



# Transcend Level 3 Diploma in Learning, Development and Social Cohesion

Qualification Specification

Version 01: 08 November 2019

## Qualification Specification

Welcome to the Transcend Level 3 Diploma in Learning, Development and Social Cohesion. **Transcend Awards Limited** is an Awarding Organisation Regulated by Ofqual in England. The Transcend Level 3 Diploma in Learning, Development and Social Cohesion is an Ofqual regulated qualification. This qualification is developed in partnership with First Star. This specification introduces the purpose of the qualification and lists the addendums which must be read and understood to enable effective and efficient delivery. This specification and the associated addendums reinforce compliance with regulatory rules as published by the Office of the Qualifications and Examinations Regulator (Ofqual).

Specification Addendums	
Transcend Level 3 Diploma in Learning, Development and Social Cohesion Unit Specification	The document contains the units, learning aims, learning outcomes, assessment criteria and associated delivery content.
Transcend Level 3 Diploma in Learning, Development and Social Cohesion Delivery, Assessment and Quality Assurance Approach	This document contains the delivery, assessment and quality assurance approach which should be read, understood and adhered to by the delivery workforce to promote standardisation and effective practice.
Transcend Level 3 Diploma in Learning, Development and Social Cohesion Learner Brief	This document references the standardised assessment tasks. Assessment Attainment Levels are included to provide full transparency for the learner and the recognised centre workforce.
Transcend Level 3 Diploma in Learning, Development and Social Cohesion Learner Attainment Record	This document provides a record of assessment outcomes and should be returned to the learner once all information has been tracked and recorded.
Transcend Level 3 Diploma in Learning, Development and Social Cohesion Assessment Tasks	These documents are made up of all assessment tasks which forms the basis of the learner's portfolio of evidence to promote standardisation and effective practice
Transcend Level 3 Diploma in Learning, Development and Social Cohesion Assessment Guidance	These documents contain assessment attainment indicators for each of the standardised assessment tasks to promote standardisation and effective practice

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<p>These conditions serve as an addendum to <b>Section Five of the Transcend Recognised Centre Criteria and Conditions</b>. You must sustain full compliance with these conditions to maintain approval status for this qualification. Upon receipt of approval status, you must ensure that you read the ongoing approval conditions. Failure to maintain compliance with the approval conditions will impact on your approval status and could impact on your overall Recognised Centre status.</p>			
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## Qualification Purpose Statement

Qualification Associations	
<b>Regulatory Organisation</b>	This qualification is regulated by Ofqual in England. The qualification is listed on the <a href="#">Register of Regulated Qualifications</a> . This qualification is equivalent to Level 4 on the <a href="#">European Qualifications Framework (EQF)</a> .
<b>Awarding Organisation</b>	This qualification is solely awarded by <a href="#">Transcend Awards Limited</a> as the recognised awarding organisation regulated by Ofqual in England.
<b>Partner Organisations</b>	<p>This qualification is developed in partnership with First Star Academies UK (First Star). First Star was founded in 1999 as a national 501(c)(3) public charity dedicated to improving life for child victims of abuse and neglect. Since 2011 First Star has pioneered support programs to launch foster children into productive lives and careers through higher education.</p> <p>First Star improves the lives of foster youth by partnering with child welfare agencies, universities, and school districts to ensure foster youth have the academic, life skills and personal support needed to successfully transition to higher education and adulthood. First Star pursue their mission through innovative college-preparatory programs, providing technical assistance to stakeholders and advocating for policy change.</p>
<b>Industry Standard Organisation</b>	<p>This qualification is aligned in full to the First Star Academy Programme. The First Star Academy Programme is the UK's only long-term university preparatory programme for Looked-after Children.</p> <p>First Star Academies are not academies in the traditional UK sense. Instead, First Star finds local Looked After Children from around the age of fourteen (the beginning of GCSEs) and aligns them to a university where they are given additional academic support alongside a wider curriculum of life-skills up to the age of eighteen. This is one of two qualifications designed in support of this programme; the other being the <i>Transcend Level 4 Diploma in Learning, Development and Social Empowerment</i> [16+].</p> <p>Support is provided through monthly campus-based sessions and a summer school all with the aim of preparing young people from care backgrounds to seriously consider higher education as an option for them. In attending the programme, the learners who aspire to select employment over higher education are also provided with a wealth of employability skills.</p>

Qualification Regulation Details		
Qualification Accreditation Number	603/5259/0	
Qualification Accreditation Date	08th November 2019	
Qualification Operational Start Date	11th November 2019	
Qualification Lifecycle Review Date	01 May 2023	
Qualification Operational End Date	01 November 2023	
Qualification Certification End Date	01 November 2026	
Qualification Level	Level 3	
Total Qualification Time (TQT)	430	
Guided Learning (GL)	Minimum GLH	360
	Maximum GLH	430
Credit	43	
Learner Registration Period	3 Years	

Qualification Overview <sup>1</sup>	
<b>Qualification Aim</b>	The aim of the qualification is to develop each learner’s ability to learn, develop and contribute to social cohesion. Learners will be able to make sound decisions from the whole child perspective and be successful in their future higher education and employment pathways. In attending for this qualification learners are encouraged to be vocal and socially active individuals.
<b>Qualification Objective</b>	<p>The objective of the qualification is to provide a benefit to learners by giving them the knowledge, skills and behaviours required to be successful in their higher education and employment aspirations. Whilst attending the qualification learners will develop the knowledge, skills and behaviours through:</p> <ul style="list-style-type: none"> <li>• personal development</li> <li>• academic progress</li> <li>• creative engagement</li> <li>• challenge and adventure</li> <li>• social action intervention</li> </ul>
<b>Qualification Rationale</b>	<p>The rationale for the development, delivery and awarding of this progressive suite of qualifications is to provide a practical solution in response to the <i>12 by 24 Centre for Social Justice Pledge</i> which aspires to double the number of looked after children entering into higher education by 2024. Only 6% of 19-21-year-olds who experienced care growing up progress onto university programmes. This percentage has been static for more than ten years. Changing lives is what the university sector does best, and First Star have created an innovative programme which is exclusively designed to develop each learner in light of their unique education and employment aspirations. This progressive suite of qualifications provide evidence of each learner’s knowledge behaviours and competence in their ability to learn, develop and contribute effectively to society. This in turn encourages universities and employers nationally to engage.</p> <p>The rationale is underpinned by market impact analysis and applied research which confirms demand for the qualification, its objective and the benefits for learners. Comparability tests clearly confirm the uniqueness of the structure of this qualification and associated assessment strategy which prioritises the learners as the key stakeholders. The <a href="#">Register of Regulated Qualifications</a> provides information on other awarding organisation providers who offer similar provision.</p>
<b>Qualification Philosophy</b>	The qualification development, delivery and awarding philosophy is learner centred and prioritises each learner’s ‘voice’, giving each a chance to be heard.

<sup>1</sup>This serves to ensure compliance with Ofqual General Conditions: D1.1, D1.2, E1.1, E1.2, E3.2a, E3.3

**Qualification Structure<sup>2</sup>**

This qualification is comprised of five mandatory units. Learners are required to have successfully achieved all five mandatory units in order to be awarded the qualification certificate. The unit details are provided in an addendum [the Unit Specification document] which is made available upon enquiry into centre recognition or qualification approval status. The unit specification contains the knowledge, skills and behaviours which will be assessed as part of the qualification, providing a clear indication of their coverage and depth.

Units		Regulation no	Level
Unit 01	Personal Development Planning	L/617/7700	3
Unit 02	Academic Progression Planning	R/617/7701	3
Unit 03	Creative Engagement	Y/617/7702	3
Unit 04	Challenge and adventure participation	D/617/7703	3
Unit 05	Social Action Contribution	H/617/7704	3

<sup>2</sup> This serves to ensure compliance with Ofqual General Conditions E3.2d, E3.2f, E3.2k, E3.2l, E3.2m

<b>Qualification Audience: Learners</b>	
<p>This qualification is part of a progressive suite of regulated qualifications which is comprised of:</p> <ul style="list-style-type: none"> <li>• Transcend Level 3 Diploma in Learning, Development and Social Cohesion</li> <li>• Transcend Level 4 Diploma in Learning, Development and Social Empowerment</li> </ul> <p>Learners recruited onto the Transcend Level 3 Diploma in Learning, Development and Social Cohesion are those who are currently in their GCSE years. Those who commit are expected to complete the programme and the aim is for successful learners to be registered onto the Transcend Level 4 Diploma in Learning, Development and Social Empowerment. Both qualifications are uniquely designed to prioritise each individual learner’s needs in support of their higher education and employment aspirations.</p>	
<b>Entry routes</b>	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> <li>• be at least 14 years of age</li> <li>• be listed as a looked after child</li> <li>• be willing to commit to the programme through a written confirmation/contract with the recognised centre or delivery organisation</li> <li>• be able to evidence 50% of ability through achieving national standards</li> <li>• be able to communicate effectively in English [reading, speaking, listening and writing].</li> </ul>
<b>Exit routes: Education</b>	<p>This qualification will support successful learners who aspire to enter into higher education in any area selected by the learner as part of their education pathway aspirations.</p>
<b>Exit routes: Employment</b>	<p>This qualification will support successful learners who aspire to enter into employment in any area selected by the learner as part of their employment pathway aspirations.</p>
<b>Qualification Audience: Providers</b>	
<p>The qualification is designed to be delivered through First Star Academies. First Star Academies include only universities that have been approved to offer the First Star Academies Programme to which this qualification is aligned. We will not accept any applications from any organisation that has not achieved Academy Status with First Star due to the nature of the qualification and required due diligence.</p>	

**Recognition process**

Where an organisation aspires to become a recognised centre, they should identify the product they aspire to offer, noting that we only allow applications for a single product or a suite of products on each application form. A review of the *Transcend Recognised Centre Conditions and Qualification Specification* must be completed to determine eligibility. Once confident that all conditions can be met, the applicant should request access to the recognised centre application via [services@transcendawards.com](mailto:services@transcendawards.com). Within five working days of receipt of the request we will conduct a range of due diligence checks. This will be followed by a telephone interview to evaluate the applicant’s capacity and capability to meet the conditions. Where outcomes are positive, access to the Transcend Awarding Management System (TAMS) and the application are granted.

The application process requires applicants to complete the application and upload a variety of documents to demonstrate evidence of their ability to meet the conditions. The process can take up to six weeks from start to finish and the timescale is dependent upon the applicant’s ability to provide evidence which meets the criteria. Upon receipt we will conduct rigorous due diligence on the application and the evidence to ensure all recognition criteria are met. Should additional information or clarification be required, the application will be returned with a request to complete the actions. Once we are satisfied that the application is fully complete, we will establish an outcome. Where additional re-assurances are required, we will allocate an External Quality Assurer to conduct a recognition visit to verify the evidence provided. All outcomes will be confirmed via TAMS and successful applicants will be provided with an induction into our systems before registering learners.

**Recognition extension process**

Recognised centres are eligible to apply to expand their centre recognition portfolio by applying for approval status of additional products via the *Centre Recognition Extension Application* form, which is contained within the web based Transcend Awarding Management System (TAMS). Before submitting an extension application, the recognised centre should identify the qualification they aspire to offer, noting that we only allow applications for a single product or a suite of products on each application form. The *Transcend Qualification Specification* should be reviewed to check eligibility before making an application.

The process can take up to six weeks from start to finish and the timescale is dependent upon the recognised centre’s ability to provide evidence which meets the criteria. Within five working days of receipt of the request we will conduct rigorous due diligence checks of the application, the supporting evidence and the recognised centre’s performance, risk and compliance profile. Should additional information or clarification be required, the application will be returned with a request to complete the actions. Once we are satisfied that the application is fully complete, we will confirm the outcome. Where additional re-assurances are required, we will allocate an EQA to conduct a visit. All outcomes will be confirmed via the TAMS and successful applicants will be eligible to register learners.

**Qualification Audience: Employers**

Enabler	Result
<p>This qualification is subject to ongoing and extensive consultation with organisations and individuals operating in in alliance with First Star and who are committed to the <i>12 by 24 Centre for Social Justice Pledge</i>.</p>	<p>The qualification is designed to support the <i>12 by 24 Centre for Social Justice Pledge</i>. The assumed impact is associated with the intent to double the number of 19-21-year-old care leavers going to university from 6% to 12% by 2024. This qualification will also support those who wish to enter employment as opposed to higher education by developing critical employability skills.</p>

### Qualification Delivery

The qualification is designed to be delivered through personalised learning and group cohesion techniques. This is comprised of a combination of individual mentoring, workshops and practical sessions. A prototype delivery model is provided to recognised centres. This is fully aligned to the qualification and the First Star Programme which must be delivered flexibly to support individual learner needs. Centres will not be approved for an alternative model on the basis that the model provided supports flexible and bespoke delivery. This must be adapted continuously to meet the needs of each individual learner and the cohort's needs collectively.

### Qualification Assessment

The following assessment methods have been validated for this qualification and the strategy is confirmed in the Learner Assessment Brief:

- portfolio of evidence
- practical demonstration
- professional discussion

The recognised centre will be granted access to the standardised assessment materials at approval. The assessment tasks provide a clear indication of the knowledge, skills and behaviours which will be assessed as part of the qualification. The recognised centre must ensure each learner completes the standardised tasks and tools as designed by the awarding organisation and outlined in the Assessment Guidance. Each guidance document contains the criteria against which the learner's level of attainment will be measured. This serves to ensure comparable and reliable standards across recognised centres.

### Qualification Quality Assurance

Internal and external moderation is required to be conducted in accordance with risk-based tactics. This serves to ensure that the level of monitoring is proportionate to the nature of the qualification, the workforce and the number of learners registered. This qualification has been assigned a **high-risk profile** due to its nature. The outcomes of external quality assurance interventions are recorded in via TAMS. Any risks are subsequently captured via the Centre Risk Profile. Centre Recognition Risk profiles provide the emphasis for additional risk controls which are proportionate to any risks presented.

### Qualification Support

This qualification is supported by the First Star Academies UK as the technical partner and leading organisation on the *12 by 24 Centre for Social Justice Pledge*.

## Section 2: Qualification Conditions

Qualification approval conditions serve as an addendum to **Section Five of the Transcend Recognised Centre Criteria and Conditions**. Centres must ensure full compliance with these conditions to maintain approval status for this qualification. Failure to maintain compliance with the approval conditions will impact on qualification approval status and could impact on overall Recognised Centre status. In order to become approved, centres must be able to evidence the minimum workforce requirements, one delivery site, a confirmed delivery model, a declaration of adherence to the assessment framework and they must have an internal quality assurance strategy in place. All further conditions apply upon confirmation of status to deliver the qualification.

### Qualification Resources<sup>3</sup>

Conditions Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.1a Qualification delivery workforce</b>		
<p>The recognised centre is required to maintain a qualification workforce of an appropriate size and competence in the effective and efficient delivery of the qualification. The recognised centre must recruit a larger workforce where the demand for the qualification is high and where throughput of learners is planned and actioned.</p> <p>The ratio of tutor to learners 1:30 The ratio of assessor to learners is 1: 1</p>	<p>Maintain a minimum of two individuals to fulfil the following roles:</p> <ul style="list-style-type: none"> <li>• A qualification coordinator</li> <li>• A qualified tutor/mentor</li> <li>• A qualified assessor</li> <li>• A qualified internal quality assurer (IQA)</li> </ul>	TAMS Staff tab
<p>The recognised centre is required to declare any perceived or actual conflicts of interest associated with the qualification workforce. Assessment and moderation must not be undertaken by any person who has a personal interest in the result of the assessment. Therefore, internal moderation must not be conducted by an individual who has tutored or assessed the learners. Where conflicts cannot be avoided the recognised centre must contact the awarding organisation to enable them to support the recognised centre by making alternative arrangements.</p>	<p>Conflict of interest declarations and reports<sup>4</sup> [where conflicts are identified].</p>	<p>TAMS Recognition or Approval Applications</p> <p>TAMS Renewal Application</p> <p>TAMS Website reports</p>

<sup>3</sup> This serves to ensure compliance with Ofqual General Conditions: A4.1, A4.2, A4.5, A4.6, C2.3f

<sup>4</sup> Conflicts must be reported via the application form and ongoing via the incident report on the website

Conditions Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.1b Qualification coordinators</b>		
The recognised centre is required to maintain an allocated member of their workforce to fulfil the role of qualification coordinator. The qualification coordinator must be occupationally competent in administration and the use of web-based systems.	Name and contact details Testimonial or reference	TAMS Staff tab
The qualification coordinator must effectively and efficiently manage courses and learners via timely and accurate administration.	Product delivery booking requests within timescale Learner access requests within timescale Learner registration requests within timescale Learner certification requests within timescale	TAMS Booking form  TAMS RA/SC Request Form

Conditions Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.1c Qualification Tutor/Mentors</b>		
<p>The recognised centre is required to allocate a member of their workforce to fulfil the role of tutor. Tutors and mentors must:</p> <ul style="list-style-type: none"> <li>be approved by First Star, the technical partner, to tutor or mentor on the qualification</li> <li>hold a current [within two years] safeguarding certificate</li> <li>hold a clear Disclosure barring service certificate</li> <li>be experienced in working with children in a school or learning environment [2 years minimum experience]</li> </ul> <p>Tutors must hold or be working towards a relevant teaching qualification.</p>	<p>Name and contact details Copies of valid certificates Resumes and references Disclosure barring service certificate Industry Membership details [where these exist]</p>	TAMS Staff tab
<p>The recognised centre is required to ensure that tutors are be orientated into the qualification and maintain evidence of occupational competence</p>	<p>Tutor observation reports and action plans Tutor attendance at standardisation events Tutor CPD Certificates or attendance records</p>	
<p>Tutors must train learners effectively and efficiently using standardised delivery tools which have been agreed with the award organisation and fully aligned to the specification. They must be inclusive, flexible and responsive to learner needs. They must repeat or adapt activities to support learner development.</p>	<p>Tutor delivery aligned to agreed delivery model</p>	<p>EQA Reports IOA Reports</p>

Conditions Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.1d Qualification Assessor</b>		
<p>The recognised centre is required to allocate a member of their workforce to fulfil the role of assessor. Assessors must hold one of the following or equivalent:</p> <ul style="list-style-type: none"> <li>• A1</li> <li>• D32, D33</li> <li>• Bachelor of Education (B Ed) (PGCE)</li> <li>• Post Graduate Certificate of Education</li> <li>• Level 3 Award in Understanding the Principles and Practices of Assessment</li> <li>• Level 3 Award in Assessing Vocationally Related Achievement</li> <li>• Level 3 Award in Assessing Competence in the Work Environment</li> <li>• Level 3 Certificate in Assessing Vocational Achievement</li> </ul> <p>Assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a current [within two years] safeguarding certificate</li> <li>• hold a clear disclosure barring service certificate</li> <li>• be experienced in working with children in a school or learning environment [2 years minimum experience]</li> </ul>	<p>Name and contact details Copies of valid certificates Resumes and references Disclosure barring service certificate Industry Membership details [where these exist]</p>	TAMS Staff tab
<p>The recognised centre is required to ensure that assessors are orientated into the qualification and maintain evidence of occupational competence</p>	<p>Assessor attendance at standardisation events Assessor CPD Certificates or attendance records</p>	
<p>Assessors are required to conduct assessment in accordance with the VARCS rules of evidence as outlined in the assessment strategy They must ensure the standardised assessment tools and prescribed attainment levels are adhered to. Trainee assessors' decisions must be verified and countersigned by a qualified assessor.</p>	<p>Trainee assessor paperwork countersigned Internal moderation reports and action plans</p>	TAMS EQA Report
<b>5.1e Qualification assessment invigilators</b>		
<p>The recognised centre is required to ensure their assessors are able to fulfil the dual role of assessor and invigilator when learners are completing their professional discussion.</p>	<p>Name and contact details No additional qualifications are required</p>	TAMS Staff tab

Conditions Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.1f Qualification Internal Quality Assurer</b>		
<p>The recognised centre is required to maintain an allocated member of their workforce to fulfil the role of assessor. IQAs must hold or be working towards one of the following assessor qualifications:</p> <ul style="list-style-type: none"> <li>• V1 or D34</li> <li>• Bachelor of Education (BEd)</li> <li>• Post Graduate Certificate of Education</li> <li>• Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.</li> <li>• Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.</li> <li>• Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.</li> </ul> <p>IQAs must also:</p> <ul style="list-style-type: none"> <li>• hold a current [within two years] safeguarding certificate</li> <li>• hold a clear disclosure barring service certificate</li> <li>• be experienced in working with children in a school or other suitable learning environment [2 years minimum experience]</li> </ul>	<p>Name and contact details Copies of valid certificates Resumes and references Disclosure barring service certificate Industry Membership details [where these exist]</p>	TAMS Staff tab
<p>The recognised centre is required to ensure that IQAs are be orientated into the qualification and maintain evidence of occupational competence</p>	<p>IQA attendance at standardisation events IQA CPD Certificates or attendance records</p>	
<p>IQAs are required to conduct interventions in accordance with best practice. They must ensure the VARCS rules of evidence, standardised assessment tools and prescribed attainment levels are adhered to. Trainee IQA paperwork must always be countersigned.</p>	<p>Internal moderation reports and action plans Countersigned Trainee IQA paperwork and actions</p>	TAMS EQA Reports

Conditions Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.1g Qualification delivery sites and equipment</b>		
<p>The recognised centre must maintain one or more delivery sites to support the delivery of this qualification. The headquarters must be listed as a delivery site where this is the case. Delivery must not take place at any site which is not approved, and any new delivery sites must be approved by Transcend through TAMS.</p>	<p>Delivery site contact details, site names, addresses, telephone numbers, email addresses, website, residency via regulator region and country</p>	<p>TAMS Sites tab</p>
<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.</p>	<p>Service level agreements if a delivery site is not owned by the centre. This must infer the health and safety policy the site is adhering to.</p>	<p>TAMS Documents tab</p>
	<p>A safe and accessible theory space to cater for all learners when face-to-face learning is deployed. This must include appropriate seating and presenting equipment.</p>	<p>TAMS EQA Reports</p>

## Qualification Coordination<sup>5</sup>

Qualification Coordination Conditions	Evidence requirements	Reporting tool
<b>5.2a Qualification administration<sup>6</sup></b>		
The recognised centre is required to ensure efficient and effective qualification administration which embeds the appropriate security and quality control arrangements in accordance with legislation and regulation. The recognised centre must have effective and efficient qualification administration practices in place. Under the GDPR learners must be made aware that their personal data is being shared with the awarding organisation and their suppliers for eLearning where relevant.	TAMS engagement Privacy data sharing agreements [held on file]	TAMS Records Recognised Centre Systems
The recognised centre is required to engage with the <i>Transcend Awarding Management System</i> [TAMS] to book events, confirm learner registrations, request access arrangements and to report results. This is also the mechanism by which the recognised centre must request certificates for learners. These requests must all adhere to the relevant service timescales.	TAMS engagement in accordance with service timescales	TAMS Records
The recognised centre must maintain all learner records and details of initial assessment, attendances and achievements in an accurate, timely and secure manner in line with the requirements of GDPR. Records must be maintained for at least five years from the end of the year in which learners' results were confirmed and the recognised centre must make these available to the awarding organisation or the regulator upon request.	Learner records maintained securely for five years	TAMS Records TAMS EQA Reports
<b>5.2b Learner engagement</b>		
<p>The recognised centre is required to market the qualification in an appropriate and accurate manner. The recognised centre must ensure the expectations of learners are managed and must adhere to non-biased engagement practices. This requires the:</p> <ul style="list-style-type: none"> <li>• Accurate use of the awarding organisation's logo</li> <li>• Accurate use of the awarding organisation's name</li> <li>• Accurate use of the full qualification title without any misrepresentation</li> <li>• Accurate use of the qualification accreditation number</li> <li>• Appropriate advertising of complete cost for completing the qualification</li> <li>• Appropriate and accurate reference to any confirmed or potential funding opportunities</li> <li>• Accurate marketing of the delivery model and time expected of a typical learner to complete the programme, undertake assessment and be quality assured before receiving a certificate</li> <li>• Accurate advertising of the location and resources where learning and assessment will take place</li> <li>• Accurate advertising to ensure learner expectations are met and only learners who are eligible have the opportunity to apply</li> </ul>	<p>Accurate website information Accurate marketing tools Accurate communications Accurate social media activity</p>	<p>TAMS EQA Reports</p> <p>Recognised Centre website</p> <p>Recognised Centre marketing materials</p> <p>Recognised Centre social media</p>

<sup>5</sup> This serves to ensure compliance with Ofqual General Conditions B5.1, B5.2

<sup>6</sup> This serves to ensure compliance with Ofqual General Conditions B5.1, B5.2

Qualification Coordination Conditions	Evidence requirements	Reporting tool
<b>5.2c Learner eligibility</b>		
<p>The recognised centre is required to conduct fair, unbiased initial assessment and identify eligible learners against entry requirements. Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> <li>• be at least 14 years of age</li> <li>• be listed as a looked after child</li> <li>• be willing to commit to the programme</li> <li>• be able to evidence 50% of ability through achieving national standards</li> <li>• be able to communicate effectively in English [reading, speaking, listening and writing].</li> </ul> <p>There are no additional pre-requisites to certification other than successful achievement of the assessment.</p>	<p>Declaration on ability to conduct initial assessment associated with product entry requirements</p>	<p>TAMS Recognition and Extension applications TAMS Renewal Application</p>
	<p>Secure learner records inclusive of title, name, email address, date of birth, address, gender, nationality, ethnicity, disability and access needs</p>	<p>TAMS Learner records</p>
	<p>Learner identity check records containing the type of proof reviewed, the reviewer's name and the date confirmed</p> <p>Diagnostic tests on language [English speaking, reading, writing and listening, where appropriate]</p> <p>This evidence must be maintained in the centre's own files and made available upon request for review.</p>	<p>TAMS EQA Report</p>

Qualification Coordination Conditions	Evidence requirements	Reporting tool
<b>5.2d Learner access via reasonable adjustments<sup>7</sup></b>		
<p>The recognised centre is required to conduct an initial assessment of every learner having considered barriers to access in accordance with the Equality Act 2010<sup>7</sup> and its protected characteristics. Barriers have been identified in order to preserve the integrity of the qualification, the technical requirements and duty of care. These include:</p> <p><b>Age:</b> individuals under the age of 14 are not permitted to attend this qualification as it is designed specifically for learners in this key stage. As a result, no adjustments to this barrier can be applied.</p> <p><b>Race:</b> individuals who are registered in England 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 in these cases. Those who are registered as overseas must refer to the <i>Transcend Language and Location Policy</i> for information.</p> <p><b>Disability:</b> 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 via the reasonable adjustments process.</p> <p><b>Pregnancy and maternity:</b> it could be detrimental to the health of a pregnant woman and her unborn child to attempt the full extent of the competencies within this qualification. Each case must be evaluated via the reasonable adjustments process.</p> <p>Reasonable adjustments should be requested in accordance with the <i>Transcend Access Arrangements Policy</i> where learners have declared disability, pregnancy or maternity barriers.</p>	<p>Reasonable adjustment request per learner with SEND supported by evidence [medical reports, diagnostic tests or professional testimonies]</p> <p>Reasonable adjustment outcomes implemented as confirmed with a focus on validity of the qualification.</p>	<p>TAMS Learner RA/SC</p> <p>TAMS EQA Report</p>
<b>5.2e Learner exemptions [RPL]<sup>8</sup></b>		
<p>The recognised centre is required to support eligible learners for RPL. Learners who have attended any aspect of the First Star Academies UK leaning programme within the last 2 years are eligible to be accepted for RPL.</p>	<p>N/A</p>	<p>N/A</p>

<sup>7</sup> This serves to support our compliance with Ofqual General Conditions G6.1, G6.2, G6.3

<sup>8</sup> This serves to support our compliance with Ofqual General Conditions G6.1, G6.2, G6.3

Qualification Coordination Conditions	Evidence requirements	Reporting tool
<b>5.2f Learner agreement</b>		
<p>The recognised centre is required to maintain a documented learner agreement mechanism to prevent misconduct and promote good practices. The recognised centre is required to ensure learners commit to the learner agreement prior to registration. The learner agreement template must ensure learners:</p> <ul style="list-style-type: none"> <li>• conduct themselves accordingly in accordance with a code of conduct</li> <li>• are equipped with appropriate apparel and equipment</li> <li>• attend all aspects of the learning and assessment programme [with RPL/RA/SC as the exception]</li> <li>• understand that the registration period is 3 years<sup>9</sup>.</li> <li>• understand any costs associated with re-marks or re-assessment</li> <li>• comply with recognised centre policy and procedure</li> <li>• comply with the awarding organisation’s policy and associated qualification conditions</li> <li>• comply with legislation and regulation as ethical citizens</li> </ul>	<p>Signed learner agreement [it is acceptable for these to be web-based]</p>	<p>Recognised Centre Learner records</p>

<sup>9</sup> All learning, assessment and reassessments (if required) must be completed within the registration period.

Qualification Coordination Conditions	Evidence requirements	Reporting tool
<b>5.2g Learner registration<sup>10</sup></b>		
The recognised centre is required to book training events and register learners who are eligible based upon initial assessment results securely via TAMS.	Learner registrations within five working days of the start date of the training event at the latest.  Postponements, cancellations and withdrawals must be reported within five working days of receipt of the information.	TAMS Learner records
Each learner must be uniquely identifiable, and all required data must be provided.	Learner registration records must include a unique identifier as well as name, date of birth, email address, gender, disability and nationality data.	
<b>5.2h Learner attendance and achievement monitoring</b>		
The recognised centre is required to track and record all learner attendance and achievements securely. Names of tutors, assessors and IQAs that delivered the training, conducted assessment and completed IQA interventions must be aligned accurately.	Learner attendance, achievements and associated quality assurance records and results maintained on file within the centre for a minimum of five years upon receipt of the final result.	TAMS EQA Report
<b>5.2i Learner access via special consideration</b>		
The recognised centre is required to request special considerations in accordance with the <i>Transcend Access Arrangements Policy</i> . There are no additional unique considerations associated with this qualification.	Records of special consideration requests and implementation outcomes with a focus on assessment validity.  Special consideration outcomes implemented confirmed with a focus on validity of the qualification	TAMS RA/SC Reports  TAMS EQA Report
<b>5.2j Learner results and certification</b>		
The recognised centre is required to ensure the validity of results and any claims for certification, taking all reasonable steps to guard against fraudulent or mistaken claims for certificates. The recognised centre is required to ensure results are communicated to learners only when all moderation interventions have taken place.	Results for all learners must be communicated to the awarding organisation within the registration period.  Certification requests must be valid and made within five working days of the final outcomes of the external quality assurance intervention.  Certificates must be dispatched to learners via a secure mechanism within five working days of receipt.	TAMS EQA Report

<sup>10</sup> This serves to support our compliance with Ofqual General Conditions: F1.3, F1.4, G5.1a, G5.1b

## Qualification Delivery<sup>11</sup>

Conditions Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.3a Qualification induction<sup>12</sup></b>		
<p>The recognised centre is required to ensure an effective centre, qualification and course induction to all learners. Learner induction tools [web-based, booklets, PPTs as relevant to the centre’s own mechanism] are required to reference:</p> <ul style="list-style-type: none"> <li>• the qualification workforce</li> <li>• the awarding organisation and the recognised centre’s policies and procedures</li> <li>• information on their Unique Learner Number (ULN) and the Personal Learner Record (PLR) (for centres in England only at this time.</li> <li>• the learning outcomes, assessment criteria and the aligned training and assessment programme</li> <li>• the position of the qualification in relation to others and any progression opportunities (education and employment)</li> <li>• any scheduled internal or external moderation activities</li> </ul>	<p>Learner induction attendance records held on file within the centre.</p>	<p>TAMS EQA Reports</p>

<sup>11</sup> This serves to ensure compliance with Ofqual Condition D8.6

<sup>12</sup> This serves to ensure compliance with Ofqual General Conditions: G5.1 (a)

Qualification Delivery Conditions	Evidence requirements	AO Monitoring Tool
<b>5.3b Qualification training and assessment programme</b>		
<p>The recognised centre is required to create an effective training and assessment programme which is agreed by the awarding organisation. This must align to the approved delivery and assessment methods and the assigned GLH and TQT. The delivery model should represent an overview of the training and assessment programme and should be underpinned by detailed a academic timetable. Teaching and learning tools should also be relevant to the target audience and aligned to the unit specification. The programme should:</p> <ul style="list-style-type: none"> <li>• be fully aligned to the specification</li> <li>• consider accurate alignment of guided learning hours</li> <li>• consider accurate alignment of total qualification time</li> <li>• consider each learner’s individual needs</li> <li>• consider all learning outcomes and delivery content</li> <li>• consider all assessment methods, criteria and opportunities</li> <li>• consider moderation within the registration period (3 years)</li> </ul>	<p>Attendance records Training and assessment programme Teaching and learning tools</p>	<p>TAMS EQA Reports TAMS Documents tab</p>
<b>Delivery Methods</b>	<b>Delivery types</b>	<b>Approval</b>
eLearning experience	Directed learning	Approved
Discussion forum [peers]	Directed learning	Approved
Webinar events [tutor led]	Guided learning	Approved
Classroom activities [tutor led]	Guided learning	Approved
Practical activities [tutor led]	Guided learning	Approved
Work placement [with mentor]	Guided learning	Not Approved
Work placement [without mentor]	Directed learning	Not Approved

## Qualification Assessment Framework

Qualification Assessment Conditions				Evidence requirements	AO Monitoring Tool	
<b>5.4a Assessment Strategy<sup>13</sup></b>						
<p>The recognised centre is required to ensure that each learner adheres to the following assessment strategy:</p> <p><b>Assessment Method 1: Written assignment</b>  <b>Assessment Method 2: Practical demonstration</b>  <b>Assessment Method 3: Professional discussion</b></p> <p>The results from the assessment methods above are collated into a portfolio of evidence. The allocated mentor is required to provide feedback and monitor participation on practical demonstration. The assessor will review all completed paperwork and make judgements on the attainment levels.</p>				<p>LAR, records, assessment paperwork tracked, authenticated, assessed and annotated line with the <i>Assessment Guidance</i> and <i>DAQAA</i></p> <p>Internal moderation reports and records</p>		TAMS EQA Reports
Plan, completion and review of a personal development plan	Method 1	Method 2	Method 3			
Plan, completion and review of an academic study plan	Method 1	Method 2	Method 3			
Engagement with and review of creative activities	N/A	Method 2	Method 3			
Engagement with and review of challenging and adventurous activities	N/A	Method 2	Method 3			
Engagement with social action in the local community	N/A	Method 2	Method 3			
<p>The assessment is required to evidence achievement against all criteria as outlined in the unit specification. The recognised centre is required to use the assessment tasks and templates provided by the awarding organisation. Alternative tools are accepted. These are required to be agreed in advance with the awarding organisation.</p>						

<sup>13</sup> This serves to ensure compliance with Ofqual Condition E3.2G, G4.1

Qualification Assessment Conditions	Evidence requirements	AO Monitoring Tool
<b>5.4b Assessment security</b>		
<p>The recognised centre must ensure that they do not disclose information about any assessment or the content of any assessment materials where that information is confidential. The recognised centre must take steps to ensure that any person connected or previously connected to them adhere to this condition. The recognised centre must ensure all assessment materials are secure and made available to the qualification workforce and learners only as appropriate.</p> <p>The recognised centre must ensure learner’s assessment and attainment records outcomes are secure. Learner portfolios must be returned to each learner after all quality assurance interventions and associated tracking and records updated.</p>	<p>Recognised centre secure communication systems Recognised centre secure records</p>	<p>TAMS EQA Reports</p>
<b>5.4c Assessment delivery<sup>14</sup></b>		
<p>The recognised centre is required to adhere to the assessment delivery process as defined by the awarding organisation:</p> <p><b>Step 01:</b> Brief the learner on the assessment <b>Step 02:</b> Deliver assessment in line with assessment conditions <b>Step 03:</b> Mark assessment in line with VARCS rules of evidence and specification <b>Step 04:</b> Record assessment decisions via LAR and update centre records <b>Step 05:</b> Manage moderation, remarks and adaptations as appropriate <b>Step 06:</b> Manage results, certification and reassessment returning the portfolio, SSR and LAR to learners</p> <p>The recognised centre is required to ensure all learners are able to attend the full programme of learning and assessment in accordance with the selected delivery model and learning agreement.</p> <p>Learners must be provided with the appropriate number of opportunities to be assessed within their period of registration.</p>	<p>LAR, records, assessment paperwork tracked, authenticated, assessed and annotated line with the Assessment Guidance and DAQAA document</p> <p>Internal moderation reports</p>	<p>TAMS EQA Reports</p>

<sup>14</sup> This serves to ensure compliance with Ofqual Condition A4.1 G1.3, G8.1a, G8.1b, H1.1, H5.2, E3.2G, G4.1

Qualification Assessment Conditions	Evidence requirements	AO Monitoring Tool
<b>5.4d Assessment marking and attainments<sup>15</sup></b>		
<p>The recognised centre is required to ensure that learner assessment is marked in accordance with the marking arrangements provided by the awarding organisation and the recognised centre must take steps to ensure these are marked accurately and consistently regardless of the identity of the learner or the assessor.</p> <p>The assessments for this qualification must be marked on a pass-fail basis. The learners must achieve all assessment criteria and be assessed in accordance with the attainment indicators to successfully achieve the qualification.</p>	<p>LAR, records, assessment paperwork tracked, authenticated, assessed and annotated line with the <i>Assessment Guidance</i> and <i>DAQAA</i></p> <p>Internal moderation reports</p>	TAMS EQA Report
<b>5.4e Assessment re-takes and remarks<sup>16</sup></b>		
<p>The recognised centre is required to ensure that learners who are unsuccessful in any aspect of assessment are deemed not yet competent. Two opportunities for reassessment for any of the assessment activities must be offered to learners within the period of registration stated (where required) and these attempts must be recorded as reassessment attempts.</p> <p>The recognised centre is required to ensure re-marking is conducted upon receipt of internal and external moderator feedback as appropriate.</p>	<p>LAR, records, assessment paperwork tracked, authenticated, assessed and annotated line with the <i>Assessment Guidance</i> and the <i>DAQAA</i></p> <p>Internal moderation reports</p>	TAMS EQA Reports

<sup>15</sup> This serves to support our compliance with Ofqual Conditions E3.2i, E3.2h

<sup>16</sup> This serves to ensure compliance with Ofqual Condition A4.1 G1.3, G8.1a, G8.1b, H1.1, H5.2, E3.2G, G4.1

## Qualification Quality Assurance

Qualification Quality Assurance Conditions	Evidence requirements	AO Monitoring Tool
<b>5.5a Internal quality assurance</b>		
<p>The recognised centre is required to have in place a risk based internal quality assurance strategy to ensure initial assessment of learners is effective and that learners are adequately prepared for assessment and assessment delivery and that assessment outcomes are valid.</p> <p>The internal quality assurance strategy, associated sampling plans and intervention reports must consider:</p> <ul style="list-style-type: none"> <li>• 100% sample of learner evidence and assessor feedback moderated on the first cohort</li> <li>• random samples across 25% of learner evidence and assessor feedback moderated from 100% of the cohorts authorised</li> <li>• all active tutors receive an observation within a reasonable time frame</li> <li>• all active assessors receive an observation via internally moderation within a reasonable time frame</li> <li>• all tutor and assessor improvement plans are monitored</li> <li>• assessment standardisation activities to be conducted annually</li> <li>• all active sites are subject to internal control checks</li> <li>• interventions conducted in accordance with a risk-based approach<sup>18</sup></li> </ul>	<p>Internal quality assurance strategy and sampling plans Internal quality assurance and moderation reports:</p> <ul style="list-style-type: none"> <li>• Quality assurance of tutor delivery</li> <li>• Moderation of assessor observations</li> <li>• Moderation of learner portfolios and assessor feedback</li> <li>• Interviews [learners and workforce]</li> <li>• standardisation activities</li> </ul>	<p>TAMS Documents TAMS EQA Reports</p>
<b>5.5b External quality assurance</b>		
<p>The recognised centre is required to cooperate with the external quality assurance interventions in accordance with the Transcend Recognized Centre Risk Based Review Policy noting that this qualification is categorised as medium risk.</p>	<p>Cooperation with external quality assurance interventions</p>	<p>TAMS EQA Reports</p>

<sup>17</sup> This serves to ensure compliance with Ofqual Condition A4.5, H2.1

<sup>18</sup> workforce perceived as higher risk experience more frequent interventions and larger sampling [as appropriate]

## Appendix 01 Qualification Connections and Communications

Transcend Awards Limited	Website: <a href="http://www.transcendawards.com">http://www.transcendawards.com</a> Enquiries: <a href="mailto:services@transcendawards.com">services@transcendawards.com</a> Telephone: 01953 438499
First Star Academies UK	Website: <a href="https://www.firststar.org/">https://www.firststar.org/</a> Enquiries: <a href="https://www.firststar.org/contact-first-star/">https://www.firststar.org/contact-first-star/</a>
The Centre for Social Justice	Website: <a href="http://www.centreforsocialjustice.org.uk">www.centreforsocialjustice.org.uk</a> Telephone: 020 3150 2326
The Register of Regulated Qualifications	Website: <a href="http://register.ofqual.gov.uk/">http://register.ofqual.gov.uk/</a>
The Office of the Qualifications and Examination regulator (Ofqual)	Website: <a href="http://www.gov.uk/government/organisations/Ofqual">www.gov.uk/government/organisations/Ofqual</a>
Department for Education	Website: <a href="http://www.gov.uk/government/organisations/department-for-education">gov.uk/government/organisations/department-for-education</a>
The Department for Business Innovation and Skills (BIS)	Website: <a href="http://www.gov.uk/government/organisations/department-for-business-innovation-skills">gov.uk/government/organisations/department-for-business-innovation-skills</a>
Learning Records Service	Website: <a href="http://www.gov.uk/government/collections/learning-records-service">gov.uk/government/collections/learning-records-service</a>

## Appendix 02 Ofqual General Conditions of Recognition Alignment

This document supports our compliance with the following Ofqual General Conditions of Recognition.

Condition title	Condition alignment
Condition A1 - Suitability for continuing recognition	Not relevant to this publication
Condition A2 - Establishment in the EU or the EFTA	Not relevant to this publication
Condition A3 - Safeguards on change of control	Not relevant to this publication
Condition A4 - Conflicts of interest	A4.1, A4.2, A4.5, A4.6,
Condition A5 - Availability of adequate resources and arrangements	Not relevant to this publication
Condition A6 - Identification and management of risks	Not relevant to this publication
Condition A7 - Management of incidents	Not relevant to this publication
Condition A8 - Malpractice and maladministration	Not relevant to this publication
Condition B1 - The role of the responsible officer	Not relevant to this publication
Condition B2 - The annual statement to Ofqual	Not relevant to this publication
Condition B3 - Notification to Ofqual of certain events	Not relevant to this publication
Condition B4 - Notice to provide information to Ofqual	Not relevant to this publication
Condition B5 - Representations regarding qualifications	B5.1, B5.2
Condition B6 - Cooperation with Ofqual	Not relevant to this publication
Condition B7 - Compliance with Regulatory Documents	Not relevant to this publication
Condition B8 - Compliance with undertakings given to Ofqual	Not relevant to this publication
Condition C1 - Arrangements with third parties	Not relevant to this publication
Condition C2 - Arrangements with Centres	Not relevant to this publication
Condition C3 - Arrangements with Publishers	C2.3f
Condition D1 - Fitness for purpose of qualifications	Not relevant to this publication
Condition D2 - Accessibility of qualifications	Not relevant to this publication
Condition D3 - Reviewing approach	Not relevant to this publication
Condition D4 - Responding to enquiries and complaints procedures	Not relevant to this publication
Condition D5 - Compliance of qualifications with Regulatory Documents	Not relevant to this publication
Condition D6 - Compliance of units developed by others with Regulatory Documents	Not relevant to this publication
Condition D7 - Management of the withdrawal of qualifications	Not relevant to this publication
Condition D8 - Making available information to help meet Teachers' needs	D8.6
Condition D9 - Compliance with saving and transitional provisions following cessation of accreditation	Not relevant to this publication
Condition E1 - Qualifications having an objective and support	Not relevant to this document
Condition E2 - Requirements on qualification titling	E3.2G, G4.1

Condition title	Condition alignment
Condition E3 - Publication of a qualification specification	E3.2b, E3.2c
Condition E4 - Ensuring an assessment is fit for purpose and can be delivered	Not relevant to this publication
Condition E5 - Assurance that qualifications comply with the conditions	Not relevant to this publication
Condition E6 - Submitting qualifications to the Register	Not relevant to this publication
Condition E7 - Total Qualification Time	Not relevant to this publication
Condition E8 - Credit	Not relevant to this publication
Condition E9 - Qualification and Component levels	Not relevant to this publication
Condition E10- Recognition of Prior Learning	Not relevant to this publication
Condition F1 - Information on fees and features of a qualification	F1.3, F1.4,
Condition F2 - Packaging qualifications with other products or services	Not relevant to this publication
Condition F3 - Invoicing	Not relevant to this publication
Condition G1 - Setting the assessment	Not relevant to this publication
Condition G2 - Language of the assessment	Not relevant to this publication
Condition G3 - Use of language and Stimulus Materials	Not relevant to this publication
Condition G4 - Maintaining confidentiality of assessment materials	Not relevant to this publication
Condition G5 - Registration of Learners	G5.1a, G5.1b
Condition G6 - Arrangements for Reasonable Adjustments	G6.1, G6.2, G6.3
Condition G7 - Arrangements for Special Consideration	Not relevant to this publication
Condition G8 - Completion of the assessment under the required conditions	Not relevant to this publication
Condition H1 - Marking the assessment	Not relevant to this publication
Condition H2 - Moderation where an assessment is marked by a Centre	Not relevant to this publication
Condition H3 - Monitoring the specified levels of attainment for a qualification	Not relevant to this publication
Condition H4 - Adjudication by Ofqual of specified levels of attainment for a qualification	Not relevant to this publication
Condition H5 - Results for a qualification must be based on sufficient evidence	Not relevant to this publication
Condition H6 - Issuing results	Not relevant to this publication
Condition I1 - Appeals process	Not relevant to this publication
Condition I2 - Compliance with Ofqual's appeals and complaints process	Not relevant to this publication
Condition I3 - The design and content of certificates	Not relevant to this publication
Condition I4 - Issuing certificates and replacement certificates	Not relevant to this publication

## Appendix 03 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	Details
Version 1	08 November 2019	First publication