TRANSCEND
AWARDS

Transcend Creative Skills
Mastery Qualification Suite

Qualification Suite Specification

Version 02: 01 September 2021

iIDEAL

Welcome

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

Part 01: Qualification Suite Purpose

Qualification Suite Scope

Creative Skills Acquisition is a pioneering progressive suite of vocational qualifications designed to develop the learner's creative skills comprised of **imagination, abstract thinking, and innovation**. The suite sits in sector 14.1 Foundations for learning and life and is designed for children in secondary schools to support their personal and educational development. The suite is also relevant to adults who aspire to develop their creative skills to support their future education and employment pathways. This suite complements the Transcend Qualification suite in Going for the Gap [Educational and Employability Skill Mastery] and a range of skills mastery qualifications designed to influence whole person development and societal integration for each learner.

Qualification suite regulation[1]	This qualification suite is regulated by Ofqual in England and the three qualifications are listed on Register of Regulated Qualifications.								
	Qualification titles	Ofqual ref	EQF Equivalent	Start	Review	TQT	GLH	DSH	Credit
	Transcend Entry Level 3 Award in Creative Skills Appreciation	603/6018/5	Equivalent level 1 on the European Qualifications Framework (EQF).	22 Jun 2020	30 Jun 2026	30	15	15	3
	Transcend Level 1 Award in Creative Skills Application	603/6019/7	Equivalent to level 2 on the European Qualifications Framework (EQF).	22 Jun 2020	30 Jun 2026	30	15	15	3
	Transcend Level 2 Award in Creative Skills Acquisition	603/6020/3	Equivalent to level 3 on the European Qualifications Framework (EQF).	22 Jun 2020	30 Jun 2026	30	15	15	3
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 the personal development elements of the **Education Inspection Framework**.								

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

Qualification suite partner	This qualification suite is developed in collaboration with the **Institute of Innovation, Development, Ethical & Altruistic Living** as the technical partner and international industry leading consultants in this domain. This qualification is developed in consultation with education and equality representatives. The collaboration and consultation groups remain in place for the lifetime of the qualification suite to ensure it remains fit for purpose.
Qualification pathway 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 pathway participants + progression	This qualification suite is uniquely designed for learners aged 12+ who require creative skills to support their personal and educational development. The qualification is also designed for adults who aspire to develop creative skills to enhance their education and employability prospects.

Education routes	Employability routes
Transcend Entry Level 3 Award in Creative Skills Appreciation Transcend Level 1 Award in Creative Skills Application Transcend Level 2 Award in Creative Skills Acquisition Higher level qualifications in any sector	This qualification suite can support learners in applying for work experience, work placements, traineeships, apprenticeships. It is also relevant to those who are unemployed or in employed roles by enabling learners to develop creative skills that are needed to fulfil the job roles.

Qualification suite support	This qualification is supported by **iIDEAL** as influential international consultants in this domain. This qualification suite is also 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	The suite purpose is to enable learners to recognise personal growth and engagement in learning. The suite sub purpose is to enable learners to recognise the development of knowledge and skills to operate independently and effectively in life, learning and work.
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 through creative skills development. Over 329,000 children were expelled from schools in England in 2019. There are limited solutions created to influence the sustainable development of these children. This suite is uniquely designed to do this. This suite is also designed to be integrated into national curriculum programmes as an innovative and impact driven approach for providers to evidence compliance with Education Inspection Framework criteria for learners behaviour, attitudes and personal development. What is particularly unique about this qualification suite is that it can also be offered to adults who wish to develop their creative skills to enable them to optimise their future education or employability prospects.

	Entry Level aim	Entry Level objectives
Qualification suite aims and objectives	To enable learners to appreciate the benefits of creative skills	To provide a benefit to learners by enabling them to attach meaning to the benefits of creative skills. Learners will: Demonstrate the ability to appreciate the benefits of creative skills Demonstrate the ability participate in creative skill development activities Demonstrate the ability to recognise creative skill development progress
	Level 1 aim	**Level 1 objectives**
	To enable learners to develop through the application of creative skills.	To provide a benefit to learners by enabling them to model the application of creative skills. Learners will: Demonstrate an awareness of the impact creative skills on educational progress Demonstrate an ability to develop creative skills through practical applications Demonstrate an ability to review personal growth associated with creative skills
	Level 2 aim	**Level 2 objectives**
	To empower learners to adapt behaviour through creative skills acquisition.	To provide a benefit to learners through motivation and behaviour adaptation through creative skills. Learners will: Demonstrate the ability to analyse the impact of creative skills on behaviour Demonstrate the ability to adapt behaviours through creative skills acquisition Demonstrate the ability to analyse the impact of creative skills acquisition on whole person development.
Qualification uniqueness	This is the only qualification suite of its type. It is uniquely designed to be offered as integral to or an innovative alternative to national curriculum programmes. The **Register of Regulated Qualifications** should be accessed to source information on other awarding organisation providers who offer similar provision.	

Qualification Suite Structures

Transcend Entry Level 3 Award in Creative Skills Appreciation

The Transcend Entry Level 3 Award in Creative Skills Appreciation is comprised of one mandatory unit. Learners are required to have successfully achieved 1 mandatory unit in order to be awarded the qualification.

Units	Unit title	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Unit 01	Creative skills appreciation	L/618/2007	EL3	15	15	30	3
Summary			**EL3**	**15**	**15**	**30**	**3**

Transcend Level 1 Award in Creative Skills Application

The Transcend Level 1 Award in Creative Skills Application is comprised of two mandatory units. Learners are required to have successfully achieved 2 mandatory units in order to be awarded the qualification.

Units	Unit title	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Unit 01	Creative skills awareness	R/618/2008	L1	5	5	10	1
Unit 02	Creative skills application	Y/618/2009	L1	10	10	20	2
Summary			**L1**	**15**	**15**	**30**	**3**

Transcend Level 2 Award in Creative Skills Acquisition

The Transcend Level 2 Award in Creative Skills Acquisition is comprised of two mandatory units. Learners are required to have successfully achieve 2 mandatory units in order to be awarded the qualification.

Units	Unit title	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Unit 01	Creative skills analysis	R/618/2011	L2	5	5	10	1
Unit 02	Creative skills acquisition	Y/618/2012	L2	10	10	20	2
Summary			**L2**	**15**	**15**	**30**	**3**

Part 02: Qualification Suite Delivery Specification

Qualification Suite Supplementary Recognition 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 Suite 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 creative skills development context. The recognised centre is required to ensure the tutor 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.

Qualification Suite Coordination Conditions

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

	Entry Level 3	Level 1	Level 2
Learner pre-requisites	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 in schools must understand and 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 completed and accurate. Internal controls must be administered before making a claim for certification for each learner.		

Qualification Suite Delivery Conditions

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

Qualification delivery models	The recognised centre is required to design and document their delivery models, scheme 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 enable each qualification to have a high level delivery model that aligns to all of the qualifications. It is the level of demand in each learning and assessment task which should be aligned to the unit specifications that differentiates the model for learners across the levels.** Delivery models must comply with the total qualification time, guided learning hours and directed study hours. The guided learning hours may be extended to meet the needs of the learners as relevant to their needs. It is recommended that those delivering to children on an Education, Health and Care Plan cover the breadth of the programme through 30 hours of guided learning. This should be achieved through interactive face to face learning and assessment. Here is an example of a 30 GLH delivery model:

Phase 1	Phase 2	Phase 3	Phase 4
Preparation	Profiling	Programming	Progress review
Understanding of creative skills	Assessment of imagination skills Assessment of abstract thinking skills Assessment of innovation skills	Development of imagination skills Development of abstract thinking skills Development of innovation skills	Review of imagination progress Review of abstract thinking progress Review of innovation progress
3 GLH	3 GLH	20 GLH	4 GLH

Each qualification within this suite is uniquely designed to be delivered to a group of learners at the same level or simultaneously to learners of different levels. A protype delivery model is provided to recognised centres. This is fully aligned to the qualification specification and should be delivered flexibly to support each centre's approach and their learners needs. Where an alternative model is required, recognised centres are required to submit the documents 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. Alternative models must not be deployed without awarding organisation approval.

Qualification registration period	The recognised centre is required to ensure that learners complete all training and three assessment opportunities within a 2-year registration period.

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Qualification Suite Assessment Conditions

The recognised centre is required to supplement RC5.4 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 of evidence, practical demonstrations and progress discussions. The assessment strategy at each level is the same. It is the level of demand within the assessment criteria, assessment tasks and attainment indicators which differentiates achievements across levels.

Strategies	Entry Level 1	Level 1	Level 2
Strategy 01	The learner must demonstrate an understanding of the creative skills concept through question responses.		
Strategy 02	The learner must participate in a creative skills self-assessment.		
Strategy 03	The learner must participate in creative skills programming intervention.		
Strategy 04	The learner must participate in creative skills personal growth review.		

It is mandatory that every learner achieves sustainable progress in their development of creative skills compared to their initial assessment and to the level expected in the assessment criteria in the units for each qualification in the suite. Failure to make sustainable progress will require the learner to continue to attend a development programme until they are ready for reassessment. The length of time on the development programme is dependent on the learners development compared to their initial assessment.

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 face-to-face assessment.
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 valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decisions in light of 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. Success criteria 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 successfully 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 *Transcend Appeals Policy.*

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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 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 in this suite as shown.

Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Risk Profile	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 [data[2] 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.

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[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 also be reported via TAMS bookings to ensure that all records are maintained in the system. |
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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

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[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 of creative skill development • Personal development discussions on creative skill development

Real time assessment strategy	
RTA Strategy	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.

Appendix 01: 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	Details
Version 01	22 Jun 2020	**Publication 01**
Version 02	01 Sep 2021	**Publication 02:** The Qualification Quality Assurance Conditions section has been updated to include centre assessment standards scrutiny strategies for this qualification suite.

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