



Transcend Level 1 Award in  
the Legal Duty to Inspect  
Playgrounds and  
Activity Facilities

[Qualification Specification](#)

Version 01: 11 September 2023



## Welcome!

Welcome to the **Transcend Level 1 Award in the Legal Duty to Inspect Playgrounds and Activity Facilities**. Transcend is an Ofqual regulated awarding organisation. This vocationally related qualification sits on the Ofqual Register of Regulated Qualifications. This specification introduces the qualification purpose and delivery conditions. It must be read and complied with in conjunction with the *Transcend Centre Recognition Conditions, Qualification Unit Specification* and *Assessment Materials*.

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## Part 01: Qualification Purpose

Qualification Scope			
<p>The <b>Transcend Level 1 Award in the Legal Duty to Inspect Playgrounds and Activity Facilities</b> is an Ofqual regulated vocational qualification. The purpose is to develop the learner's understanding of playground inspection legislation and safety standards. They will be aware of legal implications for playgrounds managers and owners.</p> <p>This qualification is for learners aged 18+ and is relevant to those in a health and safety roles in Councils, Educational Institutions, Leisure and Recreation Providers. Successful learners will have the skills needed to create a playground inspection schedule that complies with standards associated with inspection types and frequencies. Learners will also understand the range of inspector roles, responsibilities and scopes of professional practice.</p>			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as a 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	<b>610/3204/9</b>	Qualification sector
	Qualification start date	11 Sept 2023	Qualification TQT
	Qualification review date	30 Sept 2026	Qualification GLH
	Qualification credit	1	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 Health and Safety Legislation and <a href="#">The British and European Standard for Playground Equipment and Surfacing is BS EN 1176</a> .		
Qualification partner	This qualification is developed in collaboration with industry specialist <a href="#">RYNAT</a> 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 for learners aged 18+ and is particularly relevant to Health and Safety Officers in County Councils, Parish Councils, Educational Institutions and Leisure Providers.	
	Employability progression routes	This qualification may enable those in a health and safety remit to increase their understanding of playground inspection duties and ability to manage the inspection schedules. This may enhance scope of practice and optimise career progression.
	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"> <li>Transcend Level 1 Award in the Legal Duty to Inspect Playgrounds and Activity Facilities</li> <li>Transcend Level 2 Award in the Routine Visual Inspection of Playgrounds and Activity Facilities</li> <li>Transcend Level 3 Award in the Operational Inspection of Playgrounds and Activity Facilities</li> <li>Transcend Level 5 Certificate Maintaining Safety Standards in the DIIM<sup>1</sup> of Playgrounds</li> <li>Transcend Level 5 Certificate Maintaining Safety Standards in the DIIM of Activity Facilities</li> <li>Transcend Level 5 Diploma in Maintaining Safety Standards in the DIIM of Playgrounds and Activity Facilities</li> </ul>
Qualification endorsements	This qualification is supported by <a href="#">RYNAT</a> and <a href="#">Ten-Group</a> as industry leading employers and education providers in this domain.	

<sup>1</sup> Design, Installation, Inspection and Maintenance

Qualification Summary	
Qualification purpose	<p>The qualification purpose is to update and continue professional development (CPD)</p> <p>The qualification sub purpose is to develop knowledge and skills relevant to a particular specialisation within an occupation</p>
Qualification rationale	<p>The rationale for the development, delivery and awarding of this qualification is to increase awareness of legal duties associated with inspection of playgrounds and activity facilities. The intent is to enhance compliance with legislation, enable duty of care and enforce public safety.</p>
Qualification aim	<p>The aim of this qualification is to develop learners' awareness of playground and activity facility inspection duties. Learners will also develop the skills required to schedule inspections in line with legislation and safety standards.</p>
Qualification objective	<p>The objective of this qualification is to provide a benefit to learners by enabling them to enhance their professional knowledge and skills. In attending the qualification learners will:</p> <ul style="list-style-type: none"> <li>• develop knowledge of the legislation associated with general playground and specific activity facilities compliance.</li> <li>• develop knowledge of the legal duties of organisations to conduct routine visual, operational and annual inspections.</li> <li>• develop knowledge of the inspector role, responsibility, and scopes of practice.</li> <li>• develop skills requires to create a compliant inspection schedule.</li> </ul> <p>Successful learners will be able to use the qualification to evidence their scope or practice for employment applications or to enhance duties and career progression opportunities in their current occupational role.</p>
Qualification uniqueness	<p>This is the only regulated qualification designed to influence public safety by developing learners understanding of the legal duties associated with the inspection of outdoor playgrounds and activity facilities. The <a href="#">Register of Regulated Qualifications</a> provides information on other awarding organisation providers who offer similar provision.</p>

## Qualification Structure

This qualification is comprised of one mandatory unit. To achieve this qualification learners must successfully achieve the unit. The title of the qualification on the certificate will represent achievement of the qualification will be displayed as the **Transcend Level 1 Award in the Legal Duty to Inspect Playgrounds and Activity Facilities**.

Unit Title		Ofqual ref	Level	GLH	DSH	TUT	Credit
U01	Legal duty to inspect playgrounds and activity facilities	K/650/8373	1	04	06	10	01
Summary			1	04	06	10	01
Total Qualification Time [TQT]			10 Hours				

## 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. 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 <b>Transcend Recognised Conditions</b> 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 a minimum of 2 years' experience as an inspector in this remit and the achievement of a recognised qualification at level 5 in health and safety.</p> <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 <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>• be able to evidence engagement in safety practices as a career opportunity or to enhance scope of current role.</li> </ul>						
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><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><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><b>Disability</b></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>	<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>Disability</b>	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.
<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.						
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<b>Disability</b>	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 1 year. Learners must sign an agreement to attend all aspects of training and assessment programme in line with the recognised centre's delivery model for this qualification.
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 portfolio, 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 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, programmes and materials, must be agreed in writing by the awarding organisation. The model selected for each cohort of learners must be recorded and all details communicated to each learner prior to attending the agreed programme.

Learner Preparation	Learning Programme		Assessment
Reading Essentials from the BS EN 1176	1 GLH	Playground and activity facility types Playground and activity facility owners Playground and activity facility legislation	1 GLH  Presentation and peer reviews
	1 GLH	Inspection duties: types Inspection duties: frequencies Inspection duties: inspector scopes	
	1 GLH	Inspection scheduling Case Study	
6 DSH	3 GLH		1 GLH
		GL: 03 DS: 07 TQT: 10	

The delivery models must enable all learning, assessment, any reassessment, and quality assurance activities per learner to be completed within a 1-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 which includes simulated practical demonstrations and a performance review.		
	<b>Strategy</b>	<b>Method</b>	<b>Activity</b>
	<b>Strategy 01</b>	Presentation with Q+A	The learner must create and present an annual inspection schedule for a general playground. This must be based on a risk assessment to identify the inspection types, frequencies, and inspectors considering their qualifications and experience. The learner must present this over 5 minutes with a minimum of assessor 2 questions which will give further opportunity to demonstrate their knowledge, of the standards and the risks.
	<b>Strategy 02</b>	Peer reviews	The learner must conduct a review of a minimum of 2 of their peers' presentations. They must review their peers' strengths and areas for improvement [where appropriate]. To do this they should consider the context of the playground under inspection and associated risks. Those on rolling programmes should be given stimulus materials to cater of the peer reviews.
Assessment tasks	<p>The recognised centre is required to use the awarding organisation assessment materials consistently in line with the guidance and rules. These are designed specifically to promote validity, reliability, manageability, comparability and to minimise any bias. To support learners the Learner Assessment Portfolio [LAP] is available to all recognised centres.</p> <p>The recognised centres that wish to develop their assessment own materials must submit these to the awarding organisation for formal approval. These must be supported by detailed mapping to the specification and will be evaluated for validity purposes to ensure the level of demand in each task is accurate and comparable. The recognised centre must not use their own assessment materials without prior written approval from the awarding organisation.</p>		

Assessment environment	The recognised centre is required to ensure the assessment tasks are completed in a safe, secure education environment. The presentations must be in real time in a physical face-to-face setting, or in a web-based face to face setting. Web-settings must only be used where learners are clearly identifiable, and steps are taken to prevent misrepresentation. Digital presentations and peer must be recorded for external quality assurance purposes.
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 via the presentation with Q+A.
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 one-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	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 <a href="#">Transcend Engagement Team</a> . Where the appeal is associated with the outcomes of the presentation with Q+A, 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> .

## 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 **low-risk** profile based upon the key risk indicators below. 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
<b>Risk Profile</b>	<b>LOW RISK</b>		

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 across assessment tasks]</li> <li>Internal scrutiny of qualification assessment [standardisation activities across assessment tasks]</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 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"> <li>the risk profile for this qualification which is <b>LOW</b></li> <li>the experience of assessors in their role as an assessor</li> <li>the experience of assessors in assessing this qualification</li> <li>the assessment samples to include portfolios for every learner cohort</li> <li>the assessment samples to include periodic observation of presentations</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 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>

<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. 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 <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 <b>external monitoring</b> activities take place during the 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 [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 at that time. 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 <b>Booking Forms</b> 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 workforce simultaneously.</p>
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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 <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 strategies confirmed here are associated with the assessor's experience in delivering this qualification, the <b>low-risk</b> 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 simulated practical demonstrations] the frequency of these interventions and the sample size [number of learners and assessment tasks].</p>	
External moderation of portfolios	<b>Strategy 01: First assessment per assessor [aligned to the product risk profile which is MEDIUM]</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% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>per</b> booking
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>per</b> booking
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR <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% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>across</b> bookings
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>across</b> bookings
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>across</b> bookings



External moderation of real time assessments	The moderation strategies for real time assessment are associated with the <b>low-risk</b> 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 the presentations with Q+A	
	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.

## 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	11 September 2023	<b>Publication 01</b>