



**TRANSCEND**  
AWARDS

Transcend Level 4 Certificate  
for **HLTAs Specialising in  
Physical Education**

**Qualification Pathway Specification**

Version 02: 01 September 2021

**FAB**  
Federation of  
Awarding Bodies

**CIMSPA**  
AWARDING ORGANISATION  
**PARTNER**

## Welcome!

Welcome to the **Transcend Level 4 Certificate for Higher Level Teaching Assistants Specialising in Physical Education**. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this is a specialist pathway qualification. This document confirms the qualification purpose, and delivery specification for this qualification pathway. 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 Pathway Purpose

Qualification Pathway Scope				
<p>The <b>Transcend Level 4 Certificate for Higher Level Teaching Assistants Specialising in Physical Education</b> is a vocationally related qualification regulated by Ofqual. This is a specialist pathway qualification which is integral to the <b>Transcend Level 4 Certificate for Higher Level Teaching Assistants</b>.</p> <p>It is relevant to adult learners who aspire to gain and retain employment as a higher-level teaching assistant and for those who wish to commence a career pathway in teaching. This qualification pathway is specific to those who wish to specialise in physical education. A <b>Higher-Level Teaching Assistant</b> that <b>Specialises in Physical Education</b> is eligible to design and deliver physical education schemes and lessons in schools autonomously in line with the teacher and school's strategies and curriculum.</p>				
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 4 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 5 on the <a href="#">European Qualifications Framework (EQF)</a> .			
	Regulator reference	<a href="#">603/5624/8</a>	Qualification sector	13.01 Teaching and lecturing
	Qualification start date	01 Apr 2020	Qualification TQT	263
	Qualification review date	30 April 2023	Qualification GLH	155
	Qualification credit	27	Qualification DSH	108
Qualification awarding	This qualification is solely awarded by <a href="#">Transcend Awards Limited</a> as the recognised awarding organisation regulated by Ofqual in England.			
Qualification standards	This qualification pathway is fully aligned to the Professional Standards for Higher Level 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 in primary schools.	
	Employability progression routes	This qualification can lead to paid employment as a higher-level teaching assistant specialising in physical education.
Qualification participants + progression	Education progression routes	This qualification can lead to progression onto a degree in teaching as a physical education specialist.
Qualification endorsements	This qualification is endorsed by Sportivity Consultants as industry leading experts in this domain.	

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

## 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 HLTA 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 4 Certificate for Higher Level Teaching Assistants *Specialising in Physical Education*.**

Unit Title			Ref	Level	GLH	DSH	TQT	Credit
<b>Mandatory Core Units: HLTA role</b>								
CU01	Duties of an ethical and effective higher level teaching assistant	QU001267	K/618/0054	4	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 higher level teaching assistant	QU001284	M/618/0055	4	30	10	40	4
<b>Mandatory Pathway Units: PE Specialism</b>								
PU01a	Driving standards through high quality physical education pedagogy	QU001223	H/618/0005	4	25	25	50	5
PU01b	Deployment expectations in the quality design and delivery of physical education programmes for whole classes		A/618/0057	4	30	10	40	4
PU01c	Deployment expectations in the quality design and delivery of physical education lessons for whole classes	QU001289	T/618/0056	4	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 <b>Transcend Recognised Conditions</b> with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications or equivalent as outlined in the recognition conditions. Occupational and technical competence must be evidenced through 2 years minimum experience in coaching or teaching sport 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 1:6 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 an HLTA specialising in PE
- be able to evidence achievement of as level 2 regulated qualification in delivering physical activity or equivalent.

Employers of HLTAs 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. These include but not limited to:</p> <table border="1" data-bbox="434 325 2020 737"> <tr> <td><b>Age</b></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><b>Race</b></td><td>Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td><b>Religion</b></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><b>Disability</b></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><b>Pregnancy &amp; maternity</b></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>	<b>Age</b>	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.	<b>Race</b>	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.	<b>Religion</b>	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.	<b>Disability</b>	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.	<b>Pregnancy &amp; maternity</b>	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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<b>Pregnancy &amp; maternity</b>	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	<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.</p> <p>It also refers to recording the receipt of learners' 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 their delivery models specific to this pathway. They are eligible to adopt the exemplar model as outlined below. Alternatively, they can develop their own models to retain their own USPs. All delivery models must be supported by a documented training and assessment programme. Inclusive teaching and learning materials should be in place. Delivery models, programmes and materials must be mapped to the qualification and unit specification. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and attainment indicators. The models, materials, and the programmes must be agreed in writing by the awarding organisation. The selected model must be recorded for each cohort of learners and all details must be communicated to each learner prior to delivery.

Phase 01		Phase 02	Phase 04		Phase 05
Remote learning		Practical Workshops	Placement Assessment		Professional Discussion
Induction webinar Remote learning: HLTA Role Remote learning: HLTA 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: Curriculum design Remote learning: Curriculum delivery		Whole child development techniques through PE  Physical education delivery techniques with whole classes	Portfolio of Evidence including:  Placement duties Profiling the environment Profiling the children Profiling self  Whole class planning Whole class delivery Whole class observations Whole class progress 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. Learners are required to attend a placement as an HLTA in a primary school environment for a minimum of 115 hours.

### Strategy 01

#### **Personal Development Plan**

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 HLTA 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 an HLTA in a school environment. They must conduct an enquiry and create a profile of the needs of a whole class. The minimum number of pupils in the class must be 6. 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, pupils needs, their own personality and technical competence against the HLTA professional standards.

Assessment strategy continued	<b>Strategy 03</b>	<p><b>Placement programming</b></p> <p>Learners must design and deliver a progressive 12-week curriculum for a whole class at Key Stage 1, 2, 3 or 4. This must include a scheme of work and individual lesson plans. The scheme and lessons must be based upon the class needs collectively, pupil's unique profiles and must consider the school context and culture. The learner must deliver each lesson and make relevant adaptations in the moment and to the scheme as appropriate. Learners must evaluate the impact of the 12-week curriculum upon completion on the pupil's progress and the school's standards.</p> <p>Learners must be observed in the environment by a qualified assessor on two occasions. The first must take place in the first four weeks and the second in the last four weeks to enable assessment of progress to be made. The lesson plan must be considered and a Q+A session after the lessons to evaluate the impact of the individual session.</p>
	<b>Strategy 04</b>	<p><b>Presentation</b></p> <p>Learners must deliver a 15-minute presentation to showcase how they would make adaptations to their curriculum for other key stages and types of schools. Learners will be asked a series of questions for 15 minutes after the presentation.</p>
	<b>Strategy 05</b>	<p><b>Professional discussion</b></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	<p>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.</p>	

Assessment environment	<p>The recognised centre is required to ensure that the school placement is agreed by the head teacher by a school, which is subject to Ofsted inspection and the learner is allocated a mentor in the environment. The recognised centre is required to ensure all assessment tasks are completed in a safe, secure environment. The portfolio can be developed in the learner's own time and must be authenticated by a mentor in the school placement.</p> <p>The learner must complete two practical observations in a live environment under observation by their mentor or a qualified assessor. Mentors must be qualified teachers in the school or qualified tutor/assessors under a private training provider.</p> <p>The presentation and professional discussion can be completed face to face in a secure environment or remotely via webinar. In these cases, steps must be taken to prevent misrepresentation. These must be attended in real time by a qualified assessor.</p>
Assessment authentication	<p>The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors can authenticate the work during practical observations and professional discussions.</p>
Assessment marking	<p>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.</p>
Assessment attainment	<p>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.</p>
Assessment re-takes	<p>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.</p>

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 <a href="mailto:services@transcendaward.com">services@transcendaward.com</a>.</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>
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## 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 all these qualifications in 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	<b>Professional practice</b>
Qualification size	Award	<b>Certificate</b>	Diploma
Qualification level	EL3 – L2	<b>L3-L4</b>	L5-8
Qualification assessment method	<b>Portfolio, Practical, PD and Presentation</b>	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	<b>Real time assessments in workplace</b>
Qualification assessment authentication	Assessor present	<b>Assessor part present</b>	<b>Assessor not present</b>
<b>Risk Profile</b>	<b>HIGH RISK</b>		

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

<sup>1</sup> Data checks must as a minimum consider timely and accurate coordination of the course/programmes and must refer to the delivery venue, fair recruitment, initial assessment, access arrangements, learner agreements, allocation of workforce, attendance, retention, achievements across the assessment and reassessments for each task aligned to the assessment strategy, internal moderation dates, results reporting and certification requests. 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 <b>monitoring</b> activities.  Scrutiny of the qualification coordination timings and accuracy via risk-based external <b>monitoring</b> activities.  Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external <b>monitoring</b> activities.  Scrutiny of the qualification assessment standards via risk-based external <b>moderation</b> interventions.  Scrutiny of the qualification internal quality assurance via risk-based external <b>moderation</b> interventions.</p> <p>The <b>external monitoring</b> activities take place during the external <b>moderation</b> interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources.</p> <p>Our <b>external quality assurance reports</b> may be communicated per moderation intervention in a matrix via email or 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 <b>Centre Assessment Standards Scrutiny</b> for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategies confirmed here are associated with the assessor's experience in delivering this qualification, the <b>high-risk</b> 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	<b>Strategy 01: First assessment per assessor [aligned to the product risk profile which is LOW]</b>	
	Courses	50% of 30 learners assessment to be moderated across 100% tasks within the LAP <b>per learner</b> for each new assessor
	Programmes	50% of 30 learners assessment to be sampled across 100% tasks within the LAP <b>per learner</b> for each new assessor
	<b>Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>per</b> booking
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>per</b> booking
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>per</b> booking
	<b>Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>across</b> bookings
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>across</b> bookings
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR <b>across</b> learners for each assessor <b>across</b> bookings

External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the <b>high-risk</b> profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification this refers to:</p> <ul style="list-style-type: none"> <li>• Practical observations on placement</li> <li>• Presentations with question and answer</li> <li>• Professional discussions aligned to skills assessment</li> </ul>	
	<b>Real time assessment strategy</b>	
	RTA Strategy 01	<b>EQA Presence and moderation</b> annually as a minimum to all centres, per qualification per real time assessment.
	RTA Strategy 02	<b>EQA Presence and moderation</b> 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
<b>Version 01</b>	08 July 2020	<b>Publication 01</b>
<b>Version 02</b>	01 Sep 2021	<b>Publication 02:</b> Quality assurance section updated to include CASS Strategies.