



Transcend Level 3 Award in School Governor Preparation

Qualification Specification

Version 01: 01 September 2021

Welcome!

Welcome to the **Transcend Level 3 Award in School Governor Preparation**. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this qualification is regulated in England by Ofqual. This document contains confirms the qualification purpose, delivery specification and unit specification for this qualification. This specification must be read and complied with conjunction with the *Transcend Centre Recognition Conditions, Unit Specification and Assessment Guidance*.

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Part 01: Qualification Purpose

Qualification Scope				
<p>The Transcend Level 3 Award in School Governor Preparation is a vocationally related qualification that sits in sector subject area 15.3 Business Management due to the strategic leadership expectations of a school governor.</p> <p>The aim of this qualification is to induct school governors into their role and enable them to contribute to the governing board in line with its core functions. It is most relevant to those who are unfamiliar with newly appointed, and those who require orientation into the school governing board functions.</p>				
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 3 qualification on the Register of Regulated Qualifications and is equivalent to a Level 4 on the European Qualifications Framework (EQF) .			
	Regulator reference	610/3141/0	Qualification sector	15.3 Business Management
	Qualification start date	28 Aug 2023	Qualification TQT	22
	Qualification review date	31 Aug 2026	Qualification GLH	06
	Qualification credit	3	Qualification DSH	16
Qualification awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.			
Qualification standards	This qualification is aligned to the DfE Governance Handbook 2020 and the Ofsted Education Inspection Framework 2019 .			
Qualification partner	This qualification is developed in collaboration with City of Bradford Metropolitan District Council [CBMDC] Education Department as specialists in school governor development.			
	This qualification is validated through consultation with equality experts, schools, and governors. 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 schools, training providers, colleges, universities. It is only accessible to those recognised as centres by the awarding organisation and approved for delivery. Applicants and recognised centres are 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 participants and progression	This qualification is for learners who have been elected or appointed as a governor for in a school, Academy or MAT or any other registered childcare provider. Prior to registration for the qualification learners are required to be accurately identified, at least 18 years of age, able to communicate effectively in English and able to evidence an appointment as a school governor.	
	Employability progression routes	This qualification will provide evidence of competence in line with the core functions of school governance.
	Education progression routes	<p>This qualification will support those in the position of a school governor in their voluntary capacity. It is integral to a progressive suite of qualifications created to facilitate the professional development of school governors:</p> <p>Transcend Level 3 Award in School Governor Preparation Transcend Level 4 Award in School Governor Practices [launch January 2024] Transcend Level 5 Award in School Governor Performance [launch January 2024] Transcend Level 6 Award in Effective School Governance</p>
Qualification endorsements	This qualification is endorsed and supported by the City of Bradford Metropolitan District Council [CBMDC] .	

Qualification Overview		
Qualification purpose	<p>The purpose is to prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>The sub purpose is to develop knowledge and/or skills in a subject area</p>	
Qualification rationale	Intent	The intent is for this qualification is to support the transformation of the school governance workforce considering the evolution of the education system and strategic leadership expectations.
	Implementation	This qualification is designed to be delivered through contextualised training and assessment aligned to the revised DfE Governance Handbook 2020 and the revised Education Inspection Framework 2019.
	Impact	This qualification is intended to enable school governors to have a profound impact on the culture and organisational performance of schools, school consortia and the lives of their pupils.
Qualification aim	The aim of the qualification is to induct school governors into their role and enable them to contribute to the governing board in line with its core functions.	
Qualification objective	<p>The objective is to provide a benefit to learners by supporting an established role as a member of the governing body in the school environment. Whilst attending the qualification learners will develop the knowledge and skills to be able to:</p> <ul style="list-style-type: none"> • Understand the core functions of the governing board • drive standards as a school governor in line with the Education Inspection Framework 2019 • meet the deployment expectations of effective school governors <p>The qualification development, delivery and awarding philosophy is learner [governor], employer [school] and pupil centred.</p>	
Qualification uniqueness	This is the only regulated qualification available to school governors that developed assesses their competence after induction in line with the core functions. Access the Register of Regulated Qualifications to source information on other providers.	

Qualification Structure								
This qualification is comprised of 1 mandatory unit. Learners are required to have successfully achieved the unit in order to be awarded the qualification.								
Units		AO ref	Unit ref	Level	GLH	DSH	TUT	Credit
Unit 01	Core functions of school governors	QU001351	Y/650/8205	3	6	16	22	3
Summary					6	16	22	3

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions. The rules outlined below are supplementary conditions specific to this suite of qualifications. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.	
Qualification Resource Conditions	
The recognised centre is required to supplement RC5.1 of the <i>Transcend Recognised Conditions</i> with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications or equivalent as outlined in the recognition conditions. Occupational competence must be evidenced through:</p> <ul style="list-style-type: none"> • a clear disclosure barring service certificate • two years professional experience in developing school governors OR successful application of the role itself at a good or outstanding school with regard to leadership and management. This could include endorsements or successful application to be a National Leader of Governance (NLG) <p>In the event that an IQA cannot evidence the professional experience as outlined they are eligible to evidence key transferable experience in relevant subject areas, such as strategic leadership, safeguarding, financial or other areas of governance. This may include positions such as company director, trustee of a charity or other organisation or experienced member of a governing board. The recognised centre must ensure facilities and equipment are in place to facilitate the full programme of training and assessment.</p> <p>The recognised centre is required to ensure the tutor to learner ratio per cohort is a maximum of 1:24 and there is no minimum. In exceptional circumstances, the awarding organisation will allow adaptations to this requirement to prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.</p>
Qualification venues	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the training and assessment programme.

Qualification Coordination Conditions	
The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.	
Learner pre-requisites	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • be accurately identified • be at least 18 years of age • be able to evidence an appointment as a school governor • be able to communicate effectively in English [reading, speaking, listening, and writing].
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics as defined by the Equality Act 2010. These are justified for physical and emotional safety purposes and include but are not limited to:</p> <p>Age: individuals under the age of 18 are not permitted to attend this qualification for role related justifications. As a result, no adjustments to this barrier can be applied.</p> <p>Race: individuals who do not communicate in English to an appropriate standard will not be eligible to attend for quality assurance purposes. As a result, no adjustments to this barrier can be applied.</p> <p>Disability: individuals with mental, physical, or learning disabilities may find some of the competencies difficult and/or dangerous to their 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.</p> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners and ensure safety of participants. Reasonable adjustments should therefore be requested in accordance with the <i>Transcend Reasonable Adjustments Policy</i>.</p>

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 2-year registration period and the 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 references, dates, venues, and workforce per learner. Activities refer to the recording of learner applications, initial assessment, learner agreements, pre-course learning attendance on workshops, governor activities and all assessments.</p> <p>Records must also include the logging of the receipt of learners' assessment portfolios [LAP], the simulated Ofsted interview, the marking of all assessments, recording of all results, confirming results via the Learner attainment Record [LAR], reassessments, remarks, and all moderation and quality assurance interventions. All activities and records must be completed within the 3-year 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 centres must document and deploy a valid delivery model. They may adopt the exemplar delivery model provided here or develop their own unique model. All models be supported by a documented training and assessment programme for each cohort of learners. Programmes must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators and mapped to the specification. All models, materials and mapping must be approved by the awarding organisation prior to delivery. The recognised centre is required to ensure that learners complete all training and assessment opportunities within a 2-year registration period. The delivery programme must be communicated to each learner prior to the start of their programme.

Webinar delivery model exemplar				
Phase 01		Phase 02		Phase 03
Remote learning		Placement and Portfolio		Authentication Discussion
Webinar 01: Induction, Governance, Schools Webinar 02: Core function 01 Webinar 03: Core function 02 Webinar 04: Core function 03 Reference DfE Governance Handbook		School governance profile School governance board meeting School governance committee meeting PORTFOLIO OF EVIDENCE COLLATION		
04 GLH	02 DSH	02 GLH	14 DSH	1 GLH Only where required.
Total GLH: 06 Total DSH: 16 TQT:22				

Qualification Assessment Conditions		
<p>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.</p>		
Assessment strategy	<p>The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence.</p>	
	<p>Strategy 01: Governing board</p>	<p>The learner must create a profile of their school and its governing board. They must evaluate their role on the board in line with the school's instrument.</p>
	<p>Strategy 02: Governor role</p>	<p>The learner must fulfil their role as a school governor during a board meeting and one other committee meeting. They must evidence appropriate preparation, contribution and review of their competence considering the core functions of the governing board.</p> <p>An experienced member of the governing board [Chairs or clerks where possible] are required authenticate the governor's attendance, contribution and review. The meetings can be virtual or physical.</p>
Assessment tasks	<p>The recognised centres that use the awarding organisation assessment materials must apply these consistently and in accordance with the guidance and rules. These are designed specifically to promote validity, reliability, manageability, comparability and to minimise any bias. To support learners in the achievement of the assessment tasks 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 approval prior to delivery. These must be supported by detailed mapping to the qualification and will be evaluated for validity purposes to ensure the level of demand in each task is comparable. The recognised centre must not use their own assessment materials without prior approval from the awarding organisation.</p>	

Assessment environment	The recognised centre is required to ensure that the school placement is agreed by the head teacher by a school which is subject to Ofsted inspection and the learner is allocated a mentor in the environment which should ideally be the chair or clerk. The portfolio can be developed in the learners own time.
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. The Chair or clerk or other experienced board member should authenticate work the learners portfolio prior to submission to the assessor in the recognised centre. Authentication discussions must be completed with the learner where the authenticator in the environment and the learner responses are not aligned.
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 is defined as 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	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. The 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 to enable learners to successfully achieve the qualification. Recognised centre's that use their own assessment tasks must create an assessment guidance which aligns to the attainment indicators in the unit specification. This must be approved by the awarding organisation prior to delivery.
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. If learners have not been confirmed as competent by this time, they will not be awarded the qualification.

Assessment re-marks	<p>The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the Transcend Engagement Team.</p> <p>Where the appeal is associated with the outcomes of an authentication discussion, the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed, 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 <i>Transcend Appeals Policy</i>.</p>
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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 for the qualification.

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

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data¹ checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation] Internal scrutiny of qualification assessment [standardisation activities]
Internal moderation	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place 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"> the risk profile for these qualifications which is MEDIUM the experience of the assessors in their role as an assessor the experience of the assessors in the delivery of these qualifications the assessment samples to include portfolios across every learner cohort the assessment samples to include observations of practical assessment periodically the number of learners registered and whether these attend a course or rolling programme. <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>

¹ 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 monitoring activities. Scrutiny of the qualification coordination timings and accuracy via risk-based external monitoring activities. Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external monitoring activities. Scrutiny of the qualification assessment standards via risk-based external moderation interventions. Scrutiny of the qualification internal quality assurance via risk-based external moderation interventions.</p> <p>The external monitoring activities take place during external moderation interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources.</p> <p>Our external quality assurance reports may be communicated per moderation intervention in a matrix via email or via the web based in the Transcend Awarding Management System 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 Results Validation section of the relevant Booking Form 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 Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategy shown here is associated with the assessor's experience in delivering these qualifications, the medium-risk 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].	
	Strategy 01: First assessments per assessor [aligned to the product risk profile which is MEDIUM]	
	Courses	40% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	404% of 30 learners assessment to be sampled across 100% tasks within the LAP per learner for each new assessor
	Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings ²
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings

² 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	The moderation strategies for real time assessment are associated with the medium-risk profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. Whilst there are no real time assessments identified for this qualification where authentication discussions occur it is recommended that these fall under this strategy.	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, for this qualification, for authentication discussions [where these occur].
	RTA Strategy 02	EQA Presence and moderation biannually per centre, for this qualification for authentication discussions [where these occur], where there are more than 08 courses or 200 learners on rolling programmes.

Appendix: Qualification 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	28 Aug 2023	Publication 01