

# Transcend Level 3 Diploma in Instructing Pilates Based Matwork

Qualification Specification

Version 01: 20 March 2023

## Welcome!

Welcome to the **Transcend Level 3 Diploma in Instructing Pilates Based Matwork**. Transcend is an Ofqual recognised awarding organisation, and this is a vocational qualification that sits on the Ofqual register of regulated qualifications. This specification confirms the qualification purpose statement and delivery conditions. This specification must be read and complied with conjunction with the *Transcend Centre Recognition Conditions, Unit Specification and Assessment Materials*.

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## Part 01: Qualification Purpose

Qualification Scope				
<p>The <b>Transcend Level 3 Diploma in Instructing Pilates Based Matwork</b> is an Ofqual regulated vocational qualification that sits in sector subject area 8.1: Sport and recreation. This qualification is integral to a progressive suite of qualifications for Pilates Based Matwork professionals.</p> <p>This qualification is for learners aged 16+ who wish to become qualified to work as a Pilates Based Matwork instructor. Learner will develop the knowledge and skills required to fulfil the role of a Pilates Based Matwork Instructor using ethical and effective approaches that will enable them to GAIN and RETAIN employment. The Pilates Based Matwork Instructor role is to adapt the classical Pilates exercises in classes for clients at the beginners to intermediate levels. The intent is to enable Pilates Based Matwork Instructors to maximise their client's experiences and influence sustainable positive behaviours through long term engagement in Pilates Based Matwork.</p> <p>Learners that are qualified before they are 18 must not operate without direct supervision until they are 18 years of age.</p>				
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 3 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 4 on the <a href="#">European Qualifications Framework (EQF)</a> .			
	Regulator reference	610/2342/5	Qualification sector	8.1 Sport, leisure, and recreation.
	Qualification start date	20 Mar 2023	Qualification TQT	370
	Qualification review date	31 Mar 2026	Qualification GLH	150
	Qualification credit	37	Qualification DSH	220
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 in full to the CIMSPA Professional Standard: Pilates Based Matwork Instructor. It is pending an industry standard qualification submission during the next window of CIMSPA endorsement panels.			

Qualification partners	<p>This qualification is developed in collaboration with industry specialists <a href="#">Future Fit Training Limited</a> as the technical partner. Future Fit is an influential and industry leading education provider for Gym Instructors, Personal Trainers, Nutrition Advisers and Pilates Instructors in the UK.</p> <p>This qualification has been subject to consultation with equality experts, employers, education providers and learners. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.</p>	
Qualification providers	<p>This qualification is designed to be delivered through schools, local, regional, national, and international training providers, colleges, universities, and industry employers.</p> <p>This qualification is accessible to education providers that are recognised as centres and approved to deliver this qualification by the awarding organisation. Applicants and recognised centres are required to evidence compliance with the centre recognition and qualification delivery conditions.</p>	
	<b>Applicant centres</b>	<b>Recognised centres</b>
	Access the Transcend Awards 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 aspire to gain and retain employment as a Pilates Based Matwork Instructor. Prior to registration learners must be accurately identified, 16 years, able to communicate in English, have evidence of engagement in Pilates Based Matwork and access to or a placement in a live Pilates environment.	
	Employability progression routes	This qualification may lead to paid employment as a Pilates Based Matwork Instructor. Learners will not be eligible to operate without direct supervision until they are 18 years of age.
	Education progression routes	<p>This qualification is integral to a suite of progressive Pilates Based Matwork Instructing qualifications.</p> <p>Transcend Level 3 Diploma in Instructing Pilates based Matwork</p> <p>Transcend Level 4 Certificate in Teaching Advanced Pilates Based Matwork</p> <p>Transcend Level 4 Certificate in Instructing Pilates Based Matwork to Ante and Post Natal Clients</p> <p>Transcend Level 4 Certificate in Instructing Pilates based Matwork to Musculoskeletal Conditions Clients</p>
Qualification endorsements	This qualification is supported by <a href="#">Future Fit Training Limited</a> as an industry leading education provider in Pilates Based Matwork.	

Qualification Overview	
Qualification purpose	<p>The purpose of this qualification is to confirm occupational competence.</p> <p>The sub purpose of this qualification is to confirm the ability to meet legal requirements made by the professional body.</p>
Qualification rationale	<p>The rationale for the development and deployment of the qualification is to influence the ongoing professionalisation of Pilates Based Matwork Instructor workforce and their ability to influence sustainable positive behaviours in their clients. In doing so, this will contribute to the emerging sector transformation and the need to contribute to the national health and wellbeing agenda. The development, delivery and awarding of this qualification is learner and client centred in line with the World Health Organisation [WHO] model for holistic health.</p>
Qualification aim	<p>The aim of this qualification is to develop the learner's ability to fulfil the role of a Pilates Based Matwork Instructor. The intent is to enable Instructors to maximise their clients' experience and influence sustainable positive behaviours through progressive planning, instruction, adaptation, and review of safe and inclusive classes.</p>
Qualification objective	<p>The objective is to provide a benefit to learners by enabling them to GAIN and RETAIN employment as a Pilates Based Matwork Instructor. Whilst attending the qualification learners will develop the knowledge and skills to enable them to:</p> <ul style="list-style-type: none"> <li>• fulfil the legal, ethical and technical duties of a Pilates Based Matwork Instructor</li> <li>• drive sustainable client engagement in Pilates Based Matwork through psycho-socio profiling</li> <li>• drive sustainable client engagement in Pilates Based Matwork through physiological profiling</li> <li>• drive sustainable client development in Pilates Based Matwork via progressive adaptation technique for fundamental exercises</li> <li>• fulfil the deployment expectations of a Pilates Based Matwork Instructor through professional practice, inclusive planning, instruction, adaptation, and evaluation of fundamental classes in a live environment with real clients</li> <li>• develop of a Pilates enterprise business plan</li> </ul>
Qualification uniqueness	<p>This is the only regulated qualification for Pilates Based Matwork Instructors that is aligned to the World Health Organisation [WHO] model for holistic health. Instructors are trained to embed this model to maximise client engagement and enrichment. The <a href="#">Register of Regulated Qualifications</a> should be accessed to source information on other awarding organisations that offer similar provision.</p>

Qualification Structure								
This qualification is comprised of six mandatory units. Learners are required to have successfully achieved the mandatory units to be awarded the qualification certificate.								
Units	AO Ref	Ofqual ref	Level	GLH	DSH	TUT	Credit	
01 Duties of an ethical Pilates Based Matwork Instructor	QU001294	T/650/6503	3	20	30	50	5	
02 Drive sustainable client engagement in Pilates Based Matwork through psycho-socio profiling and progress reviews	QU001297	Y/650/6504	3	20	30	50	5	
03 Drive sustainable client engagement in Pilates Based Matwork through physiological profiling and progress reviews	QU001300	A/650/6505	3	20	30	50	5	
04 Drive sustainable client development in Pilates Based Matwork through safe instruction of fundamental classes	QU001302	D/650/6506	3	20	30	50	5	
05 Deployment skills of a Pilates Based Matwork Instructor	QU001304	H/650/6508	3	50	70	120	12	
06 Development of a Pilates Based Matwork Instruction enterprise	QU001306	J/650/6509	3	20	30	50	5	
Summary				150	220	370	37	

## 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 establish 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 competence must be evidenced through:</p> <ul style="list-style-type: none"> <li>• a regulated level 3 Pilates Based Matwork Instructing qualification or equivalent AND</li> <li>• a minimum of two years professional experience in the Pilates Based Matwork environment.</li> </ul> <p>The recognised centre is required to ensure the tutor/assessor 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 and equipment	<p>The recognised centre must ensure facilities and equipment are in place to facilitate the full programme of training and assessment. The facilities and equipment must cater for the number of registered learners. As a minimum the recognised centre is required to have a suitable space for group exercise with the following equipment:</p> <ul style="list-style-type: none"> <li>• Exercise mats</li> <li>• Small props for alignment</li> </ul>



## 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

The recognised centre is required to ensure that prior to registration for the qualification learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to evidence participation in Pilates activities
- be able to evidence access to a placement in a Pilates training environment
- be able to communicate effectively in English if registered in England [reading, speaking, listening, and writing]

**Learners are not eligible to fulfil the role of Pilates Based Matwork Instructor without direct supervision until 18 years of age.**

### Learner adjustments

The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics defined in the Equality Act 2010. These are justified for physical and emotional safety purposes and include:

<b>Age</b>	Individuals under the age of 16 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.
<b>Race</b>	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.
<b>Religion</b>	Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.
<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>Pregnancy &amp; maternity</b>	Individuals who are pregnant or in the maternity period may find some of the competencies to be detrimental to their health and that of their child. 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.

Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis in line with *Transcend Reasonable Adjustments Policy* to support learners and ensure safety of their clients.

Learner agreements and registration	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. Learners must be registered within 20 working days of their programme commencing.
Learner attendance and achievement records	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- programme learning, attendance on practical workshops and assessments in the Pilates environment with real clients. It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results, confirming results via 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.

## Qualification Delivery Conditions

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

### Qualification delivery models

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 programmes. Inclusive teaching and learning materials should also be in place. Delivery models, programmes and materials must be mapped to the qualification and unit specification. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. The delivery models, materials, and programmes must be agreed in writing by the awarding organisation. This must be recorded for each cohort of learners and all details must be communicated to each learner prior to delivering the qualification to learners in line with the agreed model and programme.

Phase 1: Induction and Remote Learning	Phase 2: Practical Development	Phase 3: PORTFOLIO	Phase 4: PRACTICAL and PD
Induction Remote learning: PBMI Duties – legal and ethical role PBMI Drivers – psycho-socio profiling PBMI Drivers – physiological profiling PBMI Drivers – fundamental exercise adaptations PBMI Drivers – progressive class design and delivery PBMI Deployment – Skills	Practical development that focuses on instruction techniques for fundamental Pilates exercise adaptations for considering with different needs	Task A: PI Enterprise  Task B: PI Profiling, Programming and PDP	Task C: PI Class Plan, Instruction, and Adaptation [minimum 6 live clients, live environment]  Task D: PI Professional Discussion
150 DSH 50 GLH	50 GLH	48 GLH 70 DSH	2 GLH
Total GLH: 132 Total DS:110 TQT: 370			

The delivery models must ensure that all learning, assessment, reassessment, and quality assurance activities are completed within the learner's 3-year registration period.

Qualification. Assessment Conditions			
The recognised centre is required to supplement RC5.5 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, practical observation with professional discussion. These are embedded into the strategies outlined.		
Strategy	Task Title	Task Summary	
Task A	PILATES INSTRUCTOR ENTERPRISE	The learner must create a business plan for a hypothetical or real-life Pilates Based Matwork Instruction Enterprise, which must include a strategic direction, client service plan, financial plan and marketing plan.	
Task B	PILATES INSTRUCTOR ROLE	A1: Profiling	The learner must source a client [aged 16+] and complete a client consultation. This must include a PARQ and an initial assessment in line with the WHO model for holistic health [physiological, psychological and sociological profile]. The learner must agree goals with their client.
		A2: Planning	The learner must plan a 6-12-week series of progressive Pilates Based Matwork fundamental classes [minimum 12 classes for 6 clients, which must include their selected individual client]. This must consider their individual client's goals. The classes must be designed to meet the groups needs whilst influencing their client's sustainable engagement and development considering their holistic health profile and needs in line with the WHO model.
		A3: Personal Development Plan	The learner must evaluate their ability to fulfil the Pilates Based Matwork Instructor role. They must then create a personal development plan.
Task C	PILATES INSTRUCTOR CLASS	The learner must deliver one of their planned classes for 6 clients, which must include their selected individual client under practical observation by a qualified assessor in the live environment.	
Task D	PILATES INSTRUCTOR SKILLS	The learner must participate in a professional discussion and answer associated questions on any of aspect of the portfolio of evidence and the practical observations. This must include questioning on the fundamental Pilates Based Matwork exercise adaptations considering different clients' needs.	

Assessment tasks	<p>The recognised centres that use the awarding organisation assessment materials must apply these consistently and in accordance with 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 Transcend Learner Assessment Portfolio [LAP] is available to recognised centres.</p> <p>The recognised centres that wish to develop their own assessment materials must submit these to the awarding organisation for approval prior to delivery. These must be supported by detailed mapping to the qualification specification, units, and assessment strategy. These will then be evaluated by the awarding organisation for validity purposes to ensure the level of demand and attainment levels across assessment tasks are comparable. The recognised centre must not use their own assessment materials without prior written approval from the awarding organisation.</p>
Assessment environment	<p>The recognised centre is required to ensure the assessment tasks are completed in a safe, secure environment. Learners must collate a portfolio of evidence whilst working with real clients in the live Pilates Based Matwork instruction environment. The practical observation with questioning must be completed with a real client the live environment under assessor observation. Learners may be eligible to submit their practical session evidence by video dependent upon their recognised centres delivery model. Video submissions must adhere to the awarding organisation rules.</p>
Assessment authentication	<p>The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors should authenticate work during practical observations and professional discussions.</p>
Assessment marking	<p>The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance which requires fair and VARCS rules of evidence. This means that the assessment must be fair, 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.</p>

Assessment attainment	<p>The recognised centre is required to ensure that the assessment for this qualification is graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specification. Assessment guidance is also available to support standardisation. These are made available to assessors 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.</p> <p>The recognised centre's that use their own assessment tasks must create an assessment guidance, which aligns to the attainment indicators in the units' specifications. This must be approved in writing by the awarding organisation prior to delivery.</p>
Assessment re-takes	<p>The recognised centre is required to ensure learners are granted three assessment opportunities for each component of the assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the learner's 3-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded the qualification.</p>
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 <a href="#">Transcend Engagement Team</a>.</p> <p>Where the appeal is associated with the outcomes of the practical observation or 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 <i>Transcend Appeals Policy</i>.</p>

## Qualification Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this qualification has been assigned a **high-risk profile** based upon the following risk indicators. The areas in green have been selected for this qualification based upon the information contained in this specification. An average of the assigned risk levels was determined to establish the overall risk profile the qualification.

Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification Risk Profile	HIGH 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>1</sup> checks]</li> <li>Internal scrutiny of qualification delivery [teaching observations]</li> <li>Internal scrutiny of qualification assessment [risk-based moderation]</li> <li>Internal scrutiny of qualification assessment [standardisation activities]</li> </ul>
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 these qualifications which is <b>HIGH</b></li> <li>the experience of the assessors in their role as an assessor</li> <li>the experience of the assessors in the delivery of these qualifications</li> <li>the assessment samples to include portfolios across every learner cohort</li> <li>the assessment samples to include observations of practical assessment periodically</li> <li>the number of learners registered and whether these attend a course or rolling programme.</li> </ul> <p>The recognised centre should identify a % of learners to be sampled per assessor per course OR a % of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</p>

<sup>1</sup> Data checks must as a minimum consider timely and accurate coordination of the 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 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 also enables us to maximise the application of our resources.</p> <p>Our <b>external quality assurance reports</b> may be communicated per moderation intervention in a matrix via email or via the web based in the Transcend Awarding Management System via TAMS. This is dependent on the number of learners to be certificated and the level of compliance of the recognised centre in the delivery of the qualifications. We will collaborate with each centre to determine this. The rationale is to ensure efficiency in our reporting and certifications. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for audit purposes. We report the result of each external moderation intervention in the <b>Results Validation</b> section of the relevant <b>Booking Form</b> in TAMS. This is to ensure that an audit of results is accurately, effectively, and efficiently captured and can be viewed by the recognised centre and the awarding organisation workforce.</p>
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External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of <b>Centre Assessment Standards Scrutiny</b> for assessment, which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategy shown here is associated with the assessor's experience in delivering these qualifications, the <b>high-risk</b> profile assigned to this qualification and the recognised centres qualification approval risk profile for the qualification. The strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].	
	<b>Strategy 01: First assessments per assessor [aligned to the product risk profile which is HIGH]</b>	
	Courses	50% of 30 learners assessment to be moderated across 100% tasks within the LAP <b>per learner</b> for each new assessor
	Programmes	50% of 30 learners assessment to be sampled across 100% tasks within the LAP <b>per learner</b> for each new assessor
	<b>Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	<b>Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings <sup>2</sup>
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings

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

External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the <b>high-risk</b> profile assigned to this qualification. Real time assessment is defined as the assessment where the learner and the assessor are present. In this qualification this refers to:</p> <ul style="list-style-type: none"> <li>• Practical observations</li> <li>• Professional discussions</li> </ul>	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.
	RTA Strategy 02	EQA Presence and moderation per centre, per qualification per real time assessment for every 08 courses or 200 learners on rolling programmes in the annual cycle.

## 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	20.03.2023	<b>Publication 01</b>