



TRANSCEND
AWARDS

Transcend Stalking Ambassadors Suite

Qualification Suite Specification

Version 02: 01 September 2021

Welcome

Welcome to the **Transcend Qualification Suite for Stalking Ambassadors**. Transcend Awards Limited is an awarding organisation regulated by Ofqual. This introduces the purpose and delivery specification for both qualifications in this suite which must be complied with to ensure effective and efficient delivery. This document must be read in conjunction with **Transcend Centre Recognition Conditions**, the **Qualification Unit Specifications** and **Assessment Materials**.

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Part 01: Qualification Suite Purpose

Qualification Suite Scope									
<p>Transcend Stalking Ambassadors is a progressive suite of Ofqual regulated qualifications that sit in sector subject area 1.3 Health and social care. It is uniquely designed for people that work with young people in any educational environment to raise awareness in the context of their role as a Stalking Ambassador For Education Environments [SAFE] as defined by the Alice Ruggles Trust and their education partner St Mary's University.</p> <p>The suite aims to develop learner's awareness of stalking and the crucial initial steps to follow if someone is subjected to stalking. It will enable learners to consider how stalking is recognised and managed within their own institutions. It will give them the skills to identify necessary improvements needed to raise awareness, support good practice and safety when working with young people. Learners that achieve both qualifications in the suite will also be competent in the planning, execution and evaluation of stalking awareness campaigns.</p>									
Qualification suite regulation ¹	This qualification suite is regulated by Ofqual in England and the three qualifications are listed on Register of Regulated Qualifications .								
	Qualification titles	Ofqual ref	EQF Equivalent	Start	Review	GLH	DSH	TQT	Credit
	Transcend Level 2 Award for Stalking Awareness Ambassadors in Education Environments	603/6994/2	Equivalent to level 3 on the European Qualifications Framework (EQF) .	11 Jan 2021	31 Jan 2024	06	06	12	2
	Transcend Level 3 Award for Stalking Awareness Campaigners in Education Environments	603/6995/4	Equivalent to level 4 on the European Qualifications Framework (EQF) .	11 Jan 2021	31 Jan 2024	06	06	12	2
Qualification suite awarding	This qualification suite is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.								

¹ TQT, GLH and DSH are defined in the Transcend Recognition Conditions.

Qualification suite standards	This qualification is developed in accordance with law. It is aligned to the Children's Act 1989 and 2004, Safeguarding Vulnerable Groups Act 2006.	
Qualification suite partners	<p>This qualification suite is developed in collaboration with Alice Ruggles Trust and St Mary's University as the technical partners. Alice Ruggles Trust, a leading stalking prevention charity that specifically addresses stalking awareness in young people.</p> <p>St Mary's University is a highly reputable education provider. Dr Maria Mellins was appointed as the technical expert to act on behalf of the partner organisations. This unique collaboration was formed with the view to driving SAfEE practice through education in this area.</p> <p>This qualification suite is validated through 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.</p>	
Qualification suite providers	This qualification suite is designed to be delivered exclusively through St Mary's University. Others education providers may be eligible subject to formal affiliation with Alice Ruggles Trust to be eligible to apply for centre recognition and qualification approval status with the awarding organisation. All centres must comply with the Transcend Centre Recognition Conditions and Supplementary Qualification Approval Conditions to gain and retain status.	
	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 suite participants and progression	This qualification suite is relevant to voluntary or paid practitioners that work with young people in any education environment. This includes youth workers, coaches, mentors, student services, wellbeing advisors and teachers operating in active leisure environments, youth development settings, schools, colleges, universities and private training providers.	
	Education pathway	
	<p>This is a suite of progressive qualifications comprised of:</p> <ul style="list-style-type: none"> • Transcend Level 2 Award for Stalking Awareness Ambassadors in Education Environments • Transcend Level 3 Award for Stalking Awareness Campaigners in Education Environments • Higher level qualifications in education, criminology, sociology and social care 	
	Employability pathway for level 2 learners	Employability pathway for level 3 learners
	This qualification can enhance the scope of practice for those working with young people to raise their awareness of stalking. It can also enhance future prospects of learners who desire to secure positions working with young people or those who want to work within the support service sector.	This qualification can enhance future prospects for learners who desire to secure charity or campaign roles that focus on stalking and domestic abuse prevention. This qualification can enhance the scope of practice of those working with young people through campaign management skills.
Qualification suite support	This suite of qualifications is endorsed by Alice Ruggles Trust, a leading stalking prevention charity that specifically addresses stalking awareness in young people. It is further supported by St Mary's University, a highly reputable education provider.	

Qualification suite summary	
Qualification suite 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 suite rationale	<p>The rationale for the development, delivery and awarding of this suite of qualifications is to raise awareness of stalking in education and to qualify stalking awareness ambassadors and campaigners. The intent is to prevent incidents of stalking and to protect those who experience it, in support of the Alice Ruggles Trust's Mission '<i>We need to bring stalking to an end</i>'.</p> <p>Alice Ruggles was murdered in 2016, aged just 24, by an ex-boyfriend following a relentless campaign of stalking. Stalking is a seriously distressing and potentially life-threatening crime. This needs to be recognised by everyone. Stalking behaviour must result in immediate action both to protect the victim and to deal effectively with the perpetrator.</p> <p>The Alice Ruggles Trust was established by Alice's family. It exists to raise awareness of stalking which includes coercive control, to ensure that relevant legislation is effective and adhered to, and to bring about lasting improvements in the management of perpetrators and the protection of victims.</p> <p>The Trust is a member of the National Stalking Consortium. The Alice Ruggles Trust's mission is to help prevent what happened to Alice happening to others. This qualification is designed to underpin the important work of the Alice Ruggles Trust.</p>

Qualification suite aims and objectives	Level 2 aim	Level 2 objectives
	To develop the learner's ability to fulfil the role of a Stalking Awareness Ambassador in Education Environments.	<p>To provide a benefit to learners by extending their scope of practice in their current occupational role in an education environment as a stalking awareness ambassador. Learners will develop knowledge and skills to:</p> <ul style="list-style-type: none"> • raise awareness of stalking behaviours and the high-risk factors • raise awareness of motivational typologies of stalkers and the impact on victim survivor • raise awareness of techniques to manage stalking cases
	Level 3 aim	Level 2 objectives
	To develop the learner's ability to fulfil the role of a Stalking Awareness Campaigner in Education Environments.	<p>To provide a benefit to learners by extending their scope of practice in their current occupational role in an education environment as a stalking awareness campaigner. Learners will develop knowledge and skills to be able to demonstrate effective:</p> <ul style="list-style-type: none"> • stalking awareness campaign planning • stalking awareness campaign execution • stalking awareness campaign evaluation
Qualification suite uniqueness	<p>This is the only suite of qualifications designed to focus on the safety of young people in educational environments through stalking prevention, mitigation and management methods. Several safeguarding qualifications are available, but none of these focuses specifically on this area of stalking. These qualifications are in collaboration with people who have experienced the impact of stalking behaviours first-hand, which has been the driving force in establishing the validity of these qualifications.</p> <p>The Register of Regulated Qualifications should be accessed to source information on other awarding organisation providers who offer similar provision.</p>	

Qualification Suite Structures

This is a progressive suite of qualifications which is uniquely designed to develop learners' ability to raise awareness of the impact of stalking and the steps to take to prevent, mitigate and manage stalking cases.

Learners must successfully complete the unit associated with their qualification registration to be awarded the certificate. Unit details for both qualifications can be accessed in the *Qualification Suite Unit Specification*.

Transcend Level 2 Award for Stalking Awareness Ambassadors in Education Environments

The Transcend Level 2 Award for Stalking Awareness Ambassadors in Education Environments is comprised of 1 mandatory unit. Learners are required to successfully achieved this mandatory unit to be awarded the qualification certificate.

Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TQT	Credit
Unit 01	Stalking awareness ambassadors in education environments	Y/618/5993	L1	06	06	12	2

Transcend Level 3 Award for Stalking Awareness Campaigners in Education Environments

The Transcend Level 2 Award for Stalking Awareness Campaigners in Education Environments is comprised of 1 mandatory unit. Learners are required to successfully achieved this mandatory unit to be awarded the qualification certificate.

Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	Stalking awareness campaigners in education environments	D/618/5994	L1	06	06	12	2

Part 02: Qualification Delivery Specification

Qualification Suite Supplementary Recognition 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 Suite 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 is required to ensure that workforce can evidence tutor, assessor and IQA qualifications and experience as outlined in the recognition conditions. This must be supplemented by evidence to demonstrate occupational competence which must include:</p> <ul style="list-style-type: none"> • attendance on the qualification orientation • a clear, current Disclosure Barring Service certificate • two years of work experience in an education environment • one year of work, academic or research experience in stalking and/or domestic abuse. <p>The recognised centre is required to ensure the tutor to learner ratio per course is a maximum of 1:30. There is no minimum ratio. In exceptional circumstances, the awarding organisation will allow adaptations to prevent disadvantage to learners and only where the recognised centre can evidence that the learning experience will not be compromised due to a larger cohort.</p>
Qualification resources	<p>The recognised centre must have facilities and equipment to cater for the breadth of the learning and assessment programme for each qualification they are approved to deliver. Recognised centres will be granted access to the Alice Ruggles and St Marys Learning and SAfEE Ambassador Resources. Successful learners at level 3 will be able to access the SAfEE Campaigner resources. These resources must not be copied and unauthorised use is prohibited.</p>

Qualification Suite Coordination Conditions		
The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.		
Learner pre-requisites	Level 1	Level 2
	The recognised centre is required to ensure that the following entry requirements are complied with. Prior to registration for each qualification learners are required to:	
	<ul style="list-style-type: none"> • be 18 or over • be accurately identified • be able to evidence current DBS • be able to communicate in English • be working in an education environment 	<ul style="list-style-type: none"> • be 18 or over • be accurately identified • be able to evidence current DBS • be able to communicate in English • be working in an education environment • be certificated for the Transcend Level 2 Award for Stalking Ambassadors
Learner adjustments	The recognised centre is required to recognise barriers to access to for each qualification in this suite on the grounds of age and disability, to ensure the safety of learners is prioritised. Age is justified for emotional safety reasons and no exceptions to this rule are accepted for this qualification. Barriers associated with disability may be reduced through reasonable adjustments which must be submitted to the awarding organisation review on a case-by-case basis. This will enable each learner's circumstances to be evaluated in accordance with their unique needs.	
Learner registration agreement	The recognised centre is required to register learners within 20 working days of the start date of their programme. The registration period is 2 years for both qualifications in the suite. Learners must sign an agreement to attend all aspects of training and assessment programme in line with the recognised centre's delivery model for the qualification they are registered for.	
Learner attendance and achievement records	The recognised centre is required to track dates, activities and workforce for initial assessment, learner agreements, programme attendance, assessment, reassessment and achievements. The start date, venue, and workforce on the TAMS booking forms must be accurate. The product coordinator must also ensure that attendance and achievement records, assessment portfolios, LARs, quality assurance reports and records are fully completed and accurate. Results must be subject to Internal control before making a claim for certification for each learner.	

Qualification Suite Delivery Conditions

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

Delivery models

The recognised centre is required to use the mandatory delivery models for each qualification in the suite that they are approved to deliver. These have been developed by the technical partners for validity and are supported by a documented training and assessment programme. Inclusive teaching and learning materials are also available. These have been validated by the awarding organisation as compliant with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. The mandatory delivery models, and programmes are mapped to the unit specifications for validity purposes.

The recognised centre must record the programme for every cohort of learners ensuring all details are communicated to each learner prior to their start date.

Level 2 Delivery Model		Level 3 Delivery Model	
Learning	Assessment		
Induction Presentations Practical activities	Portfolio Case Study	Induction Presentations Practical activities	Portfolio of campaign Plan, Execution and Evaluation Presentation with QA
GLH 06	DSH 06	GLH 06	DSH 06
TQT: 12		TQT: 12	

Delivery periods for learners registrations

The recognised centre is required to ensure that learners complete all training and three assessment opportunities within a 2-year registration period.

Qualification Suite Assessment Conditions		
The recognised centre is required to supplement RC5.4 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 within the centre.		
Assessment strategies	The recognised centre must ensure the following assessment strategy is complied with for each qualification they are approved to deliver.	
	Level 2 Assessment Strategy	L2 Assessment Method: Written Case Study
	Learners are required to complete a case study scenario on an education organisation's policy and procedures to prevent and manage stalking. Learners must draw from the knowledge across the unit to write an 800-word response. Learners must focus on ONE of the following:	
	Organisational processes	Individual processes
	Explain what the organisation has in place to support young people who are being stalked. Identify improvements that could be put in place to ensure better protection and management of stalking cases. This must include safeguarding, signposting, safety planning, considering the reporting party (those who have been a victim of crime) and where relevant the responding party (those who have been accused of a crime).	Define stalking and explain methods to use to recognise stalking behaviour. Then identify how to help someone who is being stalked in your organisation. This must include the advice and steps to take to help keep them safe such as safeguarding, signposting, safety planning,
	Learners should base the case study on their own organisation approaches. If this is not possible, they should select another organisation that they are familiar with. Learners must ensure they maintain confidentiality and redact real names and/or initials from all paperwork. Learners must consider that the main objective is to consider the practical ways they can develop the organisation response to stalking based on all learning outcomes within the qualification unit.	
	Level 2 Attainment Indicators: Breadth	Level 2 Attainment Indicators: Depth
	The learner must define stalking from a range of perspectives and associated legislation The learner must explain the myths associated with stalking The learner must assess the risk factors involved in stalking cases The learner must differentiate between the types of stalking behaviours The learner must analyse the impact of stalking on victims-survivors The learner must analyse approaches to take to report stalking and methods to access support The learner must explain safety planning approaches The learner must explain techniques to apply to manage stalking cases The learner must identify methods to raise awareness of stalking in an institution or workplace	The learner must contextualise their answers in accordance with best practice and the needs of their selected organisation.

Assessment strategies continued	Level 3 Assessment Strategy	L3 Assessment Method: Presentation with Q+A
	<p>Learners are required to design their own campaign to raise awareness of stalking and young people. They must ensure the campaign is integrated across a minimum of two different social platforms. Learners might select one or use a combination of:</p> <ul style="list-style-type: none"> • an info-graphic and a video with a hashtag • a podcast that links to a poster campaign • a blog and/or webpage that links to a video • a digital or print poster that link to a basic webpage • a series of Tik Tok videos displayed on a social media page • a leaflet with a hashtag (or URL) that links to an online webpage <p>The learner must launch their campaign and then deliver a 10-minute presentation followed by 5-minutes of questions to showcase the success of their campaign, plan, execution and impact,</p>	
	Level 3 Attainment Indicators: Breadth	Level 3 Attainment Indicators: Depth
	<p>The learner must demonstrate the ability to articulate the definition of campaign.</p> <p>The learner must demonstrate the ability to plan, write and execute a successful campaign</p> <p>The learner must demonstrate the ability to consider campaign techniques and media forms</p> <p>The learner must demonstrate the ability to critique stalking awareness campaigns</p> <p>The learner must demonstrate the ability to integrate two or more different media forms</p> <p>The learner must demonstrate the ability to evaluate and track their campaign</p>	<p>The learner must contextualise the stalking through an original campaign.</p>
Assessment tasks	<p>The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio [LAP] for each qualification in the suite 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 to the unit specification and gain written approval prior to delivery. These will be checked for accuracy and comparability to ensure the level of demand in each task is comparable before approval.</p>	
Assessment environment	<p>The recognised centre is required to ensure the assessment tasks are completed in a safe education environment. The level 2 case study and level 3 campaign can be completed remotely in the learner's own time. The level 3 presentation can be physically face to face or via webinars. Where a webinar is selected the recognised centre must have mechanisms in place to authenticate each learner and to ensure there is no misrepresentation.</p>	

Assessment authentication	The recognised centre is required to ensure that assessment tasks are completed by the learner without support from others. All assessment must be their own work. Assessors can authenticate the level 2 case study through a testimony from their employer and the level 3 through the presentation with Q+A.
Assessment marking	The recognised centre is required to ensure that the assessments for both qualifications in the suite are marked by a qualified assessor in accordance with assessment attainment indicators. Marking should be conducted in line with fair principles and VARCS rules of evidence. VARCS rules require the assessment to be valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with decisions considering these rules, they should follow their recognised centre's appeals process.
Assessment attainment	The recognised centre is required to ensure that both qualifications are graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the assessment strategy section and the unit specifications. to support valid and accurate assessment across assessors, recognised centres and over time. Learners must PASS the assessment to be awarded the qualification.
Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the 1-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 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 presentation 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 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 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 Suite Quality Assurance Conditions

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

Transcend Level 2 Award for Stalking Awareness Ambassadors in Education Environments

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 [Case study]
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		

Transcend Level 3 Award for Stalking Awareness Campaigners in Education Environments

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"> Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data² 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 LOW 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 presentations 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>

² 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 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 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 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. All moderation outcomes will also be reported via TAMS bookings to ensure that all records are maintained in the system.</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 these qualifications and the recognised centres qualification approval risk profile for each qualification they are approved to deliver. This strategy is designed to confirm the scrutiny method [moderation], the frequency, and sample size [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	40% 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 ³
	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

³ 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	The moderation strategies for real time assessment are associated with the MEDIUM-risk profile assigned to each qualification in this suite Real time assessment is defined as assessments where the learner and the assessor are present. There are no real time assessments in the level 2. In the level 3 the real time assessment methods is presentation with Q+A.	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, for the level 3 presentations.
	RTA Strategy 02	EQA Presence and moderation biannually as a minimum to all centres, for the level 3 presentations where there are more than 08 courses or 200 rolling programme learners.

Appendix: Qualification Suite 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 date
Version 01	11 Jan 2021	Publication 01
Version 02	01 Sep 2021	Publication 02: Specification is updated into the new format. The quality assurance section is updated to include the CASS Strategies for each qualification in this suite.