



Transcend Level 4 Certificate in Teaching Advanced Pilates Based Matwork

Qualification Specification

Version 01: 20 March 2023

Welcome!

Welcome to the **Transcend Level 4 Certificate in Teaching Advanced Pilates Based Matwork**. Transcend is an Ofqual regulated awarding organisation, and this is a vocational qualification that sits on the Ofqual register of regulated qualifications. This specification confirms the qualification purpose and delivery conditions. It must be read and complied with conjunction with the *Transcend Centre Recognition Conditions*, the *Unit Specification* and *Assessment Materials*.

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Part 01: Qualification Purpose

Qualification Scope				
<p>The Transcend Level 4 Certificate in Teaching Advanced Pilates Based Matwork is an Ofqual regulated vocational qualification that sits in sector subject area 8.1: sport, leisure, and recreation. It is integral to a progressive suite of qualifications developed to influence the transformation of the Pilates Based Matwork workforce. This qualification is exclusively designed for Level 3 Pilates Based Matwork Instructors to enhance their professional scope of practice.</p>				
Instructor		Teacher		
Qualified Level 3 Instructors have the scope to adapt Pilates Based Matwork exercises in classes for clients at beginner to intermediate movement levels.		Transcend Level 4 Teachers have the scope to apply movement analysis and efficiency principles to Pilates Based Matwork exercises in classes for clients at advanced movement levels.		
<p>The aim of this qualification is to enable learners to develop knowledge and skills required to fulfil the role of an Advanced Pilates Based Matwork Teacher. They will understand the pedagogical approaches required to teach the advanced classical Pilates Based Matwork repertoire. To add sustainable value to advanced clients they will develop skills to:</p> <ul style="list-style-type: none">• embed The World Health Organisation [The WHO] holistic health model into practice• apply movement analysis to improve each client’s movement efficiency throughout the exercises. <p>The intent is for learners to impact on sustainable development of advanced clients through improved movement efficiency AND holistic health.</p>				
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 4 qualification on the Register of Regulated Qualifications and is equivalent to a Level 5 on the European Qualifications Framework (EQF) .			
	Regulator reference	610/2343/7	Qualification sector	8.1 Sport, leisure, and recreation.
	Qualification start date	20 Mar 2023	Qualification TQT	160
	Qualification review date	31 Mar 2026	Qualification GLH	80
	Qualification credit	16	Qualification DSH	80

Qualification awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.	
Qualification standards	This qualification is aligned to The World Health Organisation model for holistic health. It is partially aligned to the CIMSPA Professional Standard: Instructing Pilates Based Matwork.	
Qualification partners	This qualification is developed in collaboration with industry specialists Future Fit Training Limited 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. This qualification has been subject to consultation with equality experts, employers, and education providers. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.	
Qualification providers	This qualification is designed to be delivered through schools, local, regional, national, and international training providers, colleges, universities, and industry employers.	
	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.	
	Applicant centres	Recognised centres
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification participants and progression	This qualification is for learners who aspire to gain and retain employment as an Advanced Pilates Based Matwork Teacher.	
	Employability progression routes	This qualification may lead to paid employment as an Advanced Pilates Based Matwork Teacher.
	Education progression routes	<p>This qualification is integral to a suite of progressive 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 Ante and Post Natal Clients</p> <p>Transcend Level 4 Certificate in Instructing Pilates Based Matwork Client with Musculoskeletal Conditions</p>
Qualification endorsements	This qualification is supported by Future Fit Training Limited as an industry leading education provider in Pilates Based Matwork .	

Qualification Overview	
Qualification purpose	<p>The purpose of this qualification is to update and continue professional development (CPD).</p> <p>The sub purpose of this qualification is to develop knowledge and skills to gain recognition at a higher level or in a different role</p>
Qualification rationale	<p>The rationale for the development and deployment of the qualification is to influence the evolution of Advanced Pilates Based Matwork Teaching and their ability to add sustainable value to clients through improved movement efficiency. In doing so, this will contribute to the emerging sector transformation and the need to contribute to the national health agenda. The development, delivery and awarding of this qualification is learner and client centred and embeds 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 an Advanced Pilates Based Matwork Teacher. The intent is to enable learners to optimise the advanced clients' experience through improved movement efficiency and holistic health.</p>
Qualification objective	<p>The objective is to provide a benefit to learners by enabling them to GAIN and RETAIN employment as an advanced Pilates Based Matwork Teacher. Whilst attending the qualification learners will develop the knowledge and skills to enable them to:</p> <ul style="list-style-type: none"> • fulfil the legal, ethical, and technical duties of an Advanced Pilates Based Matwork Teacher • drive sustainable development in Pilates Based Matwork through psycho-socio profiling • drive sustainable client engagement in Pilates Based Matwork through physiological profiling • drive sustainable client development in Pilates Based Matwork via progressive adaptation technique for fundamental exercises • fulfil the deployment expectations of an Advanced Pilates Based Matwork Teacher
Qualification uniqueness	<p>This is the only regulated qualification for Advanced Pilates Based Matwork Teachers that enables them to optimise the clients' experience through improved movement efficiency and holistic health [The WHO Model]. The Register of Regulated Qualifications should be accessed to source information on other awarding organisations that offer similar provision.</p>

Qualification Structure

This qualification is comprised of five mandatory units. Learners are required to have successfully achieved all mandatory units to be awarded the qualification certificate.

Units		Ofqual ref	Level	GLH	DSH	TUT	Credit
01	Duty of Pilates Based Matwork Teachers to influence through ethical and technically proficient practice	M/650/6510	4	10	10	20	2
02	Duty of Pilates Based Matwork Teachers to develop advanced clients through human movement efficiency analysis	R/650/6511	4	10	10	20	2
03	Driving advanced client engagement as a Pilates Based Matwork Teacher through holistic health profiling	T/650/6512	4	10	10	20	2
04	Driving advanced client development as a Pilates Based Matwork Teacher through progressive programming	Y/650/6513	4	10	10	20	2
05	Deployment skills of a Pilates Based Matwork Teacher in the development of technically advanced clients	A/650/6514	4	40	40	80	8
Summary				80	80	160	16

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions . The rules outlined below are supplementary conditions specific to this 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 Transcend Recognised Conditions 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.</p> <p>Occupational competence must be evidenced through:</p> <ul style="list-style-type: none"> • a regulated level 3 Pilates Based Matwork Instructing qualification or equivalent • a minimum of two years professional experience in the advanced Pilates Based Matwork environment. <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"> • Exercise mats • Small props for alignment

Qualification Coordination Conditions											
The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.											
Learner pre-requisites	<p>The recognised centre is required to ensure that prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • be accurately identified • be at least 18 years of age • be able to evidence access to or a placement in a Pilates training environment • be able to evidence achievement of a level 3 regulated qualification in Instructing Pilates Based Matwork • be able to communicate effectively in English if registered in England [reading, speaking, listening, and writing]. 										
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics as defined by the Equality Act 2010. These are justified for physical and emotional safety purposes and include:</p> <table border="1"> <tr> <td>Age</td><td>Individuals under the age of 18 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td>Race</td><td>Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td>Religion</td><td>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.</td></tr> <tr> <td>Disability</td><td>Individuals who have psychological, physiological, or sociological disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> <tr> <td>Pregnancy & maternity</td><td>Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> </table> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners and ensure safety of participants. Reasonable adjustments should be requested in line with the <i>Transcend Reasonable Adjustments Policy</i>.</p>	Age	Individuals under the age of 18 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.	Race	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.	Religion	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.	Disability	Individuals who have psychological, physiological, or sociological disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.	Pregnancy & maternity	Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.
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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 the course commencing. The registration period is 3 years.
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- course learning, attendance on practical workshops and placement assessments in the live Pilates environment with real advanced clients. It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results, 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 model

The recognised centre is required to document their delivery models. They are eligible to adopt the exemplar delivery model provided by the awarding organisation as outlined below. Alternatively, the recognised centre can develop their own model to retain their own USPs. All delivery models must be supported by a documented training and assessment programme. Inclusive teaching and learning materials should also be in place. Delivery models, programmes and materials must be mapped to the qualification and unit specifications. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. The delivery models, materials, and the 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 + Remote Learning	Phase 2: Practical Development	Phase 3: PORTFOLIO	Phase 4: PD
<p>Induction</p> <p>Remote learning:</p> <p>PBMT Duties: legal and ethical role PBMT Duties: human movement analysis PBMT Drivers: profiling for holistic health PBMT Drivers: progressive programming PBMT Deployment: teaching advanced clients</p>	<p>Practical development:</p> <p>Movement efficiency analysis on classical Pilates exercises</p> <p>Teaching techniques to advanced Pilates Clients</p>	<p>Task A: Profiling</p> <p>Task B: Programming</p> <p>Task C: Performance</p>	<p>Task D: Professional Discussion</p>
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 3-year learner registration period.

Qualification Assessment Conditions		
The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules. The assessment framework for this qualification is externally set by the awarding organisation and marked internally by a qualified assessor in 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 and professional discussion. These are embedded into the strategies outlined.	
Strategy	Task Title	Task Summary
Task A	Profiling	The learner must source an advanced Pilates client [aged 18+] and complete a client consultation. This must include a PARQ and an initial assessment in line with the WHO model for holistic health to create a physiological, psychological, and sociological profile. The physiological profile must embed results from a postural and Pilates movement efficiency analysis. The learner must then agree SMART goals with their client based on these results.
Task B	Programming	<p>Planning</p> <p>The learner must plan a 6-week progressive Pilates Based Matwork programme for an advanced client. This must include a minimum of 6 planned classes that align to the overall programme objectives considering the clients profile and goals. The classes must be designed to influence their client's sustainable engagement and development considering their movement efficiency and holistic health needs in line with the WHO model.</p>
		<p>Teaching</p> <p>The learner must teach a 6-week progressive Pilates Based Matwork programme for an advanced client. This must include a minimum of 6 planned classes that align to the overall programme objective and client's goals. The classes must influence their client's sustainable engagement and development considering movement efficiency interventions and holistic health needs in line with the WHO model. Adaptations in the moment must be made for safety and client progress.</p>
		<p>Monitoring</p> <p>The learner must monitor the delivery of the 6-week progressive Pilates Based Matwork programme for an advanced client. This must include a review of a minimum of 6 planned classes that align to the overall programme objective and client's goals. The programme should be adapted where needed in line with clients' needs and goals.</p>

Task C	Performance	The learner must reflect on their performance when delivering a 6-week programme to an advanced client in the Pilates Based Matwork Teacher role. They must then create a personal development plan.
Task D	Professional discussion	The learner must participate in a professional discussion. Questions can be to clarify any of aspect of the portfolio of evidence. This will include questioning on the advanced classical Pilates Based Matwork repertoire and movement efficiency 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 the guidance. These are designed specifically to promote validity, reliability, manageability, comparability and to minimise any bias. To support learners in the achievement of the assessment tasks the Learner Assessment Portfolio is available to all 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 and unit specification and will be evaluated for validity purposes to ensure the level of demand in each task is comparable. The recognised centre must not use their own assessment materials without prior approval from the awarding organisation.</p>	
Assessment environment	The recognised centre is required to ensure 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 environment. The professional discussion can be done remotely via web meetings where steps are taken to prevent misrepresentation.	
Assessment authentication	The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors should authenticate portfolio evidence during the professional discussion.	
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance, fair principles and the VARCS rules of evidence. VARKS requires the assessment to be valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules' learners should follow their recognised centre's appeals process.	

Assessment attainment	<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. The assessment guidance is also available to support standardisation. These are made available to assessors and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task. This must be marked in line with the attainment indicators to enable learners to successfully achieve the qualification.</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 unit specifications. This must be approved by the awarding organisation prior to implementation.</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 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 a re-mark at the request of the internal or external moderator or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the Transcend Engagement Team.</p> <p>Where the appeal is associated with the outcomes of the 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			
<p>The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this qualification has been assigned a medium-risk profile based upon the following risk indicators. The areas in green have been selected for this qualification based upon the information contained in this specification. An average of the assigned risk levels was determined to establish the overall risk profile the qualification</p>			
Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification Risk Profile	MEDIUM RISK		

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data¹ checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation] Internal scrutiny of qualification assessment [standardisation activities]
Internal moderation	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place on each cohort before results are reported to the awarding organisation and requests for certification are made. Sampling strategies must consider the following key risk indicators:</p> <ul style="list-style-type: none"> the risk profile for these qualifications which is MEDIUM the experience of the assessors in their role as an assessor the experience of the assessors in the delivery of these qualifications the assessment samples to include portfolios across every learner cohort the assessment samples to include observations of practical assessment periodically the number of learners registered and whether these attend a course or rolling programme. <p>The recognised centre should identify a % of learners to be sampled per assessor per course OR a % of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</p>

¹ Data checks must as a minimum consider timely and accurate coordination of the course/programmes and must refer to the delivery venue, fair recruitment, initial assessment, access arrangements, learner agreements, allocation of workforce, attendance, retention, achievements across the assessment and reassessments for each task aligned to the assessment strategy, internal moderation dates, results reporting and certification requests. This data must be captured and subject to internal control for every learner prior to requests for certification being made.

External quality assurance	<p>The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance approach determines the nature, frequency and sampling sizes as shown:</p> <p>Scrutiny of the qualification workforce competence checks on 100% bookings Scrutiny of the qualification delivery venue and facility safety via risk-based external monitoring activities. Scrutiny of the qualification coordination timings and accuracy via risk-based external monitoring activities. Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external monitoring activities. Scrutiny of the qualification assessment standards via risk-based external moderation interventions. Scrutiny of the qualification internal quality assurance via risk-based external moderation interventions.</p> <p>The external monitoring activities take place during external moderation interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification delivery conditions in the same intervention planned to scrutinize the assessment standards. This enables us to maximise the application of our resources.</p> <p>Our external quality assurance reports may be communicated per moderation intervention in a matrix via email or via the web based in the Transcend Awarding Management System [TAMS]. This is dependent on the number of learners to be certificated and the level of compliance of the recognised centre in the delivery of the qualification. We will collaborate with each centre to determine this. The rationale is to ensure efficiency in our reporting and certifications. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for audit purposes. We report the result of each external moderation intervention in the Results Validation section of the relevant Booking Form in TAMS. This is to ensure that an audit of results in the system is accurately, effectively, and efficiently captured and can be viewed by the recognised centre and the awarding organisation workforce.</p>
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External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategy shown here is associated with the assessor's experience in delivering these qualifications, the medium-risk profile assigned to this qualification and the recognised centres qualification approval risk profile for this qualification. The strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample sizes [learners and assessment activities].	
	Strategy 01: First assessments per assessor [aligned to the product risk profile which is MEDIUM]	
	Courses	40% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	404% of 30 learners assessment to be sampled across 100% tasks within the LAP per learner for each new assessor
	Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings ²
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings

² The term **across booking** is associated with a time period, which will be confirmed per centre dependent on the number of requests for certification within that time frame. All learners within this time frame 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 medium-risk profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification this refers to:</p> <ul style="list-style-type: none"> Professional discussions 	
	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	Publication 01