



TRANSCEND
AWARDS

Transcend Level 6 Diploma
for **FIFA Educators**

Qualification Specification
Version 03: 01 November 2024

Welcome!

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

Part 1: Qualification Purpose		Page
Qualification scope		03
Qualification summary		07
Qualification structure		09
Part 2: Qualification Delivery Specification		
Qualification resources	Supplementary to Transcend Centre Recognition Condition 5.1	10
Qualification coordination	Supplementary to Transcend Centre Recognition Condition 5.2	11
Qualification delivery	Supplementary to Transcend Centre Recognition Condition 5.3	13
Qualification assessment	Supplementary to Transcend Centre Recognition Condition 5.4	14
Qualification quality assurance	Supplementary to Transcend Centre Recognition Condition 5.5	17
Appendix		
Appendix 01	Qualification specification version control	20

Part 01: Qualification Purpose

Qualification Scope

The **Transcend Level 6 Diploma for FIFA Educators** is a professional qualification regulated by Ofqual. It is exclusively designed to enable the FIFA Technical Leadership Education Team to achieve a regulated qualification that is fully contextualized to their FIFA Roles.

This team of highly proficient, experienced educators are responsible for the **Transcend Level 6 Diploma for FIFA Technical Leaders** through a global delivery model. This is a regulated qualification which requires the distinct separation of tutor, assessor and moderator roles.

The **Transcend Level 6 Diploma for FIFA Educators** has been uniquely designed to enable the FIFA Education Team to evidence their proficiencies in the FIFA Tutor, FIFA Assessor and FIFA Moderation roles.

The **Transcend Level 6 Diploma for FIFA Educators** is a specialist pathway qualification which must be completed in the context of one of its pathways. Each pathway is uniquely designed to represent FIFA Technical Leadership Educator roles required to deliver regulated qualifications. This ensures that training and assessment programs are contextualized to the distinct set of competencies required to fulfil each of the roles.

Transcend Level 6 Diploma for FIFA Educators [Transformational Tutors]

Transcend Level 6 Diploma for FIFA Educators [Transformational Assessors]

Transcend Level 6 Diploma for FIFA Educators [Transformational Moderators]

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

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

FIFA's Technical Leadership Education Team led by change agent Jamie Houchen developed and deployed a world leading, globally accessible **FIFA Technical Leader Transformation Experience**. Each learner's unique culture, context and characteristics are celebrated through inclusive teaching, dynamic assessment and Ed-Tech innovation. FIFA's talented educators' agility paradigm shifts to transformative pedagogy empowered their learners personal progress towards self-actualization and professional potential to use football as a force for good.

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

Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 6 qualification on the Register of Regulated Qualifications and is equivalent to a Level 7 on the European Qualifications Framework (EQF) .			
	Qualification accreditation reference	610/4880/X	Qualification sector	13.1 Teaching and Lecturing
	Qualification operational start date	15-Oct-2024	Qualification TQT	400
	Qualification review date	31-Oct-2028	Qualification GLH	160
	Qualification credit	40	Qualification DSH	240
Qualification awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual.			
Qualification standards	This qualification has been fully aligned to the FIFA Vision, FIFA Principles, FIFA Behavioral Code, FIFA Education Pedagogies, FIFA Technical Leadership Capability Framework, FIFA Technical Leadership Development Programme and FIFA's commitment to the UN Sustainable Development Goals.			
Qualification partner	This qualification is developed in collaboration with education experts that represent FIFA as the globally recognised regulating body for football. Lead by Jamie Houchen, FIFA Head of Technical Leadership it has been validated in consultation with FIFA's Technical Leadership Education Team. The collaboration and consultation committees will remain in place for the lifetime of the qualification to ensure it remains fit for purpose.			
Qualification providers	This qualification is delivered exclusively through the FIFA Training Centre. The FIFA Training Centre has successfully achieved Transcend Recognised Centre status and have been approved to deliver this qualification in line with our centre recognition and the qualification approval conditions.			
	Recognised centre application process		Recognised centre extensions process	
	FIFA Training Centre accessed the Transcend Awarding Website to submit their centre application.		FIFA Training Centre must access Transcend Awarding Management System [TAMS] to create and submit a Transcend Recognised Centre Extension Request Form should they wish to extend their qualification portfolio.	

Qualification participants + progression	This regulated qualification and its specialists' pathways are exclusively designed for the FIFA Technical Leadership Education Team.	
	Employability progression routes	This qualification enables FIFA Technical Leadership Educators to evidence retain employment in the context of the distinct tutor, assessor or moderator roles required through the rigour required of regulated qualification delivery, assessment and quality assurance.
	Education progression routes	This qualification can support progression onto post graduate degrees, including a PGCE, MSC or PHD. Those who have already high education degrees in education might wish to consider research into the impact of the FIFA TL Education Team, roles and blended approach/
Qualification endorsements	This qualification is endorsed by FIFA Confederations and FIFA Member Associations.	

Qualification Summary	
Qualification purpose	The qualification purpose is to confirm occupational competence and professional licence to practice. The qualification sub-purpose is to confirm the ability to meet a licence to practice made by the professional body.
Qualification rationale	<p>FIFA’s vision is to make football <i>truly</i> global. FIFA Educators across the global eco-system are uniquely placed to influence the achievement of this vision within a social impact culture. FIFA technical leaders are also powerfully</p> <p>FIFA principles and behavioural codes represent an ethical culture. Regulated qualifications clearly the professional standard for the role they represent. The transparency through external quality assurance of learner assessment represents a highly ethical culture. The rationale for the qualifications is to advocate professional standards for influential roles within a culture of ethics and sustainable transformation</p> <p>Transcend Level 6 Diploma for FIFA Technical Leaders Transcend Level 6 Diploma for FIFA Educators [Transformational Tutors] Transcend Level 6 Diploma for FIFA Educators [Transformational Assessors] Transcend Level 6 Diploma for FIFA Educators [Transformational Moderators]</p>
Qualification aim	The aim of this qualification is to enable FIFA Educators to achieve regulated qualifications in the context of their roles.

<p>Qualification objectives</p>	<p>The objective of this qualification is to provide a benefit to FIFA Technical Leadership Education Team. It will enable them to achieve prestigious FIFA accredited qualifications that define their proficiencies in the context of FIFA Tutor, FIFA Assessor or FFA Moderator roles.</p> <p>They will evidence the ability to educate ethically line with FIFA vision, behavioural code, and principles. They will apply transformative pedagogy in the context of their role, they will influence technical leaders personal progress towards self-actualisation. They will impact on the technical leaders' professional performance gains in the sustainable development of world football in their culture, context and domain capabilities.</p> <p>FIFA Technical Leadership Education Team will evidence the ability to drive the FIFA VISION within a transformation culture.</p> <p style="text-align: center;">'Education is the most powerful weapon you can use to change the world'.</p> <p style="text-align: center;">Nelson Mandela</p>
<p>Qualification uniqueness</p>	<p>This is the only regulated qualification for FIFA Technical Leadership Educators. It uniquely embraces the transformational education paradigm shift and advocates the agility of the FIFA Education Team in this context. The Register of Regulated Qualifications provides the accreditation details for all qualifications regulated by Ofqual.</p>

Qualification Structure

This qualification is a specialist pathway qualification. It can only be achieved in the context of one of its pathways which provides the emphasis for the title of the qualification certificates:

- Transcend Level 6 Diploma for FIFA Educators [Transformational Tutors]
- Transcend Level 6 Diploma for FIFA Educators [Transformational Assessors]
- Transcend Level 6 Diploma for FIFA Educators [Transformational Moderators]

The core units must be completed in the context of one of the pathway units, on the basis that it is the pathway that represents the role. Therefore 3 mandatory units must be completed to successfully achieve the qualification in any pathway. Two pathways may be achieved simultaneously, and RPL can be applied across all criteria subject to suitable evidence.

Transcend Level 6 Diploma for FIFA Educators [Transformational Tutors]

Unit title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Unit 01	FIFA Educator Transformation Tactics		K/651/4493	6	20	40	60	6
Unit 02	FIFA Education Transformation Techniques		L/651/4494	6	60	80	140	14
Unit 03	FIFA Technical Leadership Transformative Training Techniques		M/651/4495	6	80	120	200	20
Summary				6	160	240	400	40

Transcend Level 6 Diploma for FIFA Educators [Transformational Assessors]

Unit title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
Unit 01	FIFA Educator Transformation Tactics		K/651/4493	6	20	40	60	6
Unit 02	FIFA Education Transformation Techniques		L/651/4494	6	60	80	140	14
Unit 03	FIFA Technical Leadership Transformative Assessment Approaches		R/651/4496	6	80	120	200	20
Summary				6	160	240	400	40

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
<p>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.</p>	
Qualification Resource Conditions	
<p>The recognised centre is required to supplement RC5.1 of the Transcend Recognised Conditions with the following rules.</p>	
Qualification workforce	<p>The recognised centre must ensure that tutors, assessors and internal quality assurance have achieved the following qualifications [or equivalent alternatives] in accordance with the nature of their FIFA Educator role and scope of technicalities:</p> <ul style="list-style-type: none"> Transcend Level 6 Diploma for FIFA Educators [Transformational Tutors] Transcend Level 6 Diploma for FIFA Educators [Transformational Assessors] Transcend Level 6 Diploma for FIFA Educators [Transformational Moderators] <p>Occupational and technical competence of tutors, assessors and IQAs must be evidenced through 3 years' experience working for FIFA Centrally, A FIFA Confederation or FIFA Member Association OR as an industry leading specialist recruited specifically by the Technical Department. Excellent references must validate reputation and valid certificates supplied. The workforce to learner ratio per cohort is a maximum of 1:12. In exceptional circumstances, the awarding organisation will allow adaptations to this condition to prevent disadvantage to learners and only where evidence indicates that's learning and assessment will not be compromised.</p>
Qualification resources	<p>The recognised centre must have resources to cater for personalised training and assessment programmes for local, regional, and global learner cohorts. Proactive steps must be taken to ensure this is resolved and the learner is not disadvantaged. The training and assessment venues required to be accessed physically and remotely must be accessible, safe and secure at all times.</p>

Qualification Coordination Conditions	
<p>The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.</p>	
Learner pre-requisites	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • be accurately identified • be at least 18 years of age • be able to evidence the contractual role of a FIFA TL Educator or similar role in football¹ • be able to communicate effectively in English [reading, speaking, listening, and writing]
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain characteristics which are protected by law where the awarding organisation is legally established. These are justified for safety purposes and include:</p> <p>Age: Individuals under the age of 18 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.</p> <p>Disability: Individuals with psychological, physiological, or sociological disabilities may find some of the elements difficult and this may impact on their wellbeing. Each case must therefore be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so, and discrimination of any form will be investigated by the awarding organisation in line with Global Human Rights Policy. This is to ensure that all out learners across all countries are treated equality, with respect and with zero tolerance for bias or discrimination.</p> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis for each learner. Requests should be made in line with <i>Transcend Reasonable Adjustments Policy</i>.</p>

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

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

Qualification Delivery Model Conditions

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

Qualification delivery model

The recognised centre is required to document their delivery models. These must be supported by documented, blended training and assessment programmes. Inclusive teaching and learning materials should be in place. Delivery models, programmes and materials must be mapped to the qualification and unit specification. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators.

The delivery models, materials, and the programmes must be agreed in writing by the awarding organisation. This must be recorded for each cohort of learners and all details must be communicated to each learner prior to commencing their programme.

Those generating evidence by fulfilling FIFA Technical Leader Educator roles on the Global TL Delivery Model have a personalised programme that aligns to this model.

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

Qualification. Assessment Conditions

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

Assessment strategy	The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence, reflective practice and professional critique,					
	Task A: Reflective practice	Learners are required to engage in reflective practice for the assessment criteria with CORE Unit 1. The reflections must refer to actual events that occurred and how you did or did not meet the criteria. If you did evaluate impact and if not explain why and methods to adapt behaviours in the future. Identify triggers and create a tracking tool to monitor, adapt or celebrate behaviours. To include REACT-IMPACT TO RETRACT OR ENACT!	TUTOR PATHWAY	ASSESSOR PATHWAY	MODERTOR PATHWAY	
			YES	YES	YES	
	Task B: Perceptual and proficiency critique	Learners are required to critique their perception of philosophy, paradigms and theories of education. They must also criteria their proficiencies in the context of their role in light of this critique. The critique will be in a series of short that align to the CORE Unit 2.	TUTOR PATHWAY	ASSESSOR PATHWAY	MODERTOR PATHWAY	
			YES	YES	YES	
	Task C: Portfolio and practical observation	Learners are required to collate a portfolio of evidence in the context of their pathway in line with the assessment criteria for their Pathway Unit. Each piece of evidence must be supported by a justification as to how it meets the criteria. Learners are required to collate a portfolio of evidence.				
		TUTOR PATHWAY	ASSESSOR PATHWAY	MODERTOR PATHWAY		
Tutor 4 learners across the TL programme. Tutor observations x 4 across the programme		Assessment of 4 learners across all methods on the TL Programme. Assessor observation in practice on professional discussion.	Pending			

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks as defined in this specification. Learners will be provided with assessment task template to complete in the FIFA Training Centre Platform to enable them to collate evidence against criteria effectively and efficiently.	
Assessment environment	Portfolio of evidence and practical observations	The recognised centre is required to ensure that the learner is deployed as a FIFA Educator in the context of one or more of the pathway roles. They must be allocated the time to complete their work and be allocated a mentor for support. Practical observations must be planned in advance, and the learners and participants made aware of the process.
	Reflective practice	The recognised centre is required to ensure that the learner completes reflective practice periodically to evaluate behavioural adaptation.
Assessment authentication	The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. The presentation and professional discussion are valid methods of authentication in the context of this qualification.	
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the fair assessment and VARCS rules of evidence. This means that the assessment must be fair, valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules' they should follow their recognised centre's appeals process.	

Assessment attainment	The assessment for this qualification is graded on a pass/fail basis.
Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities for each component of the assessment. They may be charged for reassessment at their recognised centre’s discretion. All assessment and reassessment must be completed within the 3-year period of registration. Any learners do not achieve the qualification must be reported to the awarding organisation as a withdrawal or failure as appropriate and they will not be awarded the qualification.
Assessment re-marks	<p>The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the Transcend Engagement Team.</p> <p>Where the appeal is associated with the outcomes of the presentation or professional discussions, the assessment recordings [where applicable] or assessment paperwork should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that assessment, the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the centre's appeals process should they bring the matter to Transcend, where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.</p>

Qualification Quality Assurance Conditions			
<p>The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this qualification has been assigned a high-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.</p>			
Qualification Risk Indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional licence
Qualification delivery hours	Award	Certificate	Diploma
Qualification delivery difficulty	EL3 – L2	L3-L4	L5-8
Qualification assessment methods	Portfolio, Project, PD and PPT	Portfolio and Practical, PD and PPT	Portfolio only
Qualification assessment technology	Controlled fully by assessment strategy	Controlled partially by assessment strategy	Not controlled by assessment strategy
Qualification assessment manageability	Real time assessment not required	Real time assessment on programme	Real time assessment on placement
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification attainment standardisation	Externally assessed	Internally assessed	Internally and externally assessed
Qualification certification circles of influence	Solo eco-system	Sector eco-system	Societal eco-system [GLOBAL]
Qualification Risk Profile	HIGH RISK		

<p>Internal quality assurance</p>	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> 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 [tutor observations] Internal scrutiny of qualification assessment [risk-based moderation] Internal scrutiny of qualification assessment [internal standardisation activities].
<p>Internal moderation</p>	<p>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 consider:</p> <ul style="list-style-type: none"> • the risk profile of this qualifications 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 all assessment types across every learner cohort. • the number of learners registered and whether these attend a local, regional or global programme. <p>The recognised centre should moderate a higher percentage of new assessors and any assessors with overturn results until the risks are mitigated and they are assured that their assessments are valid. With regards to learner sampling the recognised centre should identify a % of learners to be sampled per assessor per programme.</p>

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.

<p>External quality assurance</p>	<p>The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation. The following external quality assurance approach determines the nature, frequency and sampling sizes as shown:</p> <p>Scrutiny of the qualification workforce competence checks on 100% bookings [course/programmes] Scrutiny of the qualification delivery sites facilities and safety via risk-based external 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.</p> <p>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.</p> <p>The 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. We report the result of each external moderation intervention in the Results Validation section of the relevant Booking Form in TAMS. This is to ensure that an audit of results is accurately, effectively, and efficiently captured and can be accessible to both the recognised centre and the awarding organisation workforce.</p>
<p>External moderation</p>	<p>The recognised centre is required to cooperate with the awarding organisation’s risk-based external moderation interventions. External moderation is defined as a form of 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. This means that moderation MUST take place prior to certification being released. Due to high risk profile of this qualification 100% of written assessment will be externally moderated. 100% of real time assessment will be completed for the first cohort and 50% thereafter.</p>

Appendix: Qualification Specification Version Control

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

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