



TRANSCEND
AWARDS

Transcend Level 5 Diploma for **UKSCA Licenced Assessors**

Qualification Specification

Version 01: 1 August 2023



Welcome!

Welcome to the **Transcend Level 5 Diploma for UKSCA Licenced Assessors**. Transcend Awards Limited is an awarding organisation regulated in England by Ofqual. This qualification has been developed in collaboration with UKSCA as the technical partner. This document confirms the purpose and delivery conditions. It must be complied with in conjunction with the *Transcend Centre Recognition Conditions, Unit Specification and Assessment Brief*.

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Part 01: Qualification Purpose

Qualification Scope

The **Transcend Level 5 Diploma for UKSCA Licenced Assessors** is an Ofqual regulated vocational qualification that sits in sector subject area 13.1: Teaching and Lecturing.

The UKSCA is the pre-eminent professional body for strength and conditioning practitioners in the UK. Launched in May 2004 with the support of UK Sport, the UKSCA has grown to represent over 2600 members, of whom more than 800 have attained the highly respected “Accredited Coach” (ASCC) standard. The UKSCA aims to

- To establish and maintain high professional standards for UK strength and conditioning practitioners and facilities;
- The promotion and dissemination of good practice, knowledge and research in strength and conditioning;
- To facilitate communication among UKSCA members;
- To represent the interests of the membership of the UKSCA;
- Through our members, ensure that world class coaching in strength and conditioning is available to athletes at all levels in the UK.

The UKSCA deliver regulated qualifications and

The role of Strength and Conditioning (S&C) Trainers sit in the sport and physical activity sub sector. However, this qualification can be adopted by multiple professions as it recognises a general skillset covering human movement for quality of life as well as sports performance and encourages the physical development and wellbeing of youth and general adult populations.

This qualification enables successful learners to gain and retain S&C Trainer job roles where they work independently. However, the terms “Assistant strength and conditioning coach” and “Junior strength and conditioning coach” may be used in a professional setting where the S&C Trainer is working under the supervision of a UK Strength and Conditioning Association (UKSCA) Accredited Strength and Conditioning Coach (ASCC).

The agreed industry requisite to become a UKSCA S&C Trainer is to have demonstrated the required skills and knowledge detailed in the UKSCA and CIMSPA professional standard, as well as practical experience in applying those skills and knowledge in the real-life environment. This qualification is fully aligned to that professional standard and encompasses the required practical application of the skills and knowledge through the real-life, assessed placement. Successful completion provides learners with a licence to practice and offers them UKSCA & CIMSPA membership.

Qualification regulation	This qualification is regulated by Ofqual in England. It is published as a Level 3 qualification on the Register of Regulated Qualifications and is equivalent to a Level 4 on the European Qualifications Framework (EQF) .			
	Regulator reference	610/3073/9	Qualification sector	13.1 Teaching & Lecturing
	Qualification start date	29 July 2023	Qualification TQT	380
	Qualification review date	31 July 2026	Qualification GLH	60
	Qualification credit		Qualification DSH	320

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 endorsed by UKSCA and CIMSPA as a professional standard qualification. The UKSCA is the UK Strength and Conditioning Association, the professional body for Strength and Conditioning in the UK. CIMSPA is the Chartered Institute for the Management of Sport and Physical Activity. This qualification is aligned to the professional standard for Strength and Conditioning Trainers Version 2.	
Qualification partners	This qualification has been developed in collaboration with UKSCA as the technical partner. This qualification has been subject to consultation with military bodies, universities, colleges, private training providers, technical experts, equality experts, educators, Accredited S&C Coaches, and learners. The collaboration and consultation committees will remain in place for the lifetime of the qualification to ensure it remains fit for purpose.	
Qualification providers	The qualification is designed to be delivered through the UKSCA as the professional body. It is also designed to be delivered through local, regional, and national training providers, colleges, universities, military bodies, national governing bodies of sport and industry employers such as sports clubs, gyms, and leisure centres.	
	This qualification is only accessible to organisations that are affiliated with the UKSCA and recognised as a centre 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.	
	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 and progression	This qualification is for learners who aspire to gain and retain employment as a S&C Trainer. It is designed for learners aged 16+ in full-time further or higher education who intend to pursue a career as a S&C Trainer. The qualification is also designed for adults who aspire to deliver strength and conditioning services. The qualification is integral to a range of progression routes for sports, fitness and health coaches.	
	Education progression routes	This qualification can lead to progression onto the UKSCA Accredited Strength and Conditioning Coach Pathway.
	Employability progression routes	This qualification may lead to paid employment as a S&C Trainer operating in a traditional or contemporary training environment. This includes but is not limited to sports clubs, education providers, gyms, leisure centres and health suites.
Qualification endorsements	<p>This qualification is endorsed by the UK Strength and Conditioning Association (UKSCA) and The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as a professional standard qualification.</p> <p>It is aligned in full to the Professional Standards for Strength and Conditioning Trainer Version 02. It is also endorsed by UKSCA and CIMSPA as valid CPD, and practitioners are eligible to achieve 15 UKSCA CPD credits and 10 CIMSPA CPD points upon successful completion.</p>	

Qualification Summary	
Qualification rationale	The rationale for the development and deployment of the qualification is to support the professionalisation of the strength and conditioning education workforce. It enables the deployment of safe and competent S&C Trainers with a focus on engagement, behavioural change, and physical performance improvement. The development, delivery and awarding of this qualification is learner and participant centred.
Qualification purpose	The qualification purpose is to confirm occupational competence. The qualification sub-purpose is to confirm the ability to meet legal requirements made by the professional body.
Qualification intent	The aim of this qualification is to develop the learner's ability to fulfil the role of a S&C Trainer. The intent is to enable the deployment of technically competent, safe, and ethical trainers that are able to maximise the participant's experience and influence the sustainability of performance improvement and positive behaviour.
Qualification objective	<p>The objective is to provide a benefit to learners by enabling them to gain and retain employment as a S&C Trainer. Whilst attending the qualification, learners will develop the knowledge and skills to enable them to promote a strong base in the foundations of movement, that will benefit participants in their fitness and sporting endeavours, everyday lives, as well as reducing injuries.</p> <p>Learners will be able to introduce effective strength and conditioning practice to adult and youth participants, promote competency in foundation movements and utilise appropriate equipment to progress training in different environments including gyms, sports halls, and outdoor areas.</p>
Qualification uniqueness	This is the only regulated Level 3 qualification available to S&C Trainers that has been developed in partnership with the UKSCA as the professional body. The Register of Regulated Qualifications provides information on other awarding organisation-approved providers who offer similar provision.

Qualification Structure

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

Units		Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	UKSCA Licenced Assessor Duties		3	8	42	50	5
Unit 02	UKSCA Assessment Principles		3	8	42	50	5
Unit 03	UKSCA Assessment Practices		3	8	42	50	5
Unit 04	Driving performance improvement through safe and effective strength and conditioning consultations		5	8	42	50	5
Unit 05	Driving performance improvement through safe and effective strength and conditioning programmes		5	8	42	50	5
Unit 06	Driving performance improvement through strength and conditioning coaching techniques		5	8	42	50	5
Unit 07	Deployment skills of a Strength and Conditioning Trainer		5	12	68	80	8
Summary			5	60	320	380	38

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions

This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions. The rules outlined below are supplementary conditions specific to this suite of qualifications. Centres must ensure full compliance with **ALL** conditions to establish and maintain centre recognition and qualification approval status.

Qualification Resource Conditions

The recognised centre is required to supplement RC5.1 of the **Transcend Recognised Conditions** with the following rules.

Qualification workforce

The recognised centre must ensure that they evidence workforce competence through tutor, assessor, and internal quality assurance (IQA) qualifications as outlined in the centre recognition conditions. These must be supplemented by technical competence as follows:

Tutors are recommended to have 2 years S&C coaching experience and be a UKSCA Accredited S&C Coach or equivalent

Assessors are required to be a UKSCA Licenced S+C Trainer licenced assessors

IQAs are recommended to have 2 years S&C coaching experience and be a UKSCA Accredited S&C Coach or equivalent

The recognised centre is required to ensure the tutor to learner ratio per cohort is a minimum of 1:4 and maximum of 1:12. 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. There are caveats to this where the S&C qualification is embedded into a wider further or higher education programme.

Qualification venues and equipment	<p>The recognised centre must ensure facilities and equipment are in place to facilitate the full programme of training and assessment. The recognised centre must ensure the facilities and equipment cater for the number of registered learners. As a minimum, the recognised centre is required to have access to the following essential equipment in both the learning and assessment elements of the programme:</p> <ul style="list-style-type: none"> • Mats • Trap bar • Upright cycle • Medicine balls • Lifting platforms • Rowing machine • Pull up bar/monkey bars • Suspension trainer or rings • Floor area for groundwork • Floor area for running drills • Squat rack or squat stands • Wooden dowels or equivalent • Dumbbells and/or kettlebells • Bumper plates: range of weights 2.5kg, 5kg, 10kg • Barbells and clips: 15kg Olympic bar, 20kg Olympic bar, technique bar • Benches suitable for supine pressing, partner assisted trunk training and Bulgarian split squats
Qualification materials	<p>The UKSCA have a range of teaching and learning packages which have been uniquely designed according to the type of provider and their delivery model. It is a mandatory requirement that the minimum package relevant to the type of provider is acquired per learner. The UKSCA assessment tasks and templates are fully aligned to this qualification and are also mandatory for all learners.</p>

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>The recognised centre is required to ensure that prior to registration for the qualification, learners are:</p> <ul style="list-style-type: none"> • accurately identified • at least 16 years of age • able to communicate effectively in English (reading, speaking, listening, and writing) • able to evidence personal or professional engagement in sport, exercise, fitness or strength and conditioning. <p>Learners are not able to operate independently until they are 18 years of age.</p>
Learner exemptions	The recognised centre is required to consider learners for exemptions via recognition of prior learning (RPL) for this qualification in accordance with the Transcend RPL Policy and the UKSCA RPL strategy. Guidance should be solicited from the awarding organisation prior to RPL taking place. Learners going through this process must transfer all prior learning and assessment into the UKSCA assessment templates for standardisation purposes.
Learner adjustments	The recognised centre is required to recognise barriers to access for this qualification, on the grounds of disability, pregnancy, and maternity. This is to ensure the physical and emotional safety of learners is prioritised. In these cases, reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis. This will enable each learner's circumstances to be evaluated in accordance with their unique needs.
Learner agreements	The recognised centre is required to ensure that every learner signs an agreement to attend all aspects of the training and assessment, in line with the recognised centre's (or their satellite venues') delivery model for this qualification.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking reference, dates, venues, and workforce per learner. Activities include learner applications, initial assessment, agreements, pre- course learning, attendance on practical workshops and assessments. It also refers to recording the receipt of learners' evidence (including video submissions), marking of assessments, recording of results, confirming results, reassessments, re-marks, and internal 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.

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 eligible to use the delivery model provided by the awarding organisation and the UKSCA as outlined here or is eligible to develop their own model. In all cases, the delivery model must be supported by a blended training and assessment programme for each cohort of learners. Programmes must comply with the minimum TQT, GLH, learning outcomes, delivery content, assessment criteria, assessment strategy and attainment indicators. Learning and assessment programmes must be fully mapped to the qualification and agreed by the awarding organisation and UKSCA prior to delivery. The training and assessment programme for each cohort of learners must be in written format and communicated to each learner. The UKSCA delivery and assessment tools are mandatory. All learning, assessment and quality assurance interventions must be completed within the learner's registration period of three years.

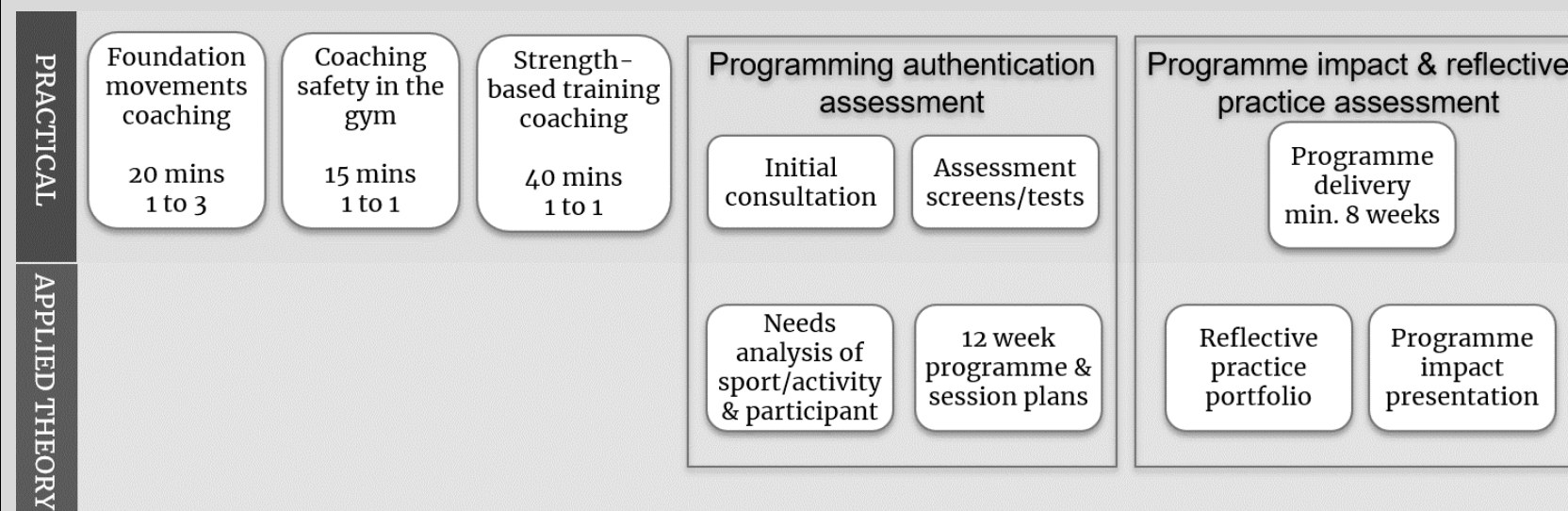
	Phase 1: Coaching skills & knowledge Minimum 8 weeks			Phase 2: Coaching assessment 2-4 weeks	Phase 3: Programme assessment 2-4 weeks	Phase 4: “Placement & portfolio” Minimum 8 weeks
Induction & practical workshops	2 GLH	16 GLH	16 GLH			
Theory workshops	8 GLH			2 GLH	2 GLH	8 GLH
Remote skills development	40 DSH			15 DSH	5 DSH	
Remote theory development	64 DSH			25 DSH	5 DSH	60 DSH
Practical assessments	A: Foundation movements assessment B: Safety in the gym assessment C: Strength-based training assessment			A: 1 GLH B: 1 GLH	C: 2 GLH	
Placement & portfolio evidence	(Minimum 16 hours face-to-face coaching during placement)			D: Programming assessment E: Impact & portfolio assessment	D: 30 DSH	E: 76 DSH
Placement assessments					D: 1 GLH	E: 1 GLH
Hours	60 GLH + 320 DSH = 380 TQT					

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.

Qualification assessment strategy

The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence, practical demonstrations, professional authentication discussions and a presentation. The assessment strategy is represented in the following diagrammatic format.



Strategy	Title	Assessment brief
Strategy A	S&C foundation movements group coaching session	Assessment method: Coaching session preparation [portfolio] Assessment method: Coaching session observation [Practical]
Strategy B	S&C coaching safety in the gym	Assessment method: Coaching safety proficiency observation
Strategy C	S&C strength-based training coaching session	Assessment method: Coaching session planner [portfolio] Assessment method: Coaching session practice [observation]
Strategy D	S&C participant consultation, needs analysis, assessment screens/tests and programme design	
Strategy E	S&C programme delivery, reflective practice, and case study impact presentation	
		•

		<p>The learner is required to coach safety tasks in the gym. This assessment must be completed before they can progress to the strength-based coaching assessment. The prescribed tasks require the learner to describe key safety points, demonstrate safe failure, spot the participant, and consider gym etiquette, to ensure the safety of the learner, the participant and other gym users. To do this the learner must demonstrate their ability to:</p> <ul style="list-style-type: none"> • Set the safety bars for a barbell back squat • Perform a single person spot for the barbell back squat • Demonstrate failing safely in the barbell back squat • Perform a single person spot for the dumbbell bench press • Demonstrate failing safely in the barbell push press.
		<p>The learner is required to plan and coach a 40-minute strength-based training session for an individual participant. The session must deliver an induction into the gym-based training environment, observing health and safety. The session must aim to provide a progressive challenge to the individual participant, either by improving technique or a realistic challenge, using prescribed strength training exercises in the time allocated. To do this the learner must plan and coach:</p> <ul style="list-style-type: none"> • A time-limited RAMP warm up relevant to the strength-based session (five minutes) • Five prescribed strength-based exercises and application of appropriate sets, reps, and recovery times.
		<p>The learner is required to conduct an initial consultation, participant and sport needs analysis and physical assessment screens/tests. This must be with a real participant in the live training environment and without direct supervision. The learner must then agree SMART goals, establish the training context, and design a 12-week programme and all associated sessions in line with the participant's unique needs and goals. The learner will attend a professional discussion to authenticate the evidence and to identify and reflect on any skills gaps.</p>

		<p>The learner is required to deliver a minimum of eight weeks from their 12-week programme with a real participant in the live training environment. The learner must record changes in coaching practice and programming throughout the programme to ensure the participant's needs are met and to support progress towards the goals. The learner must engage in reflective practice through the programme delivery. The reflections must ensure full coverage of the knowledge-based assessment criteria across the qualification units. The learner must then deliver a 20-minute presentation on the impact of the programme considering attendance, adherence, adaptation, and action planning. The learner will attend a professional discussion to authenticate the evidence and to demonstrate their ability to critically reflect on their knowledge, skills, and application.</p>
Assessment tasks, participants, and environments	<p>The recognised centre must ensure the learners complete the assessment tasks in line with the UKSCA Assessment Brief using the UKSCA templates to create a Learner Portfolio of Evidence. The tasks and templates are designed specifically to cover all assessment criteria and ensure standardisation of assessment. The conditions associated with the participants and environments are outlined in the UKSCA Assessment Brief and must be complied with. The awarding organisation's Learner Attainment Record must be completed in full and attached to the Learner's Portfolio of Evidence.</p>	
Assessment authentication	<p>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 are able to authenticate the work during the practical demonstrations, video evidence, presentation and professional discussions.</p>	
Assessment marking	<p>The recognised centre is required to ensure that the assessment is marked by a qualified UKSCA Licensed S&C Trainer Assessor in accordance with fair assessment and the 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 in light of these rules, learners should follow their recognised centre's appeals process.</p>	
Assessment attainment	<p>The recognised centre is required to ensure that the assessment for this qualification is graded on a PASS/FAIL basis. Assessment attainment indicators are contained in the assessment brief. 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 achieve a PASS in every task to successfully achieve the qualification.</p>	

Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities for each component of assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the three-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded the qualification.
Assessment re-marks	<p>The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a re-mark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. If the recognised centre does not have sufficient qualified assessors, they are required to request support via the Transcend Engagement Team.</p> <p>If the appeal is associated with the outcomes of the practical demonstration, 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 assessment, the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the centre's appeals process should they bring the matter to Transcend, where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.</p>

Qualification Quality Assurance Conditions

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

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

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data¹ checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation across all UKSCA Assessment Tasks] Internal scrutiny of qualification assessment [standardisation activities across all UKSCA Assessment Tasks]
Internal moderation	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place on each cohort before results are reported to the awarding organisation and requests for certification are made. Sampling strategies must consider the following key risk indicators:</p> <ul style="list-style-type: none"> the risk profile for this qualification which is HIGH the experience of the assessors in their role as an assessor the experience of the assessors in the delivery of this qualifications the assessment samples to include portfolios for every learner cohort the assessment samples to include observations across practical assessments periodically the assessment samples to include observations across presentation assessments periodically the number of learners registered and whether these attend a course or rolling programme. <p>The recognised centre should identify a % 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>

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

<p>External quality assurance</p>	<p>The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance 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. We report the result of each external moderation intervention 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 viewed by the recognised centre and the awarding organisation workforce.</p>
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External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of 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 high-risk profile assigned to this qualification and the recognised centres qualification approval risk profile for the qualification. The strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].	
External moderation of portfolios	Strategy 01: First assessment per assessor [aligned to the product risk profile which is LOW]	
	Courses	50% learners' assessment to be moderated across 100% tasks within the LAR per learner for each new assessor per booking
	Programmes	50% learners' assessment to be sampled across 100% tasks within the LAR per learner for each new assessor across bookings ²
	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

² The term **across booking** refers to a time period which will be confirmed per centre dependent on the number of requests for certification within a set time period. All learners within this time period per assessor will be considered to be a cohort.

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 High-risk profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification this refers to:</p> <ul style="list-style-type: none"> • Practical demonstrations on course • Practical observations on placement • Professional authentication discussions • Presentations with question and answer 	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment [2 out of four each year]
	RTA Strategy 02	EQA Presence and moderation per centre, per qualification per real time assessment for every 08 courses or 200 learners on rolling programmes in the annual cycle [2 out of four each intervention]

Appendix: 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 will 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	01 May 2022	Publication 01