



TRANSCEND
AWARDS

Transcend Urban Acts
Qualification Suite in Drama

Qualification Suite Specification

Version 01: 1 June 2022



Welcome

Welcome to the **Transcend Qualification Suite in Urban Acts [Drama]**. Transcend Awards Limited is an awarding organisation regulated by Ofqual. This specification introduces the purpose and delivery rules for the qualifications in this suite which must be complied with to ensure effective and efficient delivery. This specification must be read and complied with in conjunction with **Transcend Centre Recognition Conditions**, the **Qualification Unit Specifications** and **Assessment Materials**.

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Part 01: Qualification Suite Purpose

Qualification Suite Scope									
Transcend Urban Acts [Drama] is a pioneering and progressive suite of Ofqual regulated qualifications designed to develop learners' performance and production skills in an urban drama context. This suite sits in sector 9.1 Performing Arts and is pre-dominantly aimed at secondary school pupils who require an alternative curriculum. Over 329,000 children were excluded from schools in England in 2019. There are few solutions designed specifically to influence the sustainable engagement of these children in education. This suite therefore provides an opportunity for schools and PRUs to offer this as an innovative solution. This suite is also relevant to learners in mainstream schools. It can be embedded into the drama strand of the national curriculum for literacy or delivered as a value-added alternative. Finally, it can be offered to learners in further education who wish to develop urban drama skills to progress in their education and employability pathways.									
Qualification suite regulation ¹	This qualification suite is regulated by Ofqual in England and the qualifications are all listed on Register of Regulated Qualifications .								
	Qualification titles	Ofqual ref	EQF Equivalent	Start	Review	TQT	GLH	DSH	Credit
	Transcend Entry Level 3 Award in Urban Acts [Drama]	610/0876/X	Equivalent to level 1 on the European Qualifications Framework (EQF) .	1 Jun 2022	30 June 2025	30	15	15	3
	Transcend Level 1 Award in Urban Acts [Drama]	610/0877/1	Equivalent to level 2 on the European Qualifications Framework (EQF) .	1 Jun 2022	30 June 2025	30	15	15	3
	Transcend Level 2 Award in in Urban Acts [Drama]	610/0878/3	Equivalent to level 3 on the European Qualifications Framework (EQF) .	1 Jun 2022	30 June 2025	30	15	15	3

¹ TQT, GLH and DSH are defined in the Transcend Recognition Conditions.

Qualification suite awarding	This qualification suite is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.	
Qualification suite standards	This qualification suite is aligned to aspects of the National Curriculum for Drama.	
Qualification suite partner	This qualification suite is developed in collaboration with dance and drama specialists CREATIVE MINDS as the technical partner. It has also been subject to consultation with education and equality representatives. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.	
Qualification suite providers	This qualification suite 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 complies with the centre recognition and qualification approval 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 suite participants + progression	This qualification suite is uniquely designed for learners aged 12+ who wish to undertake qualifications in an urban drama context to support their personal and educational development. The qualification suite is also designed for adults who aspire to develop urban drama performance and production techniques to enhance education and employability prospects.	
	Education pathways	Employability pathways
	Transcend Entry Level 3 Award in Urban Acts [Drama] Transcend Level 1 Award in in Urban Acts [Drama] Transcend Level 2 Award in in Urban Acts [Drama] A Level Drama, Technical Qualifications in Drama	This qualification suite can support learners in applying for work experience, work placements, traineeships, apprenticeships, and job roles.
Qualification suite support	This qualification suite is supported by the Omnia Foundation as an influential independent school. The entire Transcend Skills Mastery Qualification Portfolio has been integrated with functional skills and therapeutic development to create the Omnia Foundation's whole school curriculum. This curriculum has been inspected by Ofsted and considered a high-quality alternative to the national curriculum to meet the needs of their unique learners.	

Qualification Suite Summary		
Qualification suite purpose	This qualification suite purpose is to enable learners to prepare for further learning and develop skills in a subject area. This qualification suite sub purpose is to is to enable learners to develop knowledge and skills in a subject area.	
Qualification suite aims and objectives	Entry Level aim	Entry Level objectives
	To engage learners to develop acting skills in an urban drama context	To provide a benefit to learners by supporting an education pathway in performing arts through development of acting skills in an urban drama context. Learners will: • be able to recognise the purpose and elements of drama • be able to recognise the benefits of urban drama in society • be able to recognise the characteristics of urban drama styles and develop acting skills • be able to recognise personal growth though development of acting skills in an urban context.
	Level 1 aim	Level 1 objectives
	To enable learners to perform in a selected urban drama style	To provide a benefit to learners by supporting an education pathway in performing arts through development of urban drama performance skills. Learners will: • be able to explain the purpose and elements of drama • be able to explain the benefits of drama in society in an urban context • be able to explain the characteristics of urban drama styles, and perform in a selected style • be able to explain personal growth though a performance in a selected urban drama style
	Level 2 aim	Level 2 objectives
	To empower learners to produce a performance in a selected urban drama style	To provide a benefit to learners by supporting an education pathway in performing arts through development of urban drama production skills. Learners will: • be able to analyse the purpose and elements of drama historically and in the 21-century urban context • be able to analyse the meaning of drama in society historically and in the 21-century urban context • be able to analyse the characteristics of urban drama styles and produce a performance in selected style • be able to analyse personal growth through the production of a performance in selected urban drama style

Qualification suite rationale	The rationale for the development, delivery and awarding of this progressive suite of qualifications is to offer learners a high-quality alternative education in urban drama performance and production. Over 329,000 children were excluded from schools in England in 2019. There are limited educational programmes available to enable the sustainable development of these children. Each qualification in this suite is uniquely designed to engage and educate these children through a curriculum they can relate to and enjoy. This suite can also be embedded into national curriculum drama programmes to. Finally. It can be offered through further education for those wish to develop their urban drama performance and production techniques to optimise their future education or employability prospects.
Qualification uniqueness	This is the only qualification suite of its type. It is uniquely designed to influence sustainable engagement of children through urban drama education. This suite is integral to a wider portfolio of skill mastery qualifications which can be collated to form an innovative whole school curriculum. The Register of Regulated Qualifications should be accessed to source information on other awarding organisation providers who offer similar provision.

Qualification Suite Structures							
This is a progressive suite of qualifications which is uniquely designed to develop urban drama performance and production skills.							
Transend Entry Level 3 Award in Urban Acts							
Learners must successfully complete one mandatory unit to be awarded the Transend Entry Level 3 Award in Urban Acts							
Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	Urban drama participation	K/650/2496	EL3	15	15	30	03
Transend Level 1 Award in Urban Acts							
Learners must successfully complete one mandatory unit to be awarded the Transend Level 1 Award in Urban Acts .							
Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	Urban drama performance	L/650/2497	L1	15	15	30	03
Transend Level 2 Award in Urban Acts							
Learners must successfully complete one mandatory unit to be awarded the Transend Level 2 Award in Urban Acts .							
Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	Urban drama production	M/650/2498	L2	15	15	30	03

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions . The rules outlined below are supplementary conditions specific to this suite of qualifications. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.	
Qualification Resource Conditions	
The recognised centre is required to supplement RC5.1 of the Transcend Recognised Conditions with the following rules.	
Qualification workforce	The recognised centre is required to ensure that workforce can evidence tutor, assessor and IQA qualifications and experience as outlined in the recognition conditions. This must be supplemented by evidence to demonstrate occupational competence which include a testimony or reference to confirm two years working in an education environment in a drama context The recognised centre is required to ensure the tutor/assessor to learner ratio per course is a maximum of 1:30. There is no minimum ratio. In exceptional circumstances, the awarding organisation will allow adaptations to prevent disadvantage to learners and only where the recognised centre can evidence that the learning experience will not be compromised due to a larger cohort.
Qualification venues	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the learning and assessment programme. This includes a practice space to enables learners to practice their drama skills. It also includes relevant props associated with the recognised centres unique scheme of work.

Qualification Coordination Conditions			
The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.			
Learner pre-requisites	Entry Level 3	Level 1	Level 2
	The recognised centre is required to ensure that the following entry requirements are complied with. Prior to registration for the qualification learners are required to:		
	- be accurately identified - be at least 12 years of age - be able to communicate in English	- be accurately identified - be at least 13 years of age - be able to communicate in English	- be accurately identified - be at least 14 years of age - be able to communicate in English
Learner adjustments	The recognised centre is required to recognise barriers to access to this qualification on the grounds of age and disability, to ensure physical and emotional safety of learners is prioritised. Age is justified for emotional safety reasons and no exceptions to this rule are accepted for this qualification. Barriers associated with disability may be reduced through reasonable adjustments which must be submitted to the awarding organisation to review 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 is registered within 20 working days of the start date of their programmes. The registration period for each qualification in the suite is 2 years. Learners under 18 must understand and agree to adhere to the requirements of the qualification and their centres delivery model. Adult learners must sign an agreement to attend all aspects of the training and assessment programme in line with the recognised centre's delivery model and the registration period for each qualification in this suite.		
Learner attendance and achievement records	The recognised centre is required to track dates, activities and workforce for initial assessment, learner agreements, programme attendance and achievements including all assessment and reassessment opportunities within the learner registration period. The recognised centre is required to ensure that the product coordinator takes steps to ensure that the start date, venue, and workforce on the booking forms are accurate. The product coordinator must also ensure that attendance and achievement records, assessment portfolios, LARs, quality assurance reports and records are fully complete and accurate. Internal controls must be administered 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 suite delivery models	The recognised centre is required to document delivery models, schemes of work and associated lessons for each qualification. These must cover all learning outcomes, assessment criteria and delivery content within the unit specifications and must be submitted for awarding organisation approval prior to delivery. This suite is uniquely designed to support a high-level delivery model which can be used for all the qualifications. It is the level of demand through adaptation to learning and assessment activities which must align to each unit specification that differentiates delivery and achievements across the levels. Delivery models must comply with the TQT, GLH and DSH. The GLH should be extended to meet the needs of learners as relevant to their needs. It is recommended that those delivering to children on an Education, Health and Care Plan provide a 30 GLH programme. This should be achieved through face-to-face learning and assessment. Here is an example of a 30 GLH delivery model:				
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Induction	Purpose	Profiling	Performance & Production	Progress review
	Qualification orientation	Drama purpose Drama elements Drama benefits to society	Urban drama styles	Urban drama acting techniques Urban drama performance techniques Urban drama production techniques	Progress: areas of strength Progress: areas to improve Progress: personal growth
	1 GLH	3 GLH	12GLH	12GLH	2GLH
	Each qualification within this suite is uniquely designed to be delivered to a group of learners at the same level or simultaneously to learners at different levels. A prototype delivery model is provided to recognised centres. This is fully aligned to the requirements of each of the qualifications and should be delivered flexibly to support the centre's approach and their learners needs. Where an alternative model is required, recognised centres are required to submit the document to the awarding organisation. A clear justification for the alternative must be provided and supported by clear mapping and full alignment to all aspects of the qualification specification. In all cases the delivery models, schemes of work, lesson plans and materials must be approved by the awarding organisation prior to delivery.				
Qualification suite registrations	The recognised centre is required to ensure that learners complete all learning and three assessment opportunities within a 2-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 suite is externally set by 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 which contains the assessment tools for practical observations with questioning. The assessment strategy at each level shows the difference in difficulty. The strategies are aligned to the unit assessment criteria and attainment indicators.			
	Strategies	Entry Level 1	Level 1	Level 2
	Strategy 01: Purpose	Learner must identify the purpose of drama, its elements and benefits in an urban context.	Learner must explain the purpose of drama, its elements and benefits in an urban context.	Learner must analyse the purpose of drama, its elements and benefits in a traditional and 21 st century urban context.
	Strategy 02: Profiles	Learners must recognise the profile of a range of urban drama styles.	Learners explain the profile for a range of urban drama styles.	Learners must analyse the profile of a range of urban drama styles.
	Strategy 03: Practical	Learners must develop urban drama acting skills.	Learners must develop urban drama acting skills and apply to a performance	Learners must develop urban drama acting skills and apply to a production
	Strategy 04: Progress	Learners must review their personal growth through urban drama acting skills.	Learners must review their personal growth through urban drama performance skills.	Learners must analyse their personal growth through urban drama production skills.
Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio [LAP] 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 to 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	The recognised centre is required to ensure the assessment tasks are completed in a safe education environment. All assessment tasks must be completed under the observation of the assessor.			

Assessment authentication	The recognised centre is required to ensure that assessment tasks are completed by the learner without support from others. All assessment must be their own work. Assessors can authenticate the assessment during practical observations.
Assessment marking	The recognised centre is required to ensure that the assessments are marked by a qualified assessor in accordance with the assessment guidance which is contained in the success criteria in the learner assessment portfolios. It must also be marked in line 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 decisions considering these rules' learners should follow their recognised centre's appeals process.
Assessment attainment	The recognised centre is required to ensure that the qualifications are all graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specifications. Assessment guidance is also available to support standardisation. These are made available to assessors and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task and must PASS each task to be awarded the qualification. This must be marked in line with the success criteria to enable learners to achieve the qualification.
Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities for each component of assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the 2-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded their qualification.
Assessment re-marks	The recognised centre is required to enforce re-marks at the request of the internal or external quality moderators or in the event of a learner appeal. Where this is associated with a written piece of work the recognised centre is required to arrange a 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 Transcend Engagement Team. Where the appeal is associated with the outcomes of the practical demonstration or professional discussion the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that particular assessment the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the recognised centre's appeals process should they bring the matter to the awarding organisation where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.

Qualification Suite Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the **Transcend Recognised Centre Conditions** with the following rules noting that all qualifications in this suite have been assigned a **LOW** risk profile based upon the following risk indicators. The areas in green have been selected for each qualification in the 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.

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 or PPT	Portfolio and Practical or PD or PPT	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	LOW RISK		

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 [data² checks] - Internal scrutiny of qualification delivery [teaching observations] - Internal scrutiny of qualification assessment [risk-based moderation] - Internal scrutiny of qualification assessment [standardisation activities]
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 these qualifications which is LOW - the experience of the assessors in their role as an assessor - the experience of the assessors in the delivery of these qualifications - the assessment samples to include portfolios across every learner cohort - the assessment samples to include observations of practical assessment periodically - the number of learners registered and whether these attend a course or rolling programme. 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.

² 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.

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 approach 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 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 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. All moderation outcomes will be reported via TAMS bookings prior to certification to ensure that all results are reported in TAMS and available to the recognised centre workforce.
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External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategy shown here is associated with the assessor's experience in delivering these qualifications, the LOW risk 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].	
	Strategy 01: First assessments per assessor [aligned to the product risk profile which is LOW]	
	Courses	30% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	30% 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% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings ³
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings

³ The term **across booking** is associated with a period which will be confirmed per centre dependent on the number of requests for certification within that time period. All learners within this time period per assessor will be considered to be a cohort.

External moderation of real time assessments	The moderation strategies for real time assessment are associated with the Low-risk 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: • Practical demonstrations • Professional discussions	
	Real time assessment strategy	
	RTA Strategy	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.

Appendix: Qualification Suite Specification Version Control

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

Version	Publication date	Publication details
Version 01	01 Jun 2022	Publication 01