



## Transcend Level 6 Award in Effective School Governance

### Qualification Specification

Version 02: 01 September 2021

## Welcome!

Welcome to the **Transcend Level 6 Award in Effective School Governance**. Transcend is an Ofqual recognised awarding organisation, and this is a qualification that sits on the Ofqual register of regulated qualifications. This specification confirms the qualification purpose statement 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><b>The Transcend Level 6 Award in Effective School Governance</b> is an Ofqual regulated vocational qualification. It sits in sector subject area 15.3 Business Management due to the strategic leadership duties of an effective school governor. The aim of the qualification is to develop the learner's ability to operate as a school governor and support effective strategic leadership in schools. <b>This is the only qualification available to school governors which is assigned a level commensurate with role that they fulfil.</b></p>			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 6 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 7 on the <a href="#">European Qualifications Framework (EQF)</a> .		
	Regulator reference	603/4208/0	Qualification sector
	Qualification start date	18 Mar 2019	Qualification TQT
	Qualification review date	31 Mar 2025	Qualification GLH
	Qualification credit	8	Qualification DSH
Qualification awarding	This qualification is solely awarded by <a href="#">Transcend Awards Limited</a> as the recognised awarding organisation regulated by Ofqual in England.		
Qualification standards	This qualification is aligned to the current <a href="#">DfE Governance Handbook</a> and the current <a href="#">Ofsted Education Inspection Framework</a> .		
Qualification partner	<p>This qualification is developed in collaboration with <a href="#">B11 Education</a> as the technical partner. B11 provide education and consultancy services to schools, academies, further education colleges, multi-academy trusts and local authorities to improve the outcomes for children and learners across the UK. B11 are experts in their field and deliver advice and training to teachers and governors on the Ofsted Inspection Framework.</p> <p>This qualification is subject to consultation with equality experts, employers, and education providers including <a href="#">City of Bradford Metropolitan District Council [CBMDC]</a>. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.</p>		

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 that are 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.	
	<b>Applicant centres</b>	<b>Recognised centres</b>
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.
Qualification participants and progression	This qualification is for learners who have been elected or appointed as a governor for in a school, Academy or MAT or any other registered childcare provider. It is for those wish to ensure best practice in governance and ensure effective strategic leadership in schools. Prior to registration for the qualification learners are required to be accurately identified, at least 18 years of age, able to evidence an appointment as a school governor and be able to communicate effectively in English.	
	Employability progression routes	This qualification will provide evidence of competence when progressing onto other qualifications in strategic leadership.
	Education progression routes	<p>This qualification will support those in the position of a school governor in their voluntary capacity. It may also provide evidence of relevant competencies when applying for independent director roles in the private and charitable sectors.</p> <p>Transcend Level 3 Award in School Governor Preparation  Transcend Level 4 Award in School Governor Practices  Transcend Level 5 Award in School Governor Performance</p>
Qualification endorsements	This qualification is endorsed and supported by <a href="#">B11 Education</a> , as technical experts and an industry leading school improvement consultancy provider. This qualification is also supported by the <a href="#">City of Bradford Metropolitan District Council [CBMDC]</a> .	

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

## Qualification Structure

This qualification is comprised of 3 mandatory units. Learners are required to have successfully achieved the mandatory units in order to be awarded the qualification certificate.

Units		AO ref	Unit ref	Level	GLH	DSH	TUT	Credit
<b>Unit 01</b>	Duties of a school governor	QU000065	M/617/4885	6	7	13	20	2
<b>Unit 02</b>	Driving standards as a school governor	QU000063	T/617/4886	6	7	13	20	2
<b>Unit 03</b>	Deployment of a school governor	QU000061	A/617/4887	6	9	22	31	4
Summary					23	48	71	8

## Part 02: Qualification Delivery Specification

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

Qualification Coordination Conditions							
The recognised centre is required to supplement RC5.2 of the <b>Transcend Recognised Centre Conditions</b> with the following rules.							
Learner pre-requisites	<p>The recognised centre is required to ensure that prior to registration onto the qualification learners are required to:</p> <ul style="list-style-type: none"> <li>• be accurately identified</li> <li>• be at least 18 years of age</li> <li>• be able to evidence an appointment as a school governor</li> <li>• be able to communicate effectively in English [reading, speaking, listening, and writing]</li> </ul>						
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics. These are justified for physiological, psychological or sociological safety purposes and include:</p> <table border="1"> <tr> <td><b>Age</b></td><td>Individuals under the age of 18 are not permitted to attend this qualification. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td><b>Race</b></td><td>Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td><b>Disability</b></td><td>Individuals with physiological, psychological or sociological difficulties of disabilities may find some of the competencies challenging. 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. Reasonable adjustments should be requested in line with the <i>Transcend Reasonable Adjustments Policy</i>.</p>	<b>Age</b>	Individuals under the age of 18 are not permitted to attend this qualification. As a result, no adjustments to this barrier can be applied.	<b>Race</b>	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.	<b>Disability</b>	Individuals with physiological, psychological or sociological difficulties of disabilities may find some of the competencies challenging. 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.
<b>Age</b>	Individuals under the age of 18 are not permitted to attend this qualification. As a result, no adjustments to this barrier can be applied.						
<b>Race</b>	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.						
<b>Disability</b>	Individuals with physiological, psychological or sociological difficulties of disabilities may find some of the competencies challenging. 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.						



Learner agreements	The recognised centre is required to ensure that every learner signs an agreement to attend all aspects of the training and assessment programme in line with the 2 year registration period and the centre's delivery model for this qualification.
Learner attendance and achievement records	<p>The recognised centre is required to record all activities including the booking references, dates, venues, and workforce per learner. Activities refer to the recording of learner applications, initial assessment, learner agreements, pre-course learning attendance on workshops, governor activities and all assessments.</p> <p>Records must also include the logging of the receipt of learners assessment portfolios [LAP], the simulated Ofsted interview, the marking of all assessments, recording of all results, confirming results via the Learner attainment Record [LAR], reassessments, remarks, and all moderation and quality assurance interventions. All activities and records must be completed within the 3-year learner registration period and subject to effective internal control before making a claim for certification for each learner.</p>

## Qualification Delivery Conditions

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

### Qualification delivery model

The recognised 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, blended training and assessment programme. Inclusive teaching and learning materials should also be in place. Delivery models, programmes and materials must be mapped to the qualification and unit specification. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. 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.

Phase 01	Phase 02	Phase 03
Remote learning	Placement and Portfolio	Professional Discussion
<b>Webinar 01:</b> Induction and effective governance <b>Webinar 02:</b> Strategic leadership and accountability <b>Webinar 03:</b> Structures and people <b>Webinar 04:</b> Compliance and evaluation <b>Reference DfE Governance Handbook</b>	<b>TERM 01:</b> Board Member Activities and webinar progress  <b>TERM 02:</b> Board Member Activities and webinar progress  <b>TERM 03:</b> Board Member Activities and webinar progress  <b>PORTFOLIO OF EVIDENCE COLLATION</b>  <b>Mentor support</b>	<b>Simulated Ofsted Interview</b>  <b>[30-60 mins]</b>
<b>Webinar 05:</b> Leadership and management criteria <b>Webinar 06:</b> Quality of education criteria Reference <b>Webinar 07:</b> Behaviours and attitude criteria <b>Webinar 08:</b> Personal development criteria <b>Reference Ofsted Education Inspection Framework</b>		
<b>Webinar 09:</b> Deployment and evidence collection <b>Allocation of mentor &amp; preparation for assessment</b>		
<b>18 GLH</b>	<b>10 DSH</b>	<b>4 GLH</b>
		<b>38 DSH</b>
		<b>1 GLH</b>
Total GLH: 23 Total DSH: 48 TQT: 712		

The delivery models must enable all learning, assessment, any reassessment, and quality assurance activities to be completed within a 2-year 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 Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment strategy	The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence and professional discussion via a simulated Ofsted interview.	
	<b>Strategy 01: Governor profile and participation</b>	<p>The learner must create a profile of themselves as a governor. They must then fulfil their role as a school governor over a period of at least 3 school terms. In doing so they must evidence the preparation, attendance, and contribution to a minimum of</p> <ul style="list-style-type: none"> <li>• 3 Board of Governor meetings,</li> <li>• 3 Board sub-committee meetings [or other meetings or activities]</li> <li>• 2 School events.</li> </ul> <p>All events, meetings or activities can be virtual or physical. All paperwork should be collated and listed in an index.</p>
	<b>Strategy 02: Governor reflections</b>	<p>The learner must reflect on their own ability and that of their Board with regards to the 6 features of effective school governance. The reflections should be completed immediately after attendance at the governor meetings, events, or other activities and 9 reflective accounts must be completed in total. Learners must refer to a minimum of 1 of the 6 features of governance in each reflective account. All features must be covered across the reflective accounts.</p>
	<b>Strategy 03: Governor contribution</b>	<p>The learner must write a 1500-word report which includes to live examples of their work having attended governor meetings and events. The report must evaluate their contribution to:</p> <ul style="list-style-type: none"> <li>• ensuring clarity of vision, ethos, and strategic direction</li> <li>• holding the executive leaders to account for the educational and staff performance</li> <li>• oversight on financial performance of the organisation and making sure its money is well spent.</li> </ul>

Assessment strategy continued	<b>Strategy 04: Governor inspection interview</b>	<p>The learner is required to attend a simulated Ofsted Inspector Interview. They must be able to answer questions associated with their school's ability to evidence performance across all areas of the Education Inspection Framework. The assessor will play the part of the Ofsted inspection and will complete a professional discussion report. The Interview will be 30-60 minutes to enable the learners to have an opportunity to meet all of the criteria.</p> <p>The professional discussion can be face to face or via video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and prevent misrepresentation</p>
Assessment tasks	<p>The recognised centres that use the awarding organisation assessment materials must apply these consistently and in accordance with the guidance and rules. These are designed specifically to promote validity, reliability, manageability, comparability and to minimise any bias. To support learners in the achievement of the assessment tasks the Transcend Learner Assessment Portfolio is available to all recognised centres.</p> <p>The recognised centres that wish to develop their assessment own materials must submit these to the awarding organisation for approval prior to delivery. These must be supported by detailed mapping to the qualification and will be evaluated for validity purposes to ensure the level of demand in each task is comparable. The recognised centre must not use their own assessment materials without prior approval from the awarding organisation.</p>	
Assessment environment	<p>The recognised centre is required to ensure that the school placement is agreed by the head teacher by a school which is subject to Ofsted inspection and the learner is allocated a mentor in the environment. The recognised centre is also required to ensure all assessment tasks are completed in a safe, secure environment. The portfolio can be developed in the learners own time and must be authenticated by a mentor in the school placement. The learner must complete two practical observations in a live environment under observation by with their mentor or a qualified assessor. Mentors must be qualified teachers in the school or qualified assessors under a private training provider. interview can be completed face to face in a secure environment or remotely via webinar. In these cases, steps must be taken to prevent misrepresentation. These must be attended in real time by a qualified assessor.</p>	
Assessment authentication	<p>The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors should authenticate work during the simulated interview.</p>	

Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance and the fair and VARCS rules of evidence. This means that the assessment must be fair, valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules' learners should follow their recognised centre's appeals process.
Assessment attainment	The recognised centre is required to ensure that the assessment for this qualification is graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specification. The assessment guidance is also available to support standardisation. These are made available to assessors and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task. This must be marked in line with the attainment indicators to enable learners to successfully achieve the qualification. Recognised centre's that use their own assessment tasks must create an assessment guidance which aligns to the attainment indicators in the unit specifications. This must be approved by the awarding organisation prior to delivery.
Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities for each component of the assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the two-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded the qualification.
Assessment re-marks	<p>The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the <a href="#">Transcend Engagement Team</a>.</p> <p>Where the appeal is associated with the outcomes of the practical observation or professional discussion, the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that assessment, the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the centre's appeals process should they bring the matter to Transcend, where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.</p>

## Qualification Quality Assurance Conditions

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

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

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> <li>Internal scrutiny of qualification sites [safety checks]</li> <li>Internal scrutiny of qualification workforce [CPD checks]</li> <li>Internal scrutiny of qualification coordination [data<sup>1</sup> checks]</li> <li>Internal scrutiny of qualification delivery [teaching observations]</li> <li>Internal scrutiny of qualification assessment [risk-based moderation]</li> <li>Internal scrutiny of qualification assessment [standardisation activities]</li> </ul>
Internal moderation	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of <b>Centre Assessment Standards Scrutiny</b> for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place on each cohort before results are reported to the awarding organisation and requests for certification are made. Sampling strategies must consider the following key risk indicators:</p> <ul style="list-style-type: none"> <li>the risk profile for these qualifications which is <b>MEDIUM</b></li> <li>the experience of the assessors in their role as an assessor</li> <li>the experience of the assessors in the delivery of these qualifications</li> <li>the assessment samples to include portfolios across every learner cohort</li> <li>the assessment samples to include observations of practical assessment periodically</li> <li>the number of learners registered and whether these attend a course or rolling programme.</li> </ul> <p>The recognised centre should identify a % of learners to be sampled per assessor per course OR a % of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</p>

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

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

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

External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the <b>medium-risk</b> profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification this refers to:</p> <ul style="list-style-type: none"> <li>• Simulated Ofsted Interview</li> </ul>	
	<b>Real time assessment strategy</b>	
	<b>RTA Strategy 01</b>	<b>EQA Presence and moderation annually</b> as a minimum to all centres, for this qualification for each real time assessment method.
	<b>RTA Strategy 02</b>	<b>EQA Presence and moderation biannually</b> per centre, for this qualification for each real time assessment method where there are more than 08 courses or 200 learners on rolling programmes.

## Appendix: Qualification Version Control

This document is subject to version control. We will request feedback from centres in advance of any change. We will then inform centres of the changes made in advance and will re-publish the specification via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication	Details
<b>Version 01</b>	18/03/2019	<b>Publication 01</b>
<b>Version 02</b>	01/09/2021	<b>Publication 02:</b> Quality assurance section updated to include CASS Strategies.