



TRANSCEND
AWARDS

Transcend Level 3 Certificate
for **TAs Specialising in**
Physical Education

Qualification Pathway Specification

Version 02: 01 September 2021

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Welcome!

Welcome to the **Transcend Level 3 Certificate for Teaching Assistants Specialising in Physical Education**. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this qualification sits on the register of regulated qualifications. This document confirms the qualification purpose, delivery specification and unit specification for this qualification. This specification must be read and complied with in conjunction with the *Transcend Centre Recognition Conditions, Unit Specification and Assessment Guidance*.

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Part 01: Qualification Purpose

Qualification Pathway Scope			
<p>The Transcend Level 3 Certificate for Teaching Assistants Specialising in Physical Education is a vocationally related qualification regulated by Ofqual. This qualification is a specialist pathway qualification which is drawn from the Transcend Level 3 Certificate for Teaching Assistants.</p> <p>It is relevant to adult learners who aspire to gain and retain employment as a teaching assistant and for those who wish to commence a vocationally related career progression route into to teaching. This qualification pathway is specific to those who wish to specialise in physical education. A Teaching Assistant that Specialises in Physical Education works collaboratively with the teacher to support individuals and small groups of children to influence their development in this context.</p>			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 3 qualification on the Register of Regulated Qualifications and is equivalent to a Level 5 on the European Qualifications Framework (EQF) .		
	Regulator reference	603/5592/X	Qualification sector
	Qualification start date	01 Apr 2020	Qualification TQT
	Qualification review date	01 Apr 2023	Qualification GLH
	Qualification credit	27	Qualification DSH
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 pathway is fully aligned to the Professional Standards for Teaching Assistants and the National Curriculum for PE.		

Qualification partners	This qualification pathway is developed in collaboration with SPORTIVITY Consultants, as the technical partner and industry leading specialists in the delivery of progressive physical education and in consultation with education and equality representatives. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.	
Qualification providers	<p>This qualification pathway is designed to be delivered through independent and maintained schools, Academy trusts, MATTs, Pupil Referral Units, local, regional, and national training providers, colleges, universities, and industry employers. It is accessible to any organisation, which meets the centre recognition and qualification approval conditions.</p> <p>This qualification is accessible to education providers that are recognised as centres that are approved to deliver this qualification by the awarding organisation. Recognised centres are required to deliver the qualification in accordance with the centre recognition and qualification delivery conditions.</p>	
	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 + progression	This qualification is relevant to adult learners aged 18+ who aspire to gain and retain employment as a higher-level teaching assistant that specialises in PE.	
	Employability progression routes	This qualification can lead to paid employment as a teaching assistant specialising in physical education.
Qualification participants + progression	Education progression routes	This qualification can lead to progression onto the Transcend Level 4 Certificate for HLTAs Specialising in Physical Education.
Qualification endorsements	This qualification is endorsed by Sportivity Consultants as industry leading specialists in this domain.	

Qualification Pathway Summary	
Qualification purpose	<p>The qualification pathway purpose is to confirm occupational competence.</p> <p>The qualification pathway sub-purpose is to confirm the ability to meet legal requirements made by the professional standards.</p>
Qualification rationale	<p>The rationale for the development, delivery and awarding of this qualification pathway is to support the professionalisation and sustainable transformation of the teaching assistant workforce that specialise in PE in school environments.</p>
Qualification aim	<p>The aim of this qualification pathway is to develop each learner's ability to fulfil the role of a teaching assistant specialising in physical education.</p>
Qualification objective	<p>The objective of this qualification pathway is to provide a benefit to learners enabling them to gain and retain employment as a teaching assistant that specialises in physical education. Learners will be able to support teachers in the design and delivery of the curriculum, and lessons for individuals and small groups of pupils to influence their development through physical education. Learners will develop knowledge and skills required to:</p> <ul style="list-style-type: none"> • be able to fulfil duties of a high-level teaching assistant in accordance with the TA Professional Knowledge Standards • be able to drive education standards through contemporary learning and assessment approaches, integrated curriculum and the EIF • be able to meet deployment expectations of a teaching assistant in accordance with the TA Professional Skills Standards • be able to drive education standards through high quality physical education programmes that align to the national curriculum • be able to design and deliver high quality physical education to individual children • be able to design and deliver high quality physical education to small groups of children
Qualification uniqueness	<p>This qualification pathway is the only regulated qualification that enables higher level teaching assistants to specialise in physical education. It focuses on whole child development through physical education mastery approaches. The Register of Regulated Qualifications provides information on other awarding organisation providers who offer similar provision.</p>

Qualification Pathway Structure

This qualification pathway is comprised of 6 mandatory units. To achieve the qualification and be awarded the certificate learners must successfully complete all mandatory units. 3 core coaching units represent the TA role. 3 units are relevant to the PE Specialism. Learners are required to have successfully achieved all 6 mandatory units in order to be awarded the qualification certificate. The structure within this pathway is pre-determined and fixed for validity purposes and provide the emphasis for the title of the qualification confirmed on the qualification certificate:

Transcend Level 3 Certificate for Teaching Assistants **Specialising in Physical Education**

Unit Title		AO Ref	Ofqual Ref	Level	GLH	DSH	TQT	Credit
Mandatory Core Units: TA role								
CU01	Duties of an ethical and effective higher level teaching assistant	QU001206	R/618/0002	3	30	23	53	6
CU02	Driving educational standards as an ethical and effective school practitioner	QU001208	Y/618/0003	4	20	20	40	4
CU03	Deployment expectations of an ethical and effective teaching assistant	QU001210	D/618/0004	3	30	10	40	4
Mandatory Pathway Units: PE Specialism								
PU01a	Driving standards through high quality physical education programmes	QU001223	H/618/0005	4	25	25	50	5
PU01b	Deployment expectations in the quality design and delivery of PE interventions for individuals		K/618/0006	3	30	10	40	4
PU01c	Deployment expectations in the quality design and delivery of PE interventions for small groups		M/618/0007	3	20	20	40	4
Summary				4	155	108	263	27

Part 02: Qualification Pathway Delivery Specification

Qualification Pathway 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 Pathway 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 or equivalent as outlined in the recognition conditions. Occupational and technical competence must be evidenced through 2 years minimum experience in teaching physical education in a school environment [or equivalent].</p> <p>The recognised centre is required to ensure the tutor to learner ratio per cohort is a minimum of 1:4 and maximum of 1:24. 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. This must include equipment to facilitate physical education sessions, which must as a minimum include cones, bibs balls, nets.

Qualification Pathway Coordination Conditions

The recognised centre is required to supplement RC5.2 of the **Transcend Recognised Centre Conditions** with the following rules.

Learner pre-requisites

Prior to registration for the qualification learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to evidence a clear, current, and valid DBS
- be able to evidence achievement of recognised safeguarding children certificate
- be able to communicate effectively in English [reading, speaking, listening, and writing]
- be able to evidence a placement in a school environment as a teaching assistant specialising in PE
- be able to evidence achievement of as level 2 regulated qualification in delivering physical activity or equivalent.

Employers of TAs in the school environment will expect to see the following prior to employment:

- evidence of achievement of as level 2 regulated qualification in Maths and English

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 physical and emotional safety purposes.</p> <table border="1" data-bbox="434 325 2020 737"> <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 with mental, physical, or learning disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</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 <i>Transcend Access Arrangements 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 with mental, physical, or learning disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.	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	<p>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 pathway.</p>										
Learner attendance and achievement records	<p>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, on course assessments and placement activities and assessments. It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results, confirming results via the LAR, reassessments, remarks, and all quality assurance interventions. All activities and records must be completed within the learner registration period and subject to effective internal control before making a claim for certification for each learner.</p>										

Qualification Pathway Delivery Conditions

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

Qualification delivery models

The recognised centre is required to document the mandatory delivery models prescribed by the FRF (UK). As example is provided below. All delivery models must be supported by a documented, blended training and assessment programme. The FRF (UK) programmes and materials are mandatory. Delivery models, programmes and materials must be mapped to the qualification and unit specification. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. The delivery model, materials, and the programme must be agreed in writing by the awarding organisation. This must then be recorded for each cohort of learners and all details must be communicated to each learner prior to commencing the programme.

Phase 01		Phase 02	Phase 03		Phase 04
Remote learning		Practical Workshops	Placement Assessment		Professional Discussion
Induction webinar Remote learning: TA Role Remote learning: A Standards Remote learning: School environment Remote learning: National curriculum Remote learning: PE National curriculum Remote learning: Inspection framework Remote learning: PE Learning theory Remote learning: PE Assessment theory Remote learning: PE and skill mastery Remote learning: PE and whole child Remote learning: Individual support Remote learning: Small group support		Whole child development techniques through PE Physical education delivery techniques with individuals and small groups	Portfolio of Evidence including: Placement duties Profiling the environment Profiling the children Profiling self Individual and small group planning Individual and small group delivery Individual and small group observations Individual and small group review PDP including reflective practice		Assessor skills review 15 mins presentation 15 mins professional discussion
7 GLH	58 DSH	32 GLH	115 GLH	50 DSH	1 GLH
Total GLH: 155 Total DSH: 108 TQT: 263					

The recognised centre is required to ensure that learners complete all training and assessment opportunities within a three-year registration period.

Qualification. Pathway 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 practical demonstration with questioning. To complete the assessment strategy the learner must attend a placement as a TA in a primary school environment for a minimum of 115 hours.

Strategy 01

Personal development planning

Learners are required to undertake a range of duties as required by the head teacher and to support the teachers. Learners must reflect on their implementation of the TA professional standards whilst fulfilling these duties in order to create a personal development plan.

Strategy 02

Placement profiling

Learners are required to attend a placement as a TA in a school environment. They must conduct an enquiry and create a profile of the needs of 1 individual pupil and a small group of pupils in any key stage.

The minimum number of pupils in the small group must be 3. This should consider the school environment, culture, each pupils stage of development, unique personal and developmental needs.

The learner must also review their own capability and competence considering the environmental requirements, pupil' needs, their own personality and technical competence against the TA professional standards and physical education curriculum.

Assessment strategy	Strategy 03	<p>Programming</p> <p>Learners must plan, prepare, deliver, adapt, and evaluate a progressive programme of 4-6 lessons for 1 individual child in any key stage. 1 Lesson to support an individual must be observed by a qualified assessor.</p> <p>Learners must also plan, deliver, adapt, and evaluate a progressive programme of 4-6 lessons for a small group of children in any key stage. 1 Lesson to support a small group must be observed by a qualified assessor.</p> <p>Learner's programmes must consider the national curriculum, school context, teachers lesson plans and the inclusion approaches. The assessor must ask a series of questions after each observation to enable to learner to review the impact of the lessons.</p> <p>Learners must evaluate the impact of the programmes on the pupil's progress and the school's standards.</p>
	Strategy 04	<p>Presentation</p> <p>Learners must deliver a 15-minute presentation to showcase how they would make adaptations to their programmes for children in other key stages, unique needs, and types of schools. Learners will be asked a series of questions for 15 minutes after the presentation.</p>
	Strategy 05	<p>Professional discussion</p> <p>Learners must submit a portfolio of evidence to their allocated assessor. The assessor will conduct a skills assessment based upon all evidence supplied in the portfolio and will also conduct a 30-minute professional discussion to check and challenge their skills and to authenticate any gaps in evidence.</p>

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio provided by the awarding organisation. These are designed specifically to cover all assessment criteria and ensure standardisation of assessment. In the rare event that a centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping of all aspects of the unit specification. This will be checked for accuracy and comparability to ensure the level of demand in each task is comparable before approval.
Assessment environment	<p>The recognised centre is required to ensure all learning and assessment tasks are completed in a safe, secure environment. The recognised centre is required to ensure that the school placement is agreed by the head teacher in a school, which is subject to Ofsted inspection. The learner must be allocated a mentor in the environment. Mentors must be qualified/assessors.</p> <p>The practical observations with Q+A may be completed by the qualified assessor in the environment or by qualified assessors supplied by the training provider.</p> <p>The portfolio can be developed in the learner's own time and must be authenticated by the mentor in the school environment. The learner must complete two practical observations in a live environment under observation by a qualified assessor. One should reflect a lesson with an individual child and one with a small group of children.</p> <p>The summative presentation and synoptic professional discussion can be completed face to face in a secure environment or remotely via webinar. In remote webinar cases steps must be taken to prevent misrepresentation. All presentations must be attended in real time by a qualified assessor.</p>
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 can authenticate the work during practical observations and professional discussions.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance, fair assessment and the VARCS rules of evidence. This means that the assessment must 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	The recognised centre is required to ensure that the qualifications are all graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specifications. 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 and must PASS each task to be awarded the qualification.
Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities for each component of 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 their qualification.
Assessment re-marks	<p>The recognised centre is required to enforce re-marks at the request of the internal or external quality 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 re-mark 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 Empowerment Team.</p> <p>Where the appeal is associated with the outcomes of the practical observation, presentation, 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 particular assessment the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the recognised centre's appeals process should they bring the matter to the awarding organisation where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.</p>

Qualification Quality Assurance Conditions

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

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	HIGH RISK		

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy in place, which must consider:</p> <ul style="list-style-type: none"> 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 across all Assessment Tasks] Internal scrutiny of qualification assessment [standardisation activities across all Assessment Tasks]
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 this qualification which is HIGH the experience of the assessors in their role as an assessor the experience of the assessors in the delivery of this qualification the assessment samples to include portfolios for every learner cohort the assessment samples to include observations across practical assessments periodically the assessment samples to include observations across presentation assessments periodically the number of learners registered and whether these attend a course or rolling programme. <p>The recognised centre should identify a percentage of learners to be sampled per assessor per course OR a percentage 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. 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 strategy 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 the external moderation interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources.</p> <p>Our external quality assurance reports may be communicated per moderation intervention in a matrix via email or online via the web-based Transcend Awarding Management System [TAMS]. This is dependent on the number of learners to be certificated and the level of compliance 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.</p>
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External moderation	<p>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 strategies confirmed here are associated with the assessor's experience in delivering this qualification, the high-risk profile assigned to this qualification and the recognised centre's qualification approval risk profile for this qualification.</p> <p>The strategies have been designed to confirm the scrutiny methods [moderation of portfolios and real time assessments], the frequency of these interventions and the sample size [number of learners and assessment tasks].</p>	
External moderation of portfolios	Strategy 01: First assessment per assessor [aligned to the product risk profile which is LOW]	
	Courses	50% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	50% 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% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR 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% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings

External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the high-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"> • Practical observations on placement • Presentations with question and answer • Professional discussions aligned to skills assessment 	
	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 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
Version 01	01 Apr 2020	Publication 01
Version 02	01 Sep 2021	Publication 02: Quality assurance section updated to include CASS Strategies.