

Transcend Level 1
Award in Instructing

Qualification Specification
Specialist pathway qualification
[ALL PATHWAYS]

Version 02: 01 September 2021

Welcome!

Welcome to the **Transcend Level 1 Award in Instructing**. Transcend Awards Limited is an Ofqual regulated awarding organisation. This qualification sits on the Ofqual Register of regulated Qualifications and can only be completed in the context of one of its specialist pathways. This document contains the qualification purpose and delivery specification. It must be read and complied with conjunction with the ***Transcend Centre Recognition Conditions and each Qualification Pathway Specification***.

Part 1: Qualification Purpose		Page
Qualification pathway scope		03
Qualification pathway summary		06
Qualification pathway structure		07
Part 2: Qualification Delivery Specification		
Qualification resources	Supplementary to Transcend Centre Recognition Condition 5.1	20
Qualification coordination	Supplementary to Transcend Centre Recognition Condition 5.2	21
Qualification delivery	Supplementary to Transcend Centre Recognition Condition 5.3	23
Qualification assessment	Supplementary to Transcend Centre Recognition Condition 5.4	24
Qualification quality assurance	Supplementary to Transcend Centre Recognition Condition 5.5	28
Appendix		
Appendix 01	Qualification affiliate contact details	33
Appendix 02	Qualification specification version control	34

Part 01: Qualification Purpose

Qualification Scope			
<p>The Transcend Level 1 Award in Instructing is a vocationally related qualification that sits in sector subject area 08.1 Sport, leisure, and recreation. This qualification is a specialist pathway qualification. Learners can only achieve the qualification in the context of one of the pathways. The qualification and all pathways are relevant to 14-19-year-old learners in full time education or any adult that wishes to operate as an instructor under the direct supervision of a qualified coach in one of the pathway contexts.</p> <p>Each qualification pathway is designed to enable learners to develop knowledge and skills required to fulfil the role of a physical activity instructor. It is the first in a progressive suite of coaching qualifications designed to enable learners to gain and retain voluntary roles or paid employment as a physical activity instructor in their chosen context.</p>			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as a Level 2 qualification on the Register of Regulated Qualifications and is equivalent to a Level 3 on the European Qualifications Framework (EQF) .		
	Regulator reference	603/6121/9	Qualification sector
	Qualification start date	20 Jul 2020	Qualification TQT
	Qualification review date	31 Jul 2026	Qualification GLH
	Qualification credit	03	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 is partially aligned to the CIMSPA Professional Standards for Assistant Coach .		

Qualification partners and pathways	This qualification is developed in collaboration with industry leading organisations as the technical partners for the core unit and for each of the qualification pathways.	
	Partner	Pathway
	Sportivity Consultants	Fundamental Movements
	Fitness Racing Federation (UK)	Competitive Functional Fitness Movements [FRFUK Technical Model]
	Sporting House	Recreational Gymnastic Movements [Beth Tweddle Technical Model]
	Ikkaido	Inclusive Martial Arts Movements [Ikkaido Technical Model]
	Each qualification pathway has also been subject to industry consultation with professional bodies, sector employers, education providers and equality experts. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure the qualification pathway remains fit for purpose.	
Qualification providers	This qualification and all pathways are designed to be delivered through schools, local, regional, and national training providers, colleges, universities, and industry employers. Each pathway is accessible to education providers that are recognised as centres and approved to deliver the qualification pathway by the awarding organisation. Recognised centres are required to deliver each qualification in the context of a pathway in accordance with the centre recognition and qualification pathway delivery conditions	
	Applicant organisations	Recognised centres that wish to add the qualification pathway
	Access the Transcend Website to submit a centre recognition enquiry to initiate the recognition process.	Access the Transcend Awarding Management System [TAMS] to submit a Centre Recognition Extension Form to initiate the extensions process.

Qualification participants ¹	This qualification and each pathway have been specifically designed for 14-19-year-old learners in full time education and any adult who intend to pursue a career as a coach in the context of one of the endorsed pathways.	
	Employability progression	This qualification can lead to voluntary or paid roles as an instructor in the context of one of the specialist pathways.
	Education progression	<p>This qualification is integral to a suite progressive coaching qualification:</p> <p>Transcend Level 1 Award in Instructing Transcend Level 2 Certificate in Coaching Transcend Level 3 Diploma in Coaching Transcend Level 4 Diploma in Coaching</p> <p>Several pathway specific progression routes are outlined in each pathway specification. Only learners that meet the pre-requisites can be registered onto each qualification pathway.</p>
Qualification endorsements	Each endorsed pathway is supported by industry employers and education providers outlined in each qualification pathway specification.	

¹ The age specific entry rules are adapted for each qualification pathway. They are relevant to the specialist pathway environment for safety purposes.

Qualification Summary	
Qualification purpose	<p>The qualification purpose is to enable learners to prepare for employment.</p> <p>The qualification sub purpose is to allow learners prepare for employment in a specific occupational area.</p>
Qualification rationale	<p>The rationale for the development, delivery and awarding of this qualification and each pathway is to support the professionalisation and sustainable transformation of the coaching workforce across the active leisure industry.</p>
Qualification aim	<p>The aim of this qualification is to develop the learner's ability to fulfil the role of an instructor in a selected technical pathway.</p>
Qualification objective	<p>The objective of this qualification is to provide a benefit to learners by enabling them to evidence competence as an instructor in order to gain and retain voluntary role or paid employment. Learners will develop the knowledge, skills, and behaviours to enable them to:</p> <ul style="list-style-type: none"> • Understand the duties of an ethical instructor in physical activity • Drive sustainable development through effective instruction techniques in the context of one of the specialist pathways • Demonstrate technical instruction skills in the preparation, instruction, and review of physical activities in the context of one of the specialist pathways
Qualification uniqueness	<p>This is the only qualification of its type. Each pathway considers the instructor role in the context of the environment and technical physical activity expertise. The Register of Regulated Qualifications should be accessed to source information on other awarding organisation providers that offer similar provision.</p>

Qualification Structure

This qualification can only be achieved in the context of one of the specialist pathways. Each qualification pathway is comprised of three mandatory units.

To be awarded the certificate in the context of one of the pathways learners must successfully complete one core unit that represents the instructor role and two pathway specific units that are categorised by the instruction environment and technicalities.

The structure for each qualification pathway is pre-determined and fixed for validity purposes. This structure provides the emphasis for the title of each qualification pathway as confirmed on the certificate. The qualification pathway titles include:

Transcend Level 1 Award in Instructing [Fundamental Movements](#)

Transcend Level 1 Award in Instructing [Competitive Functional Fitness](#)

Transcend Level 1 Award in Instructing [Recreational Gymnastics](#)

Transcend Level 1 Award in Instructing [Inclusive Martial Arts](#)

Pathways will continue to be added throughout the lifetime of the qualification and will be supplied in response to demand. The structure of each qualification pathway is confirmed in the following pages.

Qualification Pathway Structure: Fundamental Movements

Unit title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Instructor role								
CU01	Duties of an ethical instructor	QU000593	K/618/3018	1	4	4	8	1
Pathway 01 Units: Fundamental Movements								
P1U01	Driving sustainable participant development through fundamental movement instruction techniques	QU000661	H/618/3020	1	2	8	10	1
P1U02	Deployment expectations when instructing fundamental movement activities	QU000664	L/618/3853	1	2	8	10	1
Summary				1	08	20	28	03

Qualification Pathway Structure: Competitive Functional Fitness

Unit title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Instructor role								
CU01	Duties of an ethical instructor	QU000593	K/618/3018	1	4	4	8	1
Pathway 01 Units: CFF								
P2U01	Driving sustainable participant development through fundamental CFF instruction techniques	QU000595	A/618/3024	1	2	8	10	1
P2U02	Deployment expectations when instructing fundamental CFF activities	QU000597	F/618/3025	1	2	8	10	1
Summary				1	08	20	28	03

Qualification Pathway Structure: [Recreational Gymnastics](#)

Unit title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Instructor role								
CU01	Duties of an ethical instructor	QU000593	K/618/3018	1	4	4	8	1
Pathway 03 Units: Recreational Gymnastics								
P3U01	Driving sustainable participant development as a recreational gymnastics' instructor	QU001062	H/650/2033	1	2	8	10	1
P3U02	Deployment expectations when instructing recreational gymnastics	QU001064	J/650/2034	1	2	8	10	1
Summary				1	08	20	28	03

Qualification Pathway Structure: [Inclusive Martial Arts](#)

Unit title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Instructor role								
CU01	Duties of an ethical instructor	QU000593	K/618/3018	1	4	4	8	1
Pathway 04 Units: IMA								
P4U01	Driving sustainable participant development and social change through basic IMA instruction techniques	QU001067	T/618/6164	1	2	8	10	1
P4U02	Deployment expectations when instructing basic IMA activities	QU001071	A/618/6165	1	2	8	10	1
Summary				1	08	20	28	03

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 the qualification and each pathway. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification pathway 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 as outlined in the recognition conditions. Occupational and technical competence must be evidenced through:</p> <ul style="list-style-type: none"> • achievement of a level 2 regulated coaching qualification in the technical area identified within the chosen pathway • 2 years minimum experience in coaching in the occupational environment identified within the chosen pathway <p>The recognised centre is required to ensure the tutor to learner ratio per cohort outlined in each pathway specification is adhered to. In exceptional circumstances, the awarding organisation will allow adaptations 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 as defined within each pathway specification.

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	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • be accurately identified • be at least 14 years of age • be able to communicate effectively in English [reading, speaking, listening, and writing]. • be able to evidence engagement in the technical physical activity domain outlined within the relevant pathway specification <p>Learners must only instruct activities under direct supervision during the course and upon successful completion of the qualification.</p>										
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristic. These are justified for physical and emotional safety purposes. These include but are not limited to:</p> <table border="1"> <tr> <td>Age</td><td>Individuals under the age of 14 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 Reasonable Adjustments Policy</i>.</p>	Age	Individuals under the age of 14 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.
Age	Individuals under the age of 14 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.										

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 centre's delivery model for the selected qualification pathway.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking references, course dates, venues, and workforce per learner. Activities refer to applications, initial assessment, learner agreements, pre-course learning, attendance on practical workshops, and practical assessments. It also refers to recording the receipt of learners' portfolios, marking of assessments, recording of results, reassessments, remarks, and quality assurance interventions. All activities and records must be completed within the 1-year learner registration period and subject to effective internal control before making a claim for certification for each learner.

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 model

The recognised centre is required to document their delivery models for the qualification pathways they are approved to deliver. They are eligible to adopt exemplar delivery models provided by the awarding organisation. Alternatively, they can develop their own models to retain their own USPs as an education provider.

All delivery models must be supported by a documented, blended training and assessment programme. Inclusive teaching and learning materials should also be developed. Delivery models, programmes and materials must be mapped to each qualification pathway specification 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 programmes must be agreed in writing by the awarding organisation. This must be recorded for each cohort of learners and all details must be communicated to each learner prior to commencing the programme.

Phase 01		Phase 02	Phase 03
Pre course		Practical Workshops	Practical Assessment
PPT Induction PPT Instruction role PPT Instruction environment PPT Instruction techniques		Theory: group carousels of pre-course learning Practical: Instruction of technical physical activities Practical: Prepare, Instruct, Adapt and Review	Instruction preparation Instruction delivery and review
1 GLH	20 DSH	3 GLH	4 GLH
Total GLH: 08 Total DSH: 20 TQT: 28			

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

Qualification. Pathway 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 awarding organisation and must be marked internally by a qualified assessor within the 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.	
	Strategy 01	The learner must prepare to instruct activities in their context of their chosen pathway for 10-minutes . This must be in written format and must embed a risk assessment. The activity must be based upon a simulated scenario which will confirm the needs of the participant and technicalities. The Learner will receive the scenario a minimum of 60 minutes prior to assessment to allow them to prepare. The activities will be drawn from the technical syllabus and will be randomly allocated by the assessor.
	Strategy 02	The learner must instruct the activities for 10-minutes in accordance with their prescribed scenario and preparation plan. This must include a dynamic risk assessment. The learner must then answer a series of questions over 5 minutes to review the effectiveness of their instruction upon completion.
	Strategy 03	The learner must review their knowledge and skills as an instructor in their chosen pathway. They must then create a personal development plan based upon their strengths and opportunities to develop.
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 the recognised centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping to all aspects of the qualification and unit specifications. This will be checked for accuracy and comparability to ensure the level of demand in each task is comparable before approval.	
Assessment environment	The recognised centre is required to ensure the assessment tasks are completed in a safe, secure environment. The learner must complete the practical demonstration in a simulated environment with their peers. A qualified assessor who is competent in assessing coaching in the context of the selected qualification pathway must be present. The portfolio tasks may be completed in the learner's own environment away from the course.	

Assessment authentication	The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors should authenticate 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 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 assessment for this qualification is graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in each qualification pathway unit specification. 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.
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 PASS by this time, they will not be awarded the qualification and will be confirmed as FAIL .
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 work in the portfolio, 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 from the Transcend Service Team.</p> <p>Where the appeal is associated with the outcomes of the practical observations or professional discussions, the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that assessment, the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the centre's appeals process should they bring the matter to the awarding organisation, where the appeal will be managed in accordance with the Transcend Appeals Policy.</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 and each of its pathways has been assigned a **low-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 assigned risk levels has been applied to establish the overall risk profile this qualification.

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

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy for each qualification pathway they are approved to delivery which must consider:</p> <p>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].</p>
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 [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 practical assessment periodically • the number of learners registered and whether these attend a course or rolling programme. <p>The recognised centre should identify a % of learners to be sampled per assessor per course OR a % of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</p>

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 pathway workforce competence checks on 100% bookings Scrutiny of the qualification pathway delivery venue and facility safety via risk-based external monitoring activities. Scrutiny of the qualification pathway coordination timings and accuracy via risk-based external monitoring activities. Scrutiny of the qualification pathway delivery to prepare learners for assessment via risk-based external monitoring activities. Scrutiny of the qualification pathway assessment standards via risk-based external moderation interventions. Scrutiny of the qualification pathway internal quality assurance via risk-based external moderation interventions.</p> <p>The external monitoring activities take place during external moderation interventions. This enables an evaluation of compliance across the breadth of the centre recognition and supplementary qualification delivery conditions to be conducted at the same time as scrutinizing the assessment standards. This maximises the use of resources and reduces the monitoring burden for recognised centres.</p> <p>The 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 selected qualification pathway. 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. In all cases the results of each external moderation intervention is recorded in the Results Validation section of the relevant Booking Form in TAMS. This is to ensure that an audit of results is accurately, effectively, and efficiently captured and can be accessed by the recognised centre and the awarding organisation workforce.</p>
-----------------------------------	---

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 recognised 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 the selected qualification pathway, the low-risk profile assigned to this qualification and the recognised centre's qualification approval risk profile for the qualification. This strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].	
	Strategy 01: First assessments per assessor [aligned to the qualification risk profile which is LOW]	
	Courses	30% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	304% 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	<p>The moderation strategies for real time assessment are associated with the low-risk profile assigned to this qualification pathway. Real time assessment is defined as assessments where the learner and the assessor are both present. In this qualification pathway this refers to:</p> <ul style="list-style-type: none"> • Practical demonstration in a simulated environment • Professional discussion 	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.

Appendix 01: Qualification Specification Version Control

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

Version	Publication date	Publication details
Version 01	20.07.2020	Publication 01
Version 01	01.09.2021	Publication 02: Quality assurance section updated to include CASS Strategies.