications which is <b>MEDIUM</b></li> <li>• the experience of the assessors in their role as an assessor</li> <li>• the experience of the assessors in the delivery of these qualifications</li> <li>• the assessment samples to include portfolios across every learner cohort</li> <li>• the assessment samples to include observations of practical assessment periodically</li> <li>• the number of learners registered and whether these attend a course or rolling programme.</li> </ul> <p>The recognised centre should identify a % of learners to be sampled per assessor per course OR a % 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>

<sup>1</sup> Data checks must as a minimum consider timely and accurate coordination of the courses/programmes and must refer to the intel associated with delivery venues, 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, results reporting and certification requests. This data must be captured and supported by dates and evidence. Learner results must be subject to internal control 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 approach determines the nature, frequency and sampling sizes as shown:</p> <ul style="list-style-type: none"> <li>Scrutiny of the qualification workforce competence checks on 100% bookings</li> <li>Scrutiny of the qualification delivery venue and facility safety via risk-based external <b>monitoring</b> activities.</li> <li>Scrutiny of the qualification coordination timings and accuracy via risk-based external <b>monitoring</b> activities.</li> <li>Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external <b>monitoring</b> activities.</li> <li>Scrutiny of the qualification assessment standards via risk-based external <b>moderation</b> interventions.</li> <li>Scrutiny of the qualification internal quality assurance via risk-based external <b>moderation</b> interventions.</li> </ul> <p>The external <b>monitoring</b> activities take place during external <b>moderation</b> 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 <b>external quality assurance reports</b> may be communicated per moderation intervention in a matrix via email or via the web based in the Transcend Awarding Management System via 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 qualifications. We will collaborate with each centre to determine this. The rationale is to ensure efficiency in our reporting and certifications. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for audit purposes. We report the result of each external moderation intervention in the <b>Results Validation</b> section of the relevant <b>Booking Form</b> in TAMS. This is to ensure that an audit of results is accurately, effectively, and efficiently captured and can be viewed by the recognised centre and the awarding organisation workforce.</p>
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External moderation	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 <b>Centre Assessment Standards Scrutiny</b> 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 strategy shown here is associated with the assessor's experience in delivering these qualifications, the <b>medium-risk</b> profile assigned to this qualification and the recognised centres qualification approval risk profile for the qualification. The strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].	
	<b>Strategy 01: First assessments per assessor [aligned to the product risk profile which is MEDIUM]</b>	
	Courses	40% of 30 learners assessment to be moderated across 100% tasks within the LAP <b>per learner</b> for each new assessor
	Programmes	404% of 30 learners assessment to be sampled across 100% tasks within the LAP <b>per learner</b> for each new assessor
	<b>Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	<b>Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings <sup>2</sup>
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings

<sup>2</sup> The term **across booking** is associated with a period which will be confirmed per centre dependent on the number of requests for certification within that time period. All learners within this time period per assessor will be considered to be a cohort.

External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the <b>medium-risk</b> profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. For this qualification this refers to the:</p> <ul style="list-style-type: none"> <li>• Practical demonstrations with questioning</li> </ul>	
	<b>Real time assessment strategy</b>	
	<b>RTA Strategy 01</b>	<b>EQA Presence and moderation annually</b> as a minimum to all centres, per qualification per real time assessment.
	<b>RTA Strategy 02</b>	<b>EQA Presence and moderation biannually</b> per centre, per qualification per real time assessment 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	12.04.2021	Publication 01
Version 02	01.09.2021	Publication 02: The quality assurance section has been updated to include centre assessment standards scrutiny [CASS] strategies.