TRANSCEND AWARDS

Transcend Level 4 Diploma in Coaching Physical Education Pedagogy In School Environments

Qualification Specification

Version 02: 01 March 2024

Welcome!

Welcome to the Transcend Level 4 Diploma in Coaching Physical Education Pedagogy in School Environments. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this qualification is a specialist pathway qualification which is regulated in England by Ofqual. This document contains confirms the qualification pathway purpose and delivery specification. This specification must be read and complied with conjunction with the *Transcend Centre Recognition Conditions, Pathway Unit Specification* and *Pathway DAQAA*.

Part 1: Qualification Purpose		Page
Qualification pathway scope		03
Qualification pathway summary		06
Qualification pathway structure		07
Part 2: Qualification Delivery Specification		
Qualification resources	Supplementary to Transcend Centre Recognition Condition 5.1	08
Qualification coordination	Supplementary to Transcend Centre Recognition Condition 5.2	09
Qualification delivery	Supplementary to Transcend Centre Recognition Condition 5.3	10
Qualification assessment	Supplementary to Transcend Centre Recognition Condition 5.4	11
Qualification quality assurance	Supplementary to Transcend Centre Recognition Condition 5.5	16
Appendix		
Appendix 01	Qualification affiliate contact details	17
Appendix 02	Qualification specification version control	18

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Part 01: Qualification Purpose

Qualification Pathway Scope

The Transcend Level 4 Diploma in Coaching Physical Education Pedagogy in School Environments is a vocationally related qualification that sits in sector subject area 08.1 Sport, leisure, and recreation. This qualification is a specialist pathway qualification which is integral to the Transcend Level Transcend Level 4 Diploma in Coaching. It is relevant to learners aged 18+ in full time education, and adults who wish to pursue a career as a physical education coach in an education environment. Assistant teachers and teachers may wish to use complete this qualification as part of their continued professional development on the basis that it provides valuable insight into whole child development through physical literacy and psychomotor skill mastery techniques. **Learners aged 16+ may study this qualification if they are accepted onto a Transcend approved supervised placement programme with eligible providers. Learners are not eligible to undertake the role without supervision until they are 18 years of age.)**

It is integral to a progressive suite of coaching qualifications designed to enable learners to gain and retain employed roles as a coach in an education environment. Physical Education coaches at this level collaborate with teachers to develop psychomotor skill mastery using a whole child development is a licence to practice qualification or coaches that specialise in physical education. and can deliver programmes and lessons autonomously. This

Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 4 qualification on the Register of Regulated Qualifications and is equivalent to a Level 5 on the European Qualifications Framework (EQF).			
	Regulator reference	603/7783/5	Qualification sector	8.1 Sport, leisure, and recreation.
	Qualification start date	16 Aug 2021	Qualification TQT	1280
	Qualification review date	30 Feb 2026	Qualification GLH	256
	Qualification credit	128	Qualification DSH	1024
Qualification awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.			

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Qualification standards	This qualification is aligned in full to the CIMSPA Professional Standards for Coach, Working with Children and Working in the School Environment. It considers the role of Ofsted, The Department of Education, Health, Safety, Equality, Human Rights, Data Protection, Safeguarding Regulations, and the national curriculum for physical education. This qualification is also aligned in full to the L4 Apprenticeship Standards for Sport Coach. It offers an alternative to the apprenticeship for those who are not eligible. It also enables those on apprenticeships to use their training an assessment to achieve this as a professional practice qualification.	
Qualification partners	This qualification is developed in collaboration with ASPIRE Training as an industry leader in developing foundation movement and physical literacy skills in children. This qualification pathway has been subject to industry consultation with professional bodies, sector employers, training providers, equality experts and learners. 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 pathway is designed to be delivered through independent and maintained schools, Academy trusts, MATTs, Pupil Referral Units, local, regional, and national training providers, colleges, universities, and industry employers. It is accessible to any organisation which meets the centre recognition and qualification approval conditions. This qualification is accessible to education providers that are recognised as centres that are approved to deliver this qualification by the awarding organisation. Recognised centres are required to deliver the qualification in accordance with the centre recognition and qualification delivery conditions.	
	Applicant centres	Recognised centres
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.
Qualification participants + progression	. Learners aged 16+ may study this qualification if they are accepted onto a Transcend approved supervised placement programme with eligible providers. **(Learners are not eligible to undertake the coaching role without supervision until they are 18 years of age.)**	
	Employability progression routes	This qualification can lead to paid employment as a physical education coach in an education environment. Coaches at this level are also referred to as a higher-level teaching assistants that specialise in PE.

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Qualification participants + progression	Education progression routes	This qualification pathway can lead to progression onto higher level qualifications in coaching and teaching. It is integral to a progressive suite of qualifications including: Transcend Level 1 Award in Instructing Fundamental Movement Skills Transcend Level 2 Certificate in Coaching Psychomotor Development Activities in School Environments Transcend Level 3 Diploma in Coaching Physical Activity Programmes in School Environments Transcend Level 4 Diploma in Coaching Physical Education Pedagogy in School Environments Higher Education Degrees in Coaching and Teaching
Qualification endorsements	This qualification endorsed by The Chartered Institute for the Management of Sport and Physical Activity [CIMSPA] as a professional standard qualification aligned CIMSPA Professional Standards for Coach, Working with Children and Working in the School Environment. It is also endorsed as valid CPD, and practitioners are eligible to achieve 10 CIMSPA CPD points upon successful completion. This qualification is also aligned in full to the L4 Apprenticeship Standards for Sport Coach for those who wish to achieve both certificates simultaneously. It also offers an alternative to the apprenticeship for those who are not eligible.	

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Qualification Pathway Summary	
Qualification purpose	The qualification pathway purpose is to confirm occupational competence. The qualification pathway sub-purpose is to confirm the ability to meet legal requirements made by the sectors bodies.
Qualification rationale	The rationale for the development, delivery and awarding of this qualification pathway is to support the transformation of the physical education coaching workforce in an education environment.
Qualification aim	The aim of this qualification pathway is to enable learner's ability to design, deliver and evaluate the impact of physical education pedagogy in an education environment with the intent to develop the whole child's physical literacy and psychomotor skill mastery.
Qualification objective	The objective of this endorsed pathway qualification is to provide a benefit to learners by enabling them to evidence competence as a physical education coach a in school environment in order to gain and retain employment. Learners will develop knowledge required to develop and measure progress against transformational coaching strategies in response to national trends in education. They will also develop skills required to influence ethical coaching systems in schools. Learners will enhance their communication skills through engagement with key stakeholders' groups in the school context which includes children, parents, carers, peers, and staff such as SENCO and safeguarding officers, teaching assistants, teachers, head teachers and school boards. This also includes developing the ability to liaise effectively with wider networks such as local authority teams and social services. Learners will be required to create a profile of children's cognitive, social, emotional, and physical development needs. They will then measure their psychomotor, technical, and tactical skills in a range of physical activity contexts drawn from the Department for Education's National Curriculum to enable physical education targets to be agreed. These results will be used to create a high-level curriculum plan that considers school term schedules and a 'whole child' development approach. Learners will design and deliver safe and inclusive curricula and extracurricular programmes, lessons, and sessions. These will be designed to accelerate the sustainable mastery of the children's psychomotor skills and physical literacy whilst impacting positively on the PE standards in the educational establishment.
Qualification uniqueness	This is the only professional qualification for sports coaches at this level that enables learners to develop physical education curriculum in collaboration with the teachers to deliver the programmes, lessons, and sessions autonomously. It is also the only coaching qualification that enables learners to achieve the higher-level teaching assistant standards whilst coaching sport and PE. The Register of Regulated Qualifications provides information on other awarding organisation providers who offer similar provision.

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Qualification Pathway Structure

This qualification pathway is comprised of 10 mandatory units. To achieve the qualification and be awarded the certificate learners must successfully complete all mandatory units. 1 core unit that represents professional practice and philosophy. 9 units are drawn from the optional pathways within the Level 4 Diploma in Coaching. The pathway embeds the population, environment, and technicality. The structure within this pathway is pre-determined and fixed for validity purposes and provide the emphasis for the title of the qualification confirmed on the qualification certificate.

Unit Title		Ref	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching philosophy							
CU01	Duty to influence though coaching role, philosophy, and professional practice	D/618/8247	4	20	80	100	10
Pathway Units: School environment, population, and technicalities							
SPU02	Duty to develop transformational coaching strategies in the education environment	H/618/8248	4	20	80	100	10
SPU03	Duty to comply with ethical systems and influence effective services in the physical education environment	K/618/8249	4	20	80	100	10
SPU04	Duty to coach sustainable development through high-quality pedagogy in the physical education environment	D/618/8250	4	20	80	100	10
SPU05	Driving standards through enquiry and profiling techniques in the physical education environment	H/618/8251	4	20	80	100	10
SPU06	Driving standards through inclusive curriculum design and delivery in the physical education environment	K/618/8252	4	20	80	100	10
SPU07	Driving standards through progressive physical education programmes in the physical education environment	M/618/8253	4	20	80	100	10
SPU08	Driving standards through safe, inclusive physical education lessons in the physical education environment	T/618/8254	4	20	80	100	10
SPU09	Driving standards through coaching impact analysis on transformational physical education	A/618/8255	4	20	80	100	10
SPU10	Deployment expectations of a coach in a sport and physical education environment	F/618/8256	4	76	304	380	38
Totals			4	256	1024	1280	128

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Part 02: Qualification Pathway Delivery Specification

Qualification Pathway Delivery Conditions

This qualification pathway must be delivered in accordance with the *Transcend Recognised Centre Conditions.* The rules outlined below are supplementary conditions specific to this qualification pathway. Centres must ensure full compliance with ALL recognition conditions to maintain centre recognition and qualification pathway approval status. To become approved for this qualification pathway the recognised centres must evidence the minimum workforce requirements, a delivery site, a declaration to abide by the delivery model and assessment framework and a quality assurance strategy. All other conditions apply upon confirmation of status and in the delivery of the qualification.

Qualification Pathway 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 though tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational and technical competence must be evidenced through: • be qualified as a physical education teacher or a sports coach at level 5 or equivalent • experienced in delivering physical education or equivalent in a school environment [3 years minimum experience]. The recognised centre is required to ensure a tutor to learner ratio when delivered as a cohort and maximum of 1:24. There is no minimum. 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.
Qualification venues	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the training and assessment programme. This must include equipment to facilitate coaching across the breadth of the technical syllabus which must as a minimum include cones, bibs balls and nets that enable multi-sport sessions to be delivered.

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Qualification Pathway Coordination Conditions

The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.

Learner pre-requisites	Prior to registration for the qualification learners are required to: • be accurately identified • be at least 16 years of age if in an agreed Transcend supervised placement programme **OR** • be at least 18 years of age • be able to evidence a clear, current, and valid DBS • be able to communicate effectively in English [reading, speaking, listening, and writing] • be able to evidence the achievement of a regulated level 2 coaching qualification or equivalent • be able to evidence a work placement in a school environment as a sport and physical activity coach Prior to certification for the qualification learners are required to evidence achievement of Level 2 English, Maths an also a recognised safeguarding children and first aid certificate.
Learner adjustments	The recognised centre is required to recognise barriers to access to this qualification 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 this qualification pathway.
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 refer to applications, initial assessment, learner agreements, pre- course learning, attendance on practical workshops and assessments. It also refers to recording the receipt of learners portfolios, marking of assessments, recording of results, confirming results via the LAR, reassessments, remarks, and all quality assurance interventions. All activities and records must be completed within the learner registration period and subject to effective internal control before making a claim for certification for each learner.

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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 centres are eligible to use the delivery model provided. This must be integrated into a blended training and assessment programme for each cohort of learners. Programmes must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and attainment indicators. The delivery programme for each cohort of learners must be recorded and communicated to each learner.

Blended learning	Work based shadowing	Practical Workshops	Work based Coaching	Assessment
3 months	3 months	1 Month	12 months	3 months
Induction	Shadowing in the workplace	Coaching pedagogy practice	Curriculum design and delivery	Project with presentation and Q+A
Digital learning			Curricular programme [12 weeks with all lessons]	Practical session coaching with Q+A
Remote webinars			Extracurricular programme [6 weeks with all sessions]	
Assessment: Portfolio Evidence Generation				Professional discussion

Recognised centres should develop their own delivery materials. These must be mapped to the learning outcomes, assessment criteria, delivery content and attainment indicators and must be approved by the awarding organisation prior to delivery. The recognised centre is required to ensure that learners complete all training and assessment opportunities within a three-year registration period.

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Qualification. Pathway Assessment Conditions

The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules. The assessment framework for this qualification is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment strategy	The recognised centre must ensure the following assessment strategy is complied with. In order to achieve the assessment strategy, the learner must have a work placement with a registered education employer that is subject to inspection for a minimum of 21 months.	
	Strategy 01	Portfolio of evidence and professional discussion The learner is required to compile a portfolio of evidence during their work placement. The portfolio must contain only evidence which is valid and attributable to the learner, and which is supported by a statement from the employer confirming this. It must contain no more than 20 discrete pieces of evidence. The evidence in the portfolio must be mapped against the knowledge and skills that will be assessed by the professional discussion. The evidence may be used to demonstrate more than one learning outcome and must contain evidence sources which may include the following, noting that the list is not exhaustive: • Philosophy statement and personal development plans • Participant profiling records, data, and analysis • Risk assessment records and safe operating procedures • Curriculum plans, records of adaptations and reviews • Programme plans, records of adaptations and reviews • Curricular Lesson plans, observations, records of adaptations and reviews • Extra-curricular Lesson plans, observations, records of adaptations and reviews • Participant development plans and progress reviews • Participant feedback and employer observations • Participation and performance reports and analysis of results. Employer and any other third-party contributions should focus on direct observation of competence and must not be subjective or opinion based. Reflective accounts or any methods of self-assessment should not be included as evidence.

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Assessment strategy [Continued]		The learner must participate in a professional discussion at the end of their work placement. The professional discussion must last for 90 minutes. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the learner to complete their last answer. Questioning should be used to assess knowledge and skills required to showcased in the portfolio. Learners will be expected to refer to examples in their portfolio to support their answers. A minimum of 12 questions drawn from the awarding organisations bank of questions should be asked to ensure full coverage of the knowledge and skills for this method.
	Strategy 02	Project and presentation with questioning The learner must complete a 12-week project at the end of their work placement which: • develop new coaching strategies, systems, and services • make improvements to current coaching strategies, systems, and services The project should in the form of a 4500-word paper based or electronic report (+ or -10% at the discretion of the learner). The employer must ensure that the learner has sufficient time and the necessary resources, within this period, to plan and conduct the project. As a minimum all project reports must include: • an introduction, project scope and plan • key performance indicators (KPIs) • research methods, results and outcomes • future recommendations and conclusions An appendix containing data, results, diagrams, and references should be included but will not count towards the total word limit for the report. The project must map, in the appendix, how it evidences the assessment criteria for this assessment method. The learner should complete their project unaided. Learners will then prepare and deliver a presentation that covers a summary of the project report. The presentation will be based on the content of the project and will cover: • a summary of the project report • a rationale for selected strategies, systems, and services • areas for improvement, recommendations for the future and a critical evaluation of the project. The presentation will last for 75 minutes typically including a presentation of 20 minutes and questioning for 55 minutes. The assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning. A minimum of 10 questions should be asked.

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	Strategy 03	Practical coaching session Learners must create a session outline and produce a full session plan. This should reflect the planning process required to deliver a safe, inclusive, and effective coaching session. The session plan must include: • the location • start and finish times • the aim and objectives for the session • the participant profiles including learning preferences and development stages • the coaching activities including warm up, preparation, main session and closing activities for cool down • the coaching methods and differentiation techniques • the links to the coaching programme and curriculum plans The learner will then deliver the coaching session. The session will be based upon the plan and adaptations to coaching methods, activities and timings will be made in the moment to ensure that participants' development needs are met. The observation will be covered in a single 2-hour face to face session. This will include 30-minutes preparation to include facility set up, equipment organisation and risk assessment, 60 minutes delivery and 30 minutes debrief through questioning. The assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the preparation, delivery and debrief. The observation must reflect the typical working conditions of the learners coaching environment. The debrief consisting of a question-and-answer session must be carried out on a one-to-one basis between the learner and the assessor, at the end of the observation. This will include questions on the planning, preparation and delivery of the session and adaptations to the coaching processes in the moment to enable participants' needs to be met. It will allow the learner to review the impact of the session on participants engagement and development in light of their unique needs and profile.

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Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio provided by the awarding organisation. These are designed specifically to cover all assessment criteria and ensure standardisation of assessment. In the rare event that a centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping of all aspects of the unit specification. This will be checked for accuracy and comparability to ensure the level of demand in each task is comparable before approval.	
Assessment environment	Placement and portfolio of evidence	The recognised centre is required to ensure the work placement is with a registered education provider [employer] that is subject to inspection. A qualified mentor in the environment must be confirmed. The portfolio of evidence must be agreed with the mentor in the environment before submission to support the professional discussion.
	Professional discussion	The recognised centre is eligible to complete the professional discussion face to face or via video conferencing. If using an online platform appropriate measures must be in place to verify the identity of the learner and prevent misrepresentation.
	Practical demonstration with questioning	The recognised centre is required to ensure that the practical demonstration with questioning takes place in the employers environment where the learner has been understating their work placement.
	Project presentation with questioning	The recognised centre is required to ensure that the project plan is agreed with the employer where the work placement occurs. The learner should complete their project unaided in the work environment. When the project is submitted, the employer and the learner should verify the submitted work is that of the learner. The presentation can be face to face or via video conferencing. If using an online platform appropriate measures must be in place to verify the identity of the learner and prevent 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. Assessors can authenticate the work during practical demonstrations.	
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the fair assessment guidance and the VARCS rules of evidence. This means that the assessment must be valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules' learners should follow their recognised centre's appeals process.	

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Assessment attainment	The assessment for this qualification is graded on a pass/refer basis. Assessment criteria and attainment indicators are confirmed in the unit specification. Assessment guidance is also available to support standardisation. These are made available to assessors and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task. This must be marked in line with the attainment indicators to enable learners 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 one-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	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 services@transcendaward.com. Where the appeal is associated with the outcomes of the practical demonstration, 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 *Transcend Appeals Policy.*

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Qualification Pathway Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that both level 5 certificate have been assigned a high-risk profile based upon the following key risk indicators. The areas in green have been selected for these qualifications based upon the information contained in this specification.

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

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Internal quality assurance	The recognised centre is required to have an internal quality assurance strategy in place, which must consider: Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data[1] checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation across all assessment tasks] Internal scrutiny of qualification assessment [standardisation activities across all assessment tasks]
Internal moderation	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: • 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 qualification • the assessment samples to include portfolios for every learner cohort • the assessment samples to include observations across presentation and professional discussion assessments periodically • the number of learners registered and whether these attend a course or rolling programme. The recognised centre should identify a percentage of learners to be sampled per assessor per course OR a percentage of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.

[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.

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External quality assurance	The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance strategy determines the nature, frequency and sampling sizes as shown: 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. The external monitoring activities take place during the 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. Our external quality assurance reports may be communicated per moderation intervention in a matrix via email or online via the web based Transcend Awarding Management System [TAMS]. This is dependent on the number of learners to be certificated and the level of compliance in the delivery of the qualifications. We will collaborate with each centre to determine this. The rationale is to ensure efficiency in our reporting and certifications. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for audit purposes.

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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 strategies confirmed here are associated with the assessor's experience in delivering this qualification, the high-risk profile assigned to this qualification and the recognised centre's qualification approval risk profile for this qualification. The strategies have been designed to confirm the scrutiny methods [moderation of portfolios and real time assessments], the frequency of these interventions and the sample size [number of learners and assessment tasks].	
External moderation of portfolios	Strategy 01: First assessment per assessor [aligned to the product risk profile which is HIGH]	
	Courses	50% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	50% of 30 learners assessment to be sampled across 100% tasks within the LAP per learner for each new assessor
	Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR 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% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings

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External moderation of real time assessments	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: • Project presentations with questioning • Professional discussion aligned to portfolio of evidence • Coaching session delivery in wok environment with questioning	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.
	RTA Strategy 02	EQA Presence and moderation per centre, per qualification per real time assessment where there are more than 08 courses or 200 learners on rolling programmes.

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Appendix 01: Qualification Affiliates

Transcend Awards Limited	Website: http://www.transcendawards.com Enquiries: services@transcendawards.com Telephone: 01953 438499
The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	Website: https://www.cimspa.co.uk Enquiries: info@cimspa.co.uk Telephone: 01509 226474
The Register of Regulated Qualifications	Website: http://register.ofqual.gov.uk/
The Office of the Qualifications and Examination Regulator (Ofqual)	Website: www.gov.uk/government/organisations/Ofqual
Department for Education	Website: gov.uk/government/organisations/department-for-education
The Department for Business Innovation and Skills (BIS)	Website: gov.uk/government/organisations/department-for-business-innovation-skills
Learning Records Service	Website: gov.uk/government/collections/learning-records-service

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Appendix 02: Qualification Version Control

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

Version	Publication	Details
Version 01	01 August 2021	First publication.

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