

# Transcend Level 6 Diploma for **FIFA Technical Leaders**

Qualification Specification  
Version 03: 01 November 2024

## Welcome!

Welcome to the **Transcend Level 6 Diploma for FIFA Technical Leaders**. Transcend Awards Limited is an awarding organisation regulated by Ofqual. This document contains confirms the qualification purpose and delivery specification. It must be read and complied with conjunction with the **Transcend Centre Recognition Conditions, Unit Specifications** and the **Assessment Brief**.

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## Part 01: Qualification Purpose

### Qualification Scope

The **Transcend Level 6 Diploma for FIFA Technical Leaders** is a professional qualification developed in collaboration with FIFA, awarded by Transcend and regulated by Ofqual. FIFA's Technical Leadership Department is committed to the professionalisation of the technical leadership roles across their global eco-system. Regulated qualifications are delivered worldwide across industries to serve as professional licences to practice. This is due to the rigour of control in the development, delivery and externally of decisions to quality assured regulated qualification certificates.

FIFA's technical specialists consulted with their Confederates and Member Associations to collectively agree the aim for this to be a *"globally recognized qualification"* for technical leaders working in the game. FIFA's vision is to unite the world by making football truly global. Successful achievement of this prestigious professional qualification will enable FIFA's Technical Leaders to develop capabilities required to drive the achievement of this vision within their own culture, context and unique individual characteristics.

To ensure highest levels of validity the standards of this qualification are aligned to the FIFA Vision, FIFA Principles, FIFA Behavioral Code, FIFA Technical Leadership Capability Framework, FIFA Technical Leadership Professional Development Programme, and the FIFA-UN Partnership social impact strategies that have influenced FIFA's Transformational Initiatives dedicated to the achievement of the UN Sustainable Development Goals.

This qualification is particularly relevant to the FIFA Technical Directors operating within 211 Member Association Technical Departments across the globe. Those registered onto the qualification will develop capabilities across in the following domains:

FIFA's Talented Technical Leadership Education Team led by change agent Jamie Houchen have designed and deployed a world leading, globally accessible **FIFA Technical Leader Transformation Experience**. Each learner's unique culture, context and characteristics are celebrated through inclusive teaching, dynamic assessment and Ed-Tech innovation. FIFA's talented educator's agile application of the paradigm shift to transformative pedagogy has empowered learners personal progress to self-actualization and professional potential to use football as a force for good.

The qualification level is comparable across the globe to a post graduate degree. By achieving this qualification, FIFA's Technical Leaders will have the capability to influence sustainable development in football AND social change simultaneously which will in turn impact positively on the lives of millions. Transcend collaboration as the regulated awarding organization enables this to be **FIFA's first globally recognised accredited qualification**.

Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 6 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 7 on the <a href="#">European Qualifications Framework (EQF)</a> .			
	Qualification accreditation reference	610/0332/3	Qualification sector	15.3 Business Management
	Qualification operational start date	28-Feb-2022	Qualification TQT	1360
	Qualification review date	28-Feb-2025	Qualification GLH	360
	Qualification credit	136	Qualification DSH	1000
Qualification awarding	This qualification is solely awarded by <a href="#">Transcend Awards Limited</a> as the recognised awarding organisation regulated by Ofqual.			
Qualification standards	This qualification has been fully aligned to the FIFA Vision, FIFA Principles, FIFA Behavioral Code, FIFA Technical Leadership Capability Framework, FIFA Technical Leadership Development Programme and FIFA’s commitment to the UN Sustainable Development Goals.			
Qualification partner	This qualification is developed in collaboration with technical specialists that represent FIFA as the globally recognised regulating body for football. Lead by Jamie Houchen, FIFA Head of Technical Leadership it has been validated in consultation with FIFA’s departmental experts and specialist associate consultants. The collaboration and consultation committees will remain in place for the lifetime of the qualification to ensure it remains fit for purpose.			
Qualification providers	This qualification is delivered exclusively through the FIFA Training Centre. The FIFA Training Centre has successfully achieved Transcend Recognised Centre status and have been approved to deliver this qualification in line with our centre recognition and the qualification approval conditions.			
	Recognised centre application process		Recognised centre extensions process	
	FIFA Training Centre accessed the Transcend Awarding Website to submit their centre application.		FIFA Training Centre must access Transcend Awarding Management System [TAMS] to create and submit a Transcend Recognised Centre Extension Request Form should they wish to extend their qualification portfolio.	

Qualification participants + progression	This regulated qualification is relevant to FIFA Technical Leaders eligible to achieve this regulated qualification.	
	Employability progression routes	This qualification enables FIFA Technical Leaders to develop professionally in the context of their role. It increases mobility within the football eco-system and wider professional leadership contexts. It is particularly relevant to FIFA Technical Directors and those who aspire to be employed in this role. This qualification is recognised globally by the global football community.
	Education progression routes	This qualification can support progression onto higher-level qualifications in Executive Leadership, Strategic Management in the form of Postgraduate Degree MBA, Phd, or Chartered Status.
Qualification endorsements	This qualification is endorsed by FIFA Confederations and FIFA Member Associations.	

Qualification Summary	
Qualification purpose	<p>The qualification purpose is to confirm occupational competence and professional 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>FIFA's vision is to make football <i>truly</i> global. Technical Leaders within the FIFA eco-system have the ability to influence the achievement of this vision within a social impact culture. Each Technical Department within the FIFA infrastructure is responsible for the technical leadership and management of high-performance, amateur football, and coach education.</p> <p>The Technical Director's across the 211 Member Associations are required to lead their technical department. It is critical therefore that the right people are recruited, trained, and retained in order to drive the vision. The turnover of Technical Directors has been extremely high across the years. Technical Directors are typically highly qualified football coaches with minimal leadership and management training. The <b>FIFA Technical Leadership Programme</b> aligned to this qualification distinguishes itself from a Coaching Licence and is specially designed to facilitate the leadership role of the Technical Director.</p> <p>The rationale is therefore to develop the capabilities of the FIFA Technical Leaders to enable them to be transformational leaders of the future. It is designed to empower sustainable development of football and social change through the 211 Technical Departments. FIFA's Technical Leaders will be empowered to influence the achievement of FIFA's vision to '<b>unite the world through football</b>'.</p>
Qualification aim	<p>The aim of this qualification is to enable learners to develop their personal and professional capabilities in the context of a FIFA Technical Leader role. The intent to enable the FIFA Technical Leaders to be able to drive the FIFA Vision to unite the world through football development and sustainable social impact worldwide.</p>

Qualification objectives	<p>The objective of this qualification is to provide a benefit to FIFA Technical Leaders [LEARNERS] by enabling them to fulfil their occupational capabilities with confidence.</p> <p>They will develop technical leadership and strategic management capabilities. This will enable them to influence all relevant stakeholders in line with the FIFA vision, behavioural code and principles. They will also develop the capabilities needed to the drive sustainable development of world football in the culture and context of their member association with a focus on:</p> <ul style="list-style-type: none"> <li>• high-performance</li> <li>• amateur football</li> <li>• coach education</li> </ul> <p>It will enable successful learners to strategically drive the sustainable development of football and societal change in their member association country. It is uniquely designed to enable successful learners to drive the FIFA VISION and commitment to the UN Sustainable Development Goals.</p>
Qualification uniqueness	<p>This is the only regulated qualification for FIFA Technical Leaders which is recognised globally. The <a href="#">Register of Regulated Qualifications</a> provides the accreditation details for qualifications regulated by Ofqual.</p>

## Qualification Structure

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

Unit title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Unit 01	FIFA Principles	QU001114	T/650/3920	6	50	130	180	18
Unit 02	FIFA Technical Leadership Capabilities	QU001116	Y/650/3921	6	50	130	180	18
Unit 03	FIFA Strategic Management Capabilities	QU001118	A/650/3922	6	50	130	180	18
Unit 04	FIFA High-Performance Football Capabilities	QU001120	D/650/3923	6	50	130	180	18
Unit 05	FIFA Amateur Football Capabilities	QU001122	F/650/3924	6	50	130	180	18
Unit 06	FIFA Coach Education Capabilities	QU001124	H/650/3925	6	50	130	180	18
Unit 07	FIFA Vision and Sustainable Transformation	QU001132	M/650/3929	6	60	220	280	28
Summary				6	360	1000	1360	136



## Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the <a href="#">Transcend Recognised Centre Conditions</a> . 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 <b>Transcend Recognised Conditions</b> with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that tutors, assessors and internal quality assurance have achieved the following qualifications in accordance with the nature of their FIFA Educator role and scope of technicalities:</p> <ul style="list-style-type: none"> <li>• Transcend Level 6 Diploma for FIFA Educators [Transformational Tutors]</li> <li>• Transcend Level 6 Diploma for FIFA Educators [Transformational Assessors]</li> <li>• Transcend Level 6 Diploma for FIFA Educators [Transformational Moderators]</li> </ul> <p>Occupational and technical competence of tutors, assessors and IQAs must be evidenced through 3 years' experience working for FIFA Centrally, A FIFA Confederation or FIFA Member Association OR an industry leading specialist recruited specifically by the Technical Department. Excellent references must validate reputation and valid certificates supplied. The workforce to learner ratio per cohort is a maximum of 1:12. In exceptional circumstances, the awarding organisation will allow adaptations to this condition to prevent disadvantage to learners and only where evidence indicates that's learning and assessment will not be compromised.</p>
Qualification resources	<p>The recognised centre must have resources to cater for the breadth of the blended training and assessment programmes for local, regional, and global learner cohorts. This includes access to a safe, secure Ed-Tech Platform to be accessible for all learners consistently. All reasonable steps must be taken to ensure where a barrier to access the internet for learner's internet is limited such as due to location proactive steps must be taken to ensure this is resolved and the learner is not disadvantaged. The training and assessment venues required to be accessed physically and remotely must be accessible, safe and secure at all times.</p>

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	<p>Prior to registration for the qualification learners are required to:</p> <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 the contractual role of a FIFA Technical Director or similar role in football<sup>1</sup></li> </ul>
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain characteristics which are protected my law where the AO is Legally established. These are justified for safety purposes and include:</p> <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.</p> <p><b>Disability:</b> Individuals with psychological, physiological, or sociological disabilities may find some of the elements difficult and this may impact on their wellbeing. Each case must therefore be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so, and discrimination of any form will be investigated by the awarding organisation in line with Global Human Rights Policy. This is to ensure that all out learners across all countries are treated equality, with respect and with zero tolerance for bias or discrimination.</p> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis for each learner. Requests should be made in line with <b><i>Transcend Reasonable Adjustments Policy</i></b>.</p>

<sup>1</sup> Those in a similar role must be operating in football and able to showcase how they will be able to achieve all units of the qualification. The enrolment of these learners will be at the discretion of the FIFA Training Centre and in line with FIFA strategic plans.

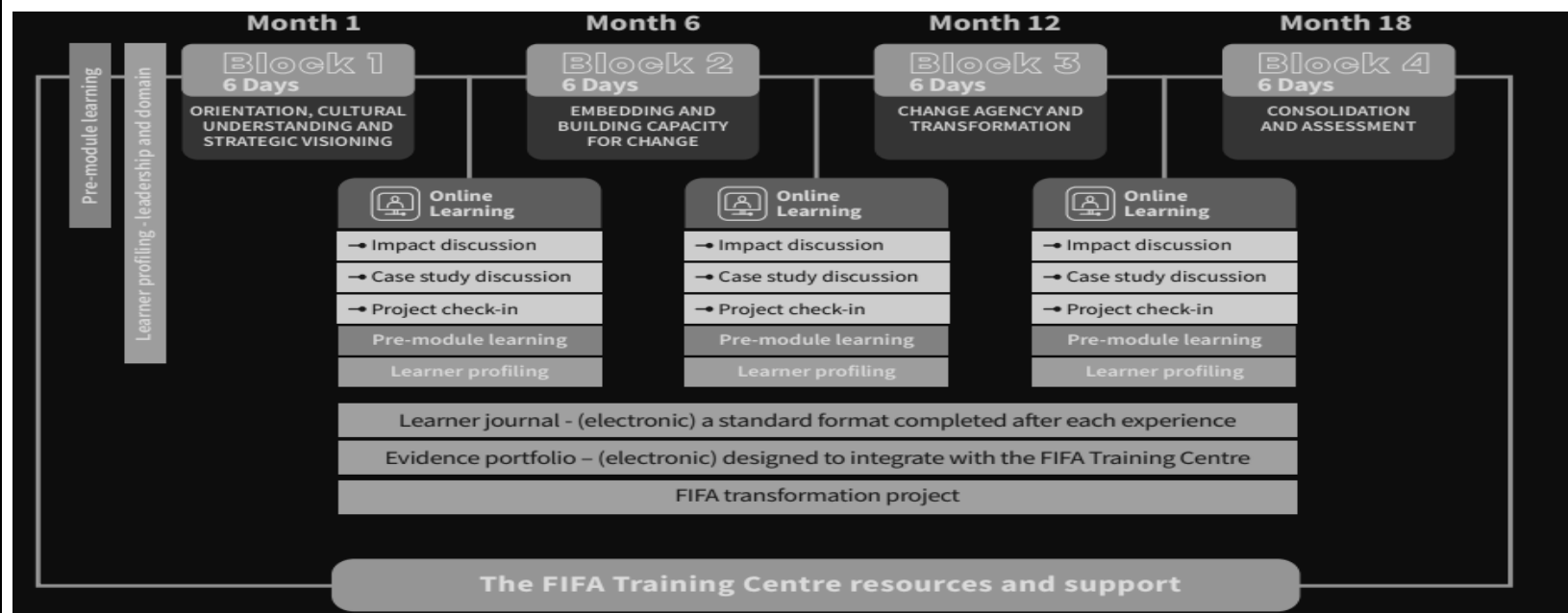
Learner agreements	The recognised centre is required to ensure that every learner signs an agreement to attend all aspects of the training and assessment programme in line with the <b>FIFA Technical Leadership Programme</b> delivery model for their cohort.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking reference, dates, venues, and workforce allocated to each learner. Records for each learner must also include their applications, initial assessment, agreement, pre-programme learning, attendance on physical and remote learning experiences and attendance and achievements on all real time and remote assessments. Records of the receipt of learner's portfolios, marking of assessments, results, reassessments, remarks, and all quality assurance interventions must be retained for seven years. All activities and records must be completed within the 3-year learner registration period and subject to effective internal control before making a claim for certification for each learner.

## Qualification Delivery Model Conditions

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

### Qualification delivery model

The recognised centre is required to document their delivery models. These must be supported by documented, blended training and assessment programmes. 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 assessment attainment indicators. The delivery models, materials, and the programmes must be agreed in writing by the awarding organisation. This must be recorded for each cohort of learners and all details must be communicated to each learner prior to commencing their programme.



The recognised centre is required to ensure that learners complete all training, assessment and re-assessment opportunities within a 3-year registration period.

## Qualification 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 to evidence professional practice, personal profiling aligned to a journal of reflections. The assessment methods are triangulated through a transformation project, summative presentations, and professional discussion. Learners must have a job role as a Technical Leader within their global eco-system to enable them to meet the requirements of the assessment.	
	<b>Task A: Learning Journal</b>	Learners are required to engage in reflective practice that is tailored to the <b>FIFA Technical Leader Capabilities</b> . Reflections must refer to the action plans completed to enhance <b>Capabilities</b> . Reflective accounts must be recorded within the <b>FIFA Technical Leadership Learning Journal</b> located in the <b>FIFA Training Centre Platform</b> .
	<b>Task B: Evidence Portfolio</b>	Learners are required to collate a portfolio of documented evidence whilst fulfilling your role. Evidence must be uploaded to the <b>FIFA Technical Leadership Diploma Evidence Portfolio</b> located in the <b>FIFA Training Centre Platform</b> . Each item must be linked to the relevant <b>FIFA Technical Leader Capabilities</b> supported by a justification.
	<b>Task C: Transformation Project</b>	Learners are required to undertake a <b>Transformation Project</b> . A project proposal must be submitted for approval via <b>Transformation Project</b> section of the <b>FIFA Training Centre Platform</b> . The approved project must then be planned, implemented, monitored, and managed. Documented evidence associated with the project can be used to strengthen the <b>evidence portfolio</b> . At the end of the project or prior to attendance on BLOCK 4 a <b>Project Evaluation</b> must be submitted to <b>FIFA Training Centre Platform</b> . The Project Evaluation should include practical applications of the range of <b>FIFA Technical Leader Capabilities</b> demonstrated as the project leader.
	<b>Task D: Presentation + Professional Discussion</b>	Learners are required to deliver a summative 30-minute presentation under assessor observation followed by 15 minutes professional discussion.

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks as defined in the Learner Assessment Brief provided by the awarding organisation. This is supported by the Capability Matrix. This is fully mapped to the assessment criteria and will ensure standardisation of assessment. Learners will be provided with assessment task template to complete in the FIFA Training Centre Platform to enable them to collate evidence against criteria effectively and efficiently.	
Assessment environment	Portfolio of evidence and Transformation project	The recognised centre is required to ensure that the learner is deployed within a member association in accordance with their established policies and practices. Each learner must collate evidence from their work-based practices to include in their portfolio and to enable completion of the Transformation Project. They must be allocated the time to complete their work and be allocated a mentor for support.
	Reflective practice	The recognised centre is required to ensure that the learner completes reflective practice during and between the BLOCKS. Learners must be supported and all reasonable steps taken to ensure they have a safe learning environment at home, in their role at work and on site during the BLOCKS.
	Presentation with PD	The recognised centre is required to ensure that the learner completes the presentation and professional discussion. The delivery model required this to be completed physically on site in the final block. IN the unlikely event that a learner cannot attend they are eligible to complete the presentation and professional discussion via video conferencing. If using video conferencing appropriate measures must be in place to verify the identity of the learner and prevent any misrepresentation.
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. The presentation and professional discussion are valid methods of authentication in the context of this qualification.	
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the fair assessment and VARCS rules of evidence. This means that the assessment must be fair, valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules' they should follow their recognised centre's appeals process.	

Assessment attainment	<p>The assessment for this qualification is graded on a pass/fail basis. Assessment criteria confirmed in the unit specification are defined as CAPABILITIES in the assessment brief supported by the Capabilities Attainment Matrix. This contains the attainment indicators to support valid and accurate assessment across learners and assessors over time. The assessment tasks enable learners to have a range of opportunities to demonstrate performance against the Capabilities. To achieve the qualification learners must:</p> <ul style="list-style-type: none"> <li>• Pass each assessment task in line with the Task Briefs</li> <li>• Pass each assessment criteria in line with the Capabilities Attainment Matrix</li> </ul> <p>Learners are required to identify the Capabilities they feel are best represented in one or more of the following tasks:</p> <p>Learning Journal Evidence Portfolio Transformation Project.</p> <p>Each Capability is marked in line with the assessment criteria and can be achieved by selecting:</p> <p>1 reflection from the learning journal OR 1 submission from the evidence portfolio OR 1 evaluation entry for the Transformation Project.</p> <p>Learners have the choice to select more than 1 from any of the above to showcase their ability to meet the assessment criteria.</p> <p>Once the Learning Journal, Evidence Portfolio and Transformation Project Evaluation is submitted an assessor will conduct their assessment and use the Capabilities Attainment Matrix to record results. The assessor will share this with the learner prior to the final presentation and professional discussion.</p> <p>This will enable learners to use the presentation and professional discussion as a final opportunity to meet any Capability gaps and showcase their unique strengths. The presentation and professional discussion will enable the assessment results to be recorded and subject to external quality assurance.</p>
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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 3-year period of registration. Any learners do not achieve the qualification must be reported to the awarding organisation as a withdrawal or failure as appropriate and 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 Engagement Team</a>.</p> <p>Where the appeal is associated with the outcomes of the presentation or professional discussions, the assessment recordings [where applicable] or assessment paperwork 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			
<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 has been assigned a <b>high-risk</b> profile based upon the following risk indicators. The areas in green have been selected for each qualification in this suite based upon the information contained in this specification. An average of assigned risk levels is applied to establish the overall risk profile for each of the qualifications.</p>			
Qualification Risk Indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional licence
Qualification delivery hours	Award	Certificate	Diploma
Qualification delivery difficulty	EL3 – L2	L3-L4	L5-8
Qualification assessment methods	Portfolio, Project, PD and PPT	Portfolio and Practical, PD and PPT	Portfolio only
Qualification assessment technology	Controlled fully by assessment strategy	Controlled partially by assessment strategy	Not controlled by assessment strategy
Qualification assessment manageability	Real time assessment not required	Real time assessment on programme	Real time assessment on placement
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification attainment standardisation	Externally assessed	Internally assessed	Internally and externally assessed
Qualification certification circles of influence	Solo eco-system	Sector eco-system	Societal eco-system [GLOBAL]
Qualification 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> <p>Internal scrutiny of qualification sites [safety checks]          Internal scrutiny of qualification workforce [CPD checks]          Internal scrutiny of qualification coordination [data<sup>2</sup> checks]          Internal scrutiny of qualification delivery [tutor observations]          Internal scrutiny of qualification assessment [risk-based moderation]          Internal scrutiny of qualification assessment [internal standardisation activities].</p>
Internal moderation	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of <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 consider:</p> <ul style="list-style-type: none"> <li>• the risk profile of this 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 this qualification.</li> <li>• the assessment samples to include all assessment types across every learner cohort.</li> <li>• the number of learners registered and whether these attend a local, regional or global programme.</li> </ul> <p>The recognised centre should moderate a higher percentage of new assessors and any assessors with overturn results until the risks are mitigated and they are assured that their assessments are valid. With regards to learner sampling the recognised centre should identify a % of learners to be sampled per assessor per programme.</p>

<sup>2</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. The following 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 [course/programmes]  Scrutiny of the qualification delivery sites facilities and 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>The <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. We report the result of each external moderation intervention in the <b>Results Validation</b> section of the relevant <b>Booking Form</b> in TAMS. This is to ensure that an audit of results is accurately, effectively, and efficiently captured and can be accessible to both the recognised centre and the awarding organisation workforce.</p>
<p>External moderation</p>	<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. This means that moderation <b>MUST</b> take place prior to certification being released. Due to high risk profile of this qualification 100% of written assessment will be externally moderated. 100% of real time assessment will be completed for the first cohort and 50% thereafter.</p>

## 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	Details
<b>Version 01</b>	28 February 2022	<b>Publication 01</b>
<b>Version 02</b>	28 February 2022	<b>Publication 02:</b> Title updated to refer to Technical Leaders and not Technical Directors to represent accessibility and inclusivity principles.
<b>Version 03</b>	01 November 2024	<b>Publication 03:</b> Technical qualifications required of the educators updated for accuracy, removal of competence framework and insertion of capabilities and domains for accuracy. Alignment of assessment conditions to the Assessment Brief agreed with the learners and educator on programme.