



Transcend Level 5  
Diploma in the Army Officer  
Selection Board Assessment of  
Potential and Peer Mentoring

Qualification Specification

Version 01: 12 September 2022



# Welcome

Welcome to the **Transcend Level 5 Diploma in the Army Officer Selection Board Assessment of Potential and Peer Mentoring**. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this qualification is regulated in England by Ofqual. This document confirms the qualification purpose, pathways, and delivery specification. This document must be read and complied with in conjunction with the ***Transcend Centre Recognition Conditions*** and the ***Qualification Unit Specification***.

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## Part 01: Qualification Purpose

Qualification Pathway Scope			
<p>The <b>Transcend Level 5 Diploma in the Army Officer Selection Board Assessment of Potential and Peer Mentoring</b> is an Ofqual regulated vocational qualification that sits in sector subject area 01.4 Public services. It is uniquely designed as a licence to practice for the Army Officer Selection Board [AOSB] members.</p> <p>The AOSB mandate is to assess the potential of civilians to undertake the training required of them to become Army Officers. The AOSB is made up of Army professionals across ranks to fulfil a specialist role. The roles are defined as Vice Presidents, Deputy Presidents, Education Advisors and Group Leaders. Each role has specific responsibilities to fulfil during the assessment of each civilian. Over time each AOSB member is also required to become a mentor for their peers in their specialist roles.</p> <p>This is a specialist pathway qualification which must be completed in the context of one of its pathways. Each pathway is uniquely designed to represent an AOSB role. This ensures that training and assessment programmes are contextualised to the distinct set of competencies required to fulfil each of the roles.</p>			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as a Level 5 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 6 on the <a href="#">European Qualifications Framework (EQF)</a> .		
	Regulator reference	<b>610/1443/6</b>	Qualification sector
	Qualification start date	12 Sep 2022	Qualification TQT
	Qualification review date	30 Sep 2025	Qualification GLH
	Qualification credit	72	Qualification DSH
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 is aligned to the Army Officer Selection Board Competency Framework V02 01.03.2022.		

Qualification partners	This qualification is developed in collaboration with CDS Defence & Security [CDS] as the technical partner on behalf of the AOSB. CDS is an industry leading provider of education for military professionals. This qualification has been subject to consultation with equality experts and the AOSB as the military body and employer. 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 is designed to be delivered exclusively by CDS Defence & Security [CDS] as the AOSB education provider. CDS is required to become a Transcend Recognised Centre that is approved to deliver this qualification in accordance with the Transcend centre recognition and qualification delivery conditions.	
	<b>Applicant centres</b>	<b>Recognised centres</b>
	CDS are required to access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process if they are not already a recognised centre.	CDS are required to access Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form to extend their qualifications portfolio where they have already achieved recognised centre status.
Qualification participants + progression	This qualification is relevant to all staff assigned to the Army Officer Selection Board in assessment and selection roles.	
	<b>Employability progression routes</b>	This qualification is designed as a licence to practice for AOSB Vice Presidents [VP], Deputy Presidents [DP], Education Advisors [EA] and Group Leaders [GL].
Qualification participants + progression	<b>Education progression routes</b>	This qualification can lead to progression onto a range of professional development opportunities offered within the British Army Education System.
Qualification endorsements	The qualification is endorsed and supported by the Army Officer Selection Board [AOSB] and its higher headquarters, the Army Recruiting and Initial Training Command (HQ ARITC).	

Qualification Pathway Summary																	
Qualification purpose	<p>The qualification purpose is to confirm occupational competence or licence to practice.</p> <p>The qualification sub-purpose is to confirm the ability to meet a licence to practice made by the professional body.</p>																
Qualification rationale	<p>The AOSB is one of the oldest organisations of its type in the world. AOSB staff members in assessment and selection roles have 2 key functions. They assess the potential of civilians to undertake and successfully complete the training and education required to become Army Officers. After 6-12 months in this role, they may be eligible to become peer mentors to other assessors</p> <p>The AOSB routinely delivers selection boarding most weeks of the year, other than during block leave periods. Selection boarding activity consists of the assessment of civilians in groups of up to 8 candidates over a 4-day period. Each assessment board consists of up to 6 groups of 8 candidates at any one time. The AOSB delivers up to 50 selection boards annually. Each board has AOSB assessment and selection staff allocated within the following roles and responsibilities</p> <table> <tr> <th>Army Officer Ranks</th><th>AOSB Role</th><th>AOSB Responsibilities</th></tr> <tr> <td>Lieutenant Colonel and Colonel</td><td>Vice Presidents [VP]</td><td>VPs are responsible for boarding up to 16 candidates at the Final Boarding Conference [FBC] divided into two groups and assisted by the DP, EA and GL. VPs are responsible for final decision making.</td></tr> <tr> <td>Lieutenant Colonel</td><td>Deputy Presidents [DP]</td><td>DPs are the primary evidence gatherers responsible to the VP for supervising of the testing of a group of 8 candidates. DPs are assisted by GLs.</td></tr> <tr> <td>Lieutenant Colonel, Major and Civilian Contractor</td><td>Education Advisors [EA]</td><td>EAs are non-scoring members of the board. They advise VPs on candidate's Intellectual Potential (IP) and provide VPs with information on candidates overall intellectual performance and their potential for training. They deputise for the VP during group activities.</td></tr> <tr> <td>Captain</td><td>Group Leaders [GL]</td><td>GLs are responsible for administering group tests to give candidates the best chance to show their potential. GLs must ensure that the maximum amount of evidence is made available to the board.</td></tr> </table> <p>The AOSB performance management system is tried, tested and has been successful for 75 years. Regulated qualifications professionalise job roles and provide external quality assurance. This qualification and its pathways have therefore been exclusively designed to complement the AOSB performance management system to professionalise the AOSB assessor roles. This qualification also enables external quality assurance in the assessment of the competencies of staff recruited into these roles.</p>		Army Officer Ranks	AOSB Role	AOSB Responsibilities	Lieutenant Colonel and Colonel	Vice Presidents [VP]	VPs are responsible for boarding up to 16 candidates at the Final Boarding Conference [FBC] divided into two groups and assisted by the DP, EA and GL. VPs are responsible for final decision making.	Lieutenant Colonel	Deputy Presidents [DP]	DPs are the primary evidence gatherers responsible to the VP for supervising of the testing of a group of 8 candidates. DPs are assisted by GLs.	Lieutenant Colonel, Major and Civilian Contractor	Education Advisors [EA]	EAs are non-scoring members of the board. They advise VPs on candidate's Intellectual Potential (IP) and provide VPs with information on candidates overall intellectual performance and their potential for training. They deputise for the VP during group activities.	Captain	Group Leaders [GL]	GLs are responsible for administering group tests to give candidates the best chance to show their potential. GLs must ensure that the maximum amount of evidence is made available to the board.
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Captain	Group Leaders [GL]	GLs are responsible for administering group tests to give candidates the best chance to show their potential. GLs must ensure that the maximum amount of evidence is made available to the board.															

Qualification aim	The aim of this qualification is to enable assessment and selection staff to make objective decisions in their AOSB roles when assessing civilians for their suitability as potential Army Officers and when undertaking peer mentoring activities.
Qualification objective	<p>The objective of this endorsed pathway qualification is to provide a benefit to staff assigned to AOSB by enabling them to evidence competence in their role on the Army Officer Selection Board. Learners will develop the knowledge, skills, and behaviours to enable them to:</p> <ul style="list-style-type: none"> <li>• Understand the AOSB purpose</li> <li>• Demonstrate the ability to fulfil the AOSB assessment processes</li> <li>• Demonstrate the ability to fulfil assessment responsibilities in the context of their AOSB role as Group Leader <b>OR</b></li> <li>• Demonstrate the ability to fulfil assessment responsibilities in the context of their AOSB role as Education Advisor <b>OR</b></li> <li>• Demonstrate the ability to fulfil assessment responsibilities in the context of their AOSB role as Deputy President <b>OR</b></li> <li>• Demonstrate the ability to fulfil assessment responsibilities in the context of their AOSB role as Vice President</li> </ul>
Qualification uniqueness	This is the only regulated qualification that is uniquely designed to professionalise the roles of the AOSB members. <a href="#">The Register of Regulated Qualifications</a> provides information on other awarding organisation providers who offer similar provision.

## Qualification Structure

This qualification is delivered in the context of a specialist pathway. The pathways are fixed and pre-determined for validity purposes. The AOSB role provide the emphasis for the pathway and title of the qualification on the certificate:

Transcend Level 5 Diploma in the Army Officer Selection Board Assessment of Potential and Peer Mentoring [\[Group Leader\]](#)

Transcend Level 5 Diploma in the Army Officer Selection Board Assessment of Potential and Peer Mentoring [\[Education Advisor\]](#)

Transcend Level 5 Diploma in the Army Officer Selection Board Assessment of Potential and Peer Mentoring [\[Deputy President\]](#)

Transcend Level 5 Diploma in the Army Officer Selection Board Assessment of Potential and Peer Mentoring [\[Vice President\]](#)

To achieve the qualification and be awarded the qualification certificate learners must successfully complete three mandatory units. Two core units that represents the AOSB purpose and assessment processes and one unit from one optional pathway associated with the AOSB roles.

Unit Title		AO Ref	Ofqual Ref	Level	GLH	DSH	TQT	Credit
Mandatory Core Unit								
CU01	AOSB Purpose	QU001042	T/650/4118	5	30	150	180	18
CU02	AOSB Assessment Processes	QU001044	Y/650/4119	5	30	150	180	18
Pathway Unit [Group Leaders]								
PU01	AOSB Group Leader Duties	QU001046	F/650/4120	5	60	300	360	36
Pathway Unit [Education Advisor]								
PU02	AOSB Education Advisor Duties	QU001048	H/650/4121	5	60	300	360	36
Pathway Unit [Deputy President]								
PU03	AOSB Deputy President Duties	QU001050	J/650/4122	5	60	300	360	36
Pathway Unit [Vice President]								
PU04	AOSB Vice President Duties	QU001052	K/650/4123	5	60	300	360	36
Qualification summary				5	120	600	720	72



## Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification and all pathways must be delivered in accordance with the <a href="#">Transcend Recognised Centre Conditions</a> . The rules outlined below are supplementary conditions specific to these 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 <b>Transcend Recognised Conditions</b> with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that they evidence tutor and assessor competence through 10 years' experience of fulfilling these roles on behalf of the AOSB. This criterion supersedes the criteria in the Transcend Recognition conditions.</p> <p>The recognised centre must ensure that they evidence IQA competence through qualifications as outlined in the recognition conditions. Occupational and technical competence for the IQA must be evidenced through 3 years' experience in fulfilling the IQA role on qualifications for military professionals.</p>
Qualification venues	The recognised centre must ensure that the venues, facilities, and equipment cater for the breadth of the learning and assessment programme for each cohort and associated boarding activities.



Qualification Coordination Conditions		
The recognised centre is required to supplement RC5.2 of the <b>Transcend Recognised Centre Conditions</b> with the following rules.		
Learner pre-requisites	Prior to registration for the qualification learners are required to:	
	<ul style="list-style-type: none"> <li>• be accurately identified</li> <li>• be at least 18 years of age</li> <li>• be able to communicate effectively in English [reading, speaking, listening, and writing]</li> <li>• be able to evidence recruitment into one of the probationary AOSB roles in line with the following ranks</li> </ul>	
	Vice President	Colonel and Lieutenant Colonel Rank
	Deputy President	Lieutenant Colonel Rank
	Education Advisor	Lieutenant Colonel, Major Rank and Civilian Contractor Staff
	Group Leader	Captain Rank
Learner adjustments	The recognised centre is required to recognise barriers to access to this qualification and its pathways on the grounds of disability, pregnancy, and maternity. This is to ensure 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 programme in line with the centre's delivery model for the qualification and its pathways.	
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking references, course dates, boarding dates, venues, and workforce per learner. Activities refer to applications, initial assessment, learner agreements, pre-course learning programme and boarding attendance. It also refers to recording the receipt of learners' portfolios, marking of practical and portfolio assessments, recording of results, confirmation of 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.	

## Qualification 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 must abide by a documented delivery model which has been agreed with the awarding organisation as outlined. This must be integrated into a documented training and assessment programme for each cohort of learners. Programmes must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content, assessment strategy and attainment indicators. The delivery programme for each cohort of learners must be recorded and communicated to each learner.

Phase 01	Phase 02		Phase 03	Phase 04	Phase 5
Observational learning	Practical learning		Assessment & Development (4 Candidates)	Assessment & development (8 Candidates)	Assessment [Approximately 20 Boards]
Induction and visitor's week	<b>Training 1</b> Knowledge development through assessment principal theory workshops	<b>Training 2</b> Skill development through practical assessment activity alongside a 'live' selection Board	<b>Under Instruction 1</b> <b>Assessing 4 candidates</b> <b>[Mentored interaction &amp; supervision]</b>	<b>Under instruction 2</b> <b>Assessing 8 candidates</b> <b>[Mentored interaction &amp; supervision]</b>	<b>'On Stream'</b> <b>Assessing candidates</b>  <b>Mentoring in the context of role</b>
4 Days [40 GLH]	20+ GLH	20+ GLH	4 Days [40+ GLH]	4 Days [40+ GLH]	600 DSH
GLH 120, DSH 600 TQT 720					

Recognised centres must ensure that any learning and assessment materials are also mapped to the TQT, GLH, learning outcomes, assessment criteria, delivery content, attainment indicators and must be approved by the awarding organisation prior to delivery. The recognised centre is required to ensure that learners complete all learning and assessment opportunities within a three-year registration period.

Qualification Assessment Conditions		
The recognised centre is required to supplement RC5.5 of the <b>Transcend Recognised Centre Conditions</b> 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.	
	The learner must develop a portfolio of evidence which is comprised of:	
	Strategy 01	Simulated case study questions associated with the role of the AOSB and the roles and responsibilities of its members. <b>[Training 1 – Training Officer]</b>
	Strategy 02	Live case study questions associated with the scoring of candidates and understanding of the selection activities. <b>[Training 2 - Training Officer]</b>
	Strategy 03	Practical observation and written evidence of the assessment of 4 candidates with mentored interaction and supervision. <b>[Under Instruction 1 – Cohort Mentor and VP]</b>
	Strategy 04	Practical observation and written evidence of the assessment of 8 candidates with mentored interaction and supervision. <b>[Under Instruction 2 – Cohort Mentor and VP]</b>
	Strategy 05	Attendance on approximately 20 Boards undertaking assessment of candidates and mentoring of peers. <b>['On stream' mentoring and quality assurance by cohort mentors, Training Officer, and Supervising Officer]</b>
Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks provided by the AOSB. These are designed specifically to cover all assessment criteria and ensure standardisation of assessment.	
Assessment environment	The recognised centre is required to ensure the assessment tasks are completed in a safe, secure 'Boarding environment' with the assessor present.	

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 Boarding assessment activities.
Assessment marking	The recognised centre is required to ensure that the assessment is marked by a qualified assessor in accordance with 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 in light of these rules' learners should follow their recognised centres appeals process. The practical observations can be completed by the mentor in the environment subject to them meeting the assessor criteria.
Assessment attainment	The assessment for this qualification is graded on a pass/fail basis. Assessment criteria and attainment indicators are confirmed in the unit specification. This is made available to assessors and learners to support valid and accurate assessment across assessors, over time. Learners must produce evidence against each criterion and achieve the required level of attainment to successfully achieve the qualification.
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 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 remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the <a href="#">Transcend Service Team</a>.</p> <p>Where the appeal is associated with the outcomes of 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 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 <i>Transcend Appeals Policy</i>.</p>

Qualification Quality Assurance Conditions			
<p>The recognised centre is required to supplement RC5.5 of the <b>Transcend Recognised Centre Conditions</b> with the following rules noting that this qualification and each pathway has been assigned a <b>high-risk</b> 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 is applied to establish the overall risk profile for the qualification.</p>			
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"> <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]</li> <li>Internal scrutiny of qualification assessment [standardisation activities]</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 these qualifications 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 these qualifications</li> <li>the assessment samples to include portfolios across every learner cohort</li> <li>the assessment samples to include observations of practical assessment 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 % 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>

<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. This data must be captured and subject to internal control for every learner prior to requests for certification being made.

<p>External quality assurance</p>	<p>The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance approach determines the nature, frequency and sampling sizes as shown:</p> <p>Scrutiny of the qualification workforce competence checks on 100% bookings  Scrutiny of the qualification delivery venue and facility safety via risk-based external <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 external <b>monitoring</b> activities take place during 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 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.</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 <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 strategy shown here is associated with the assessor's experience in delivering these qualifications, the <b>HIGH-risk</b> profile assigned to these qualifications and the recognised centres qualification approval risk profile for each of the qualifications. The strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].	
	<b>Strategy 01: First assessments per assessor [aligned to the product risk profile which is HIGH]</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% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <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% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings <sup>2</sup>
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings

<sup>2</sup> 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 <b>High-risk</b> profile assigned to each qualification in this suite. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification suite this refers to:</p> <ul style="list-style-type: none"> <li>• Practical observations</li> <li>• Professional discussions</li> </ul>	
	<b>Real time assessment strategy</b>	
	<b>RTA Strategy 01</b>	<b>EQA Presence and moderation annually</b> as a minimum to all centres, per qualification per real time assessment.
	<b>RTA Strategy 02</b>	<b>EQA Presence and moderation biannually</b> per centre, per qualification per real time assessment where there are more than 08 courses or 200 learners on rolling programmes

## 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
<b>Version 01</b>	12 Sep 2022	<b>Publication 01</b>