



**TRANSCEND**  
AWARDS

# Transcend Level 1 Award in Immune System Boosting

Qualification Specification

Version 02: 01 September 2021

## Welcome!

Welcome to the **Transcend Level 1 Award in Immune System Boosting**. Transcend is an Ofqual recognised awarding organisation and this is a qualification that sits on the Ofqual register of regulated qualifications. This specification confirms the qualification purpose statement and delivery conditions. It must be read and complied with conjunction with the *Transcend Centre Recognition Conditions*, the *Unit Specification* and *Assessment Materials*.

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## Part 01: Qualification Purpose

Qualification Scope			
<p>The <b>Transcend Level 1 Award in Immune System Boosting</b> is an Ofqual regulated personal skills qualification that sits in sector subject area 01.3 Health and social care.</p> <p>This transformational qualification is designed to empower children in their last year of primary school and those in secondary schools to take responsibility for their own wellbeing which will in turn impact positively on society over time. This qualification is also relevant to adults who have a need to learn and adopt healthy behaviours. Those in stressful roles and those out of work will find that self-care and holistic wellness improve decision making and increase opportunities.</p> <p>Teachers, parents and carers of children and vulnerable adults might complete this qualification to develop self-care skills AND role model behaviours as a wellness champion.</p> <p>Learners will engage in a tailored wellness programme of empowering activities that will boost their immune system and enhance their wellbeing.</p>			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 1 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 2 on the <a href="#">European Qualifications Framework (EQF)</a> .		
	Regulator reference	<a href="#">603/5687/X</a>	Qualification sector
	Qualification start date	01 Apr 2020	Qualification TQT
	Qualification review date	30 Apr 2026	Qualification GLH
	Qualification credit	14	Qualification DSH
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 World Health Organisation definition for holistic health.		



Qualification partners	<p>This qualification is developed in collaboration with industry specialists <a href="#">GYMWOLFPT</a> and <a href="#">INSPIRATUS Training</a> and as the technical partners.</p> <p>This qualification has been 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 the qualification remains fit for purpose.</p>	
Qualification providers	<p>This qualification is designed to be delivered through private training providers, schools, colleges, universities, and industry employers including detention centres and prisons.</p> <p>It is accessible to any organisation which meets the centre recognition and supplementary qualification conditions and are recognised as centres that are approved to deliver this qualification by the awarding organisation.</p> <p>Recognised centres are required to deliver the qualification in accordance with the centre recognition and supplementary qualification delivery conditions.</p>	
	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 relevant to school children, young adults and adults. Learners must be aged 11+, their identity must be authenticated and they must be able to communicate in English.	
	Education progression routes	<p>This qualification may enable school children to evidence progress towards aspects of the national curriculum in physical education and in their personal, social, health and economic education (PSHE). It is also for young adults and adults who aspire to evidence a commitment to personal development when making applications for further education in any subject and specifically in health and wellbeing. It is integral to a progressive suite of qualifications:</p> <p>Transcend Level 1 Certificate in Immune System Boosting  Transcend Level 2 Certificate in Wellness Optimisation for Holistic Health  Transcend Level 2 Certificate in Wellness Optimisation for Rugby League  Transcend Level 2 Certificate in Wellness Optimisation for Football  Transcend Level 2 Certificate in Coaching Wellness Activities [in a specific pathway]  Transcend Level 3 Certificate in Coaching Wellness Programmes [in a specific pathway]</p>
	Employability progression routes	This qualification may support school leavers and adults in applications for work in any sector. It evidences their commitment to personal development and the intent to maintain wellness levels to enable them to fulfil their roles effectively. It may also be used as the first qualification in a career pathway as a wellness coach.
Qualification endorsements	This qualification is endorsed by the Chartered Institute for the Management of Sport and Physical Activity [CIMSPA] as valid CPD. Learners receive 1 CPD point towards their annual CPD evidence as a CIMSPA Member upon successful achievement of this qualification.	

Qualification Summary	
Qualification purpose	<p>The qualification purpose is to recognise personal growth and engagement in learning.</p> <p>The qualification sub-purpose is to recognise development of skills to operate independently and effectively in life, learning and work.</p>
Qualification rationale	<p>The rationale is to influence the individuals to take responsibility for their own wellbeing which will in turn support the health of the nation. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." There are a number of evidencable issues in England in each of these dimensions.</p> <p><b>Physical Wellness</b></p> <p><i>Tackling obesity is one of the greatest long-term health challenges currently faced in England. Around two-thirds (63%) of adults are above a healthy weight, and of these half are living with obesity. In England 1 in 3 children leaving primary school are overweight or living with obesity with 1 in 5 living with obesity. Obesity prevalence is highest amongst the most deprived groups in society. Children resident in the most deprived parts of the country are more than twice as likely to be living with obesity than those in the least deprived areas. Obesity is associated with reduced life expectancy and a range of health conditions including type 2 diabetes, cardiovascular disease, liver and respiratory disease and cancer. Obesity can also have an impact on mental health.</i></p> <p style="text-align: right;">Active Lives Adult Survey (ALAS) 2015 to 2021 National Child Measurement Programme (NCMP) for academic year 2020 to 2021</p> <p><b>Psychological wellness</b></p> <p><i>Mental illness is the second-largest source of burden of disease in England. Mental illnesses are more common, long-lasting and impactful than other health conditions. The total cost of mental ill health in England is estimated at £105 billion per year. Half of mental ill health starts by age 15 and 75% develops by age 18 (4,5) 12.8% of young people aged 5-19 meet clinical criteria for a mental health disorder. In an average classroom, ten children will have witnessed their parents separate, eight will have experienced severe physical violence, sexual abuse or neglect, one will have experienced the death of a parent and seven will have been bullied.</i></p> <p style="text-align: right;">MHFA England</p> <p><b>Sociological wellness</b></p> <p><i>Research suggests that those most at risk of loneliness now are similar to before the outbreak of COVID-19. Findings includes young adults aged 16-24; those with a disability or long-term illness; those with long-term health conditions; and those from lower income households. However, some other groups are more at risk than before, including students who were highlighted as being one of the groups more at risk of loneliness. A connection between loneliness and those experiencing high levels of anxiety has been identified.</i></p> <p style="text-align: right;">Office for National Statistics</p> <p>The rationale is therefore based upon the evidence and the intent is to empower individuals to enhance their wellness levels which will in turn impact positive on society at large,</p>

Qualification Aim	The aim of this qualification is to enable learners to plan, participate in and review the effectiveness of activities selected to boost their immune system and wellbeing. The intent is to empower learners to take responsibility for their own wellbeing.
Qualification objective	<p>The objective of this qualification is to provide a benefit to learners by enabling them to develop the skills required to boost their immune system and enhance their overall wellbeing. Learners will develop an awareness of the immune system and wellness dimensions which align to the WHO's model for holistic health.</p> <ul style="list-style-type: none"> <li>• Physical wellness</li> <li>• Mental wellness</li> <li>• Social wellness</li> <li>• Emotional wellness</li> <li>• Environmental wellness.</li> </ul> <p>Learners will develop the skills required to assess their own wellness levels. They will also develop skills required to plan and participate in their own wellness programme. To do this they will identify practical activities which are selected to meet their own unique needs, likes, motives and goals. Learners will also develop skills to monitor their progress and review the impact at the end by re-assessing their own wellness levels and comparing their scores.</p> <p>To achieve the qualification learners must achieve a pass against all assessment criteria outlined in the units. This includes being able to accurately evidence enhanced wellness levels and identify why their levels improved. OR where learners wellness levels have not improved they MUST identify an accurate reason for this based on their unique circumstances and identify how they will overcome this to enhance their wellness levels in the future.</p>
Qualification uniqueness	This is the only qualification which is uniquely designed to boost the learners immune system through digital learning and self-directed, practical wellness programme. It is supported by #BOOST programmes which are tailored to meet the needs of each individual learner. The <a href="#">Register of Regulated Qualifications</a> should be accessed to source information on other awarding organisation providers who offer similar provision.



## Qualification Structure

This qualification is comprised of one mandatory unit. To achieve the qualification and be awarded the certificate learners must successfully the mandatory unit.

Unit Title		Ofqual Ref	Level	GLH	DSH	TUT	Credit
U01	Immune system boosting activities	T/618/0588	1	14	120	134	14
Total Qualification Time and Total Credits						134	14

## Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the <b>Transcend Recognised Centre Conditions</b> . The rules outlined below are supplementary conditions specific to this qualification. To become approved for this qualification the recognised centres must evidence the full compliance with ALL conditions.	
Qualification Resource Conditions	
The recognised centre is required to supplement RC5.1 of the <b>Transcend Recognised Conditions</b> with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that they evidence workforce competence though tutor<sup>1</sup>, assessor and IQA qualifications as outlined in the recognition conditions. Competence must be evidenced through qualification certificates, current resumes, and employer testimonials. Occupational competence must be evidenced through:</p> <ul style="list-style-type: none"> <li>• a clear disclosure barring service certificate</li> <li>• a current [within two years] safeguarding certificate</li> <li>• experience in working with children [2 years] when delivering to children</li> <li>• experience in coaching or instructing wellbeing or physical activities [2 years]</li> </ul> <p>The recognised centre is required to ensure the tutor/mentor to learner ratio of 1:48. Learners may be engaged in large amounts of directed study and one to one or group support is required. 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 resources	The recognised centre must have facilities, and equipment to cater for the breadth of the training and assessment programme.

<sup>1</sup> A Tutor/Mentor is eligible to deliver this qualification without a formal tutor qualification where they have a regulated level 2 certificate in coaching in sport or wellbeing qualification. This supersedes the requirements outlined in the recognition conditions due to the nature of the qualification. Assessors and IQAs must comply with the standard rules.

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 11 years of age</li> <li>• be interested in health and wellbeing</li> <li>• be able to communicate effectively in English [reading, speaking, listening, and writing]</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. These are justified for physical and emotional safety purposes. These include but are not limited to:</p> <table border="1"> <tr> <td><b>Age</b></td><td>Individuals under the age of 11 are not permitted to attend this qualification for emotional and physical safety purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td><b>Disability</b></td><td>Individuals with psychological, physiological, or sociological difficulties or disabilities may find some of the competencies difficult or dangerous to their own or others wellbeing. 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> </table> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners. Reasonable adjustments should be requested in line with <a href="#">Transcend Reasonable Adjustments Policy</a>.</p>	<b>Age</b>	Individuals under the age of 11 are not permitted to attend this qualification for emotional and physical safety purposes. As a result, no adjustments to this barrier can be applied.	<b>Disability</b>	Individuals with psychological, physiological, or sociological difficulties or disabilities may find some of the competencies difficult or dangerous to their own or others wellbeing. 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.
<b>Age</b>	Individuals under the age of 11 are not permitted to attend this qualification for emotional and physical safety purposes. As a result, no adjustments to this barrier can be applied.				
<b>Disability</b>	Individuals with psychological, physiological, or sociological difficulties or disabilities may find some of the competencies difficult or dangerous to their own or others wellbeing. 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.				

Learner agreements	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.
Learner attendance and achievement records	<p>The recognised centre is required to record all learning and assessment activities. This includes the booking reference, dates, venues, and workforce members assigned to each learner. Activities refer to enrolment applications, initial assessment, learner agreements, attendance on the learning programme, assessment activities and authentication discussions.</p> <p>It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results via systems and in the LAR reassessments, remarks, and all quality assurance interventions. 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. They are also eligible to develop their own model to retain their own USPs as an education provider. All delivery models must be supported by documented training and assessment programmes. Inclusive teaching and learning materials should be developed. Delivery models, training and assessment 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 model, materials, and the programme 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 commencing the programme.

Preparation	Programming				Plenary
	Week 1	Week 2	Week 3	Week 4	
Induction BOOST Digital Learning Experience Wellness profiling Wellness Planning	Participate in wellness activities and track progress				Wellness programme review BOOST Impact Authentication discussion
4 GLH 20 DSH	2 GLH 25 DSH	2 GLH 25 DSH	2 GLH 25 DSH	2 GLH 25 DSH	2 GLH 3 DSH
Total GLH: 14 Total DS: 120 TQT: 134					

The recognised centre is required to ensure that learners complete all training and assessment opportunities within a 2-year registration period.

Qualification Assessment Conditions		
The recognised centre is required to supplement RC5.4 of the <b>Transcend Recognised Centre Conditions</b> 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.	
	Strategy 01: Programme Preparation	Learners must complete a self-assessment activity to identify their general wellness levels. Once they have completed this they will be aware of the areas they need to focus on to <b>BOOST</b> their immune system.
	Strategy 02: Programme planning and participation	<p>Learners must set goals and wellness activities for a 4-week <b>BOOST</b> programme. This must improve on the strengths and develop areas of weakness.</p> <p>The learner must complete their wellness activities and track their progress. They should also track their emotions and moods. At the end of the 4 weeks the learner must report their overall progress using evidence from their tracking. They must identify areas of strength and area for continued development.</p>
	Strategy 03: Programme review and impact	<p>Learners will review the impact of their programme by answering the same questions that you completed at the beginning. This will enable them to evidence any progress and impact on wellness levels.</p> <p>Learners then need to identify how this might have helped to <b>BOOST</b> their immune system and what they will do to stay well in the future.</p>

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the <b>Learner Assessment Portfolio</b> provided by the awarding organisation. This is designed specifically to cover all assessment criteria and ensure standardisation of assessment. In the rare case that a recognised centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping to the qualification and unit specification. Assessment guidance must also be created to ensure standardisation of the levels of attainment for each task. These will be checked to ensure the level of demand in each task are comparable and the guidance will ensure standardisation before approval.
Assessment environment	The recognised centre is required to ensure the portfolio of evidence tasks are completed in a safe, secure environment. Learners can complete these in their own environment remotely. Where the authentication discussion is completed via a web solution the recognised centre must have mechanisms in place to authenticate each learner and to ensure there is no misrepresentation.
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. Learners portfolios should be authenticated through an authentication discussion.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with fair assessment and the VARCS rules of evidence. This means that the assessment must be fair, valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decisions considering these rules' they should follow their recognised centre's appeals process.
Assessment attainment	The assessment for this qualification is graded on a <b>PASS/FAIL</b> 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 and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task. This must be marked in line with the attainment indicators.
Assessment re-takes	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 two-year period of registration. Any learners that have not achieve the qualification must be reported to the awarding organisation as a fail, and 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 from the <a href="#">Transcend Engagement Team</a>.</p> <p>Where the appeal is associated with the outcomes of a professional 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 centre's appeals process should they bring the matter to the awarding organisation, where the appeal will be managed in accordance with the <a href="#">Transcend Appeals Policy</a>.</p>
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Qualification Quality Assurance Conditions			
<p>The recognised centre is required to supplement RC5.5 of the <b>Transcend Recognised Centre Conditions</b> with the following rules noting that this qualification has been assigned a <b>LOW-risk</b> 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 assigned risk levels has been applied to establish the overall qualification risk profile.</p>			
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	LOW 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"> <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>2</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>
Internal moderation	<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 this qualification [<b>LOW</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>2</sup> 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. This 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 approach 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 <b>monitoring</b> activities.  Scrutiny of the qualification coordination timings and accuracy via risk-based external <b>monitoring</b> activities.  Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external <b>monitoring</b> activities.  Scrutiny of the qualification assessment standards via risk-based external <b>moderation</b> interventions.  Scrutiny of the qualification internal quality assurance via risk-based external <b>moderation</b> interventions.</p> <p>The external <b>monitoring</b> activities take place during external <b>moderation</b> interventions. This enables an evaluation of compliance across the breadth of the centre recognition and supplementary qualification delivery conditions to be conducted at the same time as scrutinizing the assessment standards. This maximises the use of resources and reduces the monitoring burden for recognised centres.</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. In all cases the results of each external moderation intervention is recorded 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 accessed 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 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 recognised 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>low-risk</b> profile assigned to this qualification and the recognised centre's qualification approval risk profile for the qualification. This 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 LOW]</b>	
	Courses	30% of 30 learners assessment to be moderated across 100% tasks within the LAP <b>per learner</b> for each new assessor
	Programmes	30% 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>3</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
External moderation of real time assessments	There are no external moderation strategies for real time assessments. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification there are no real time assessments required and therefore no external moderation strategies required for this type of assessment.	

<sup>3</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.

## Appendix 01: 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
<b>Version 01</b>	04 Jan 2020	<b>Publication 01</b>
<b>Version 02</b>	01 Sep 2021	<b>Publication 02:</b> The Qualification Quality Assurance Conditions section has been updated to include centre assessment standards scrutiny strategies for this qualification. The GLH have also been updated to 14 for validity purposes.