



Transcend Level 2 Award in Coaching Game-Based Futsal Practices

Qualification Specification

Version 01: 01 April 2021



Welcome!

Welcome to the [Transcend Level 2 Award in Coaching Game Based Futsal Practices](#). Transcend is an Ofqual regulated awarding organisation, and this is a vocationally related qualification that sits on the Ofqual register of regulated qualifications. This specification contains confirms the purpose and delivery conditions. It must be complied with conjunction with the *Transcend Centre Recognition Conditions, Qualification Unit Specification* and the *Assessment Materials*.

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Part 01: Qualification Purpose

Qualification Scope				
<p>The Transcend Level 2 Award in Coaching Game-Based Futsal Practices is an Ofqual regulated vocational qualification that sits in sector subject area 8.1: sport, leisure and recreation.</p> <p>This qualification is exclusively designed for UEFA Licenced Futsal Coaches who wish to develop players positional techniques and tactics through inclusive game-based practices. They will design game-based scenarios to develop players from a holistic perspective in line with the 4-corner model. They will apply enhanced inclusive coaching skills to involve all players leading to overall team capability and sustainable performance gains.</p>				
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 2 qualification on the Register of Regulated Qualifications and is equivalent to a Level 3 on the European Qualifications Framework (EQF) .			
	Regulator reference	603/7327/1	Qualification sector	8.1 Sport, leisure, and recreation.
	Qualification start date	01 Apr 2021	Qualification TQT	36
	Qualification review date	30 Apr 2024	Qualification GLH	15
	Qualification credit	04	Qualification DSH	21
Qualification awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.			
Qualification standards	This qualification is aligned to the widely recognised Four Corner long term player development model.			
Qualification partners	This qualification is developed in collaboration with coaching specialists e-CAN as the technical partner. It is validated in consultation with equality experts, futsal coaching education providers and learners. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.			

Qualification providers	This qualification is designed to be delivered through schools, private training providers, colleges, universities, Country FAs, Futsal clubs and commercial Futsal education providers. It is delivered by education providers that are recognised as centres and approved to deliver this qualification by the awarding organisation. Applicants and recognised centres are required to evidence compliance with the centre recognition and supplementary qualification conditions to gain and retain status.	
	Applicant centres	Recognised centres
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.
Qualification participants and progression	This qualification is uniquely designed for NGB certified Futsal coaches who wish to develop competence in game-based practice techniques.	
	Employability progression routes	This qualification will enable futsal coaches to develop their players' positional skills through game-based practice. Successful coaches will enhance players positional skills in a way that also improves overall team performance. A coach that influences sustainable performance gains will optimise their prospects in the futsal coaching community.
	Education progression routes	<p>This qualification is integral to a progressive suite of qualifications in the football and futsal coaching community:</p> <ul style="list-style-type: none"> NGB Football and Futsal Coaching Certificates at Level 1 and level 2 Transcend Level 2 Award in Coaching Game-Based Futsal Practices Transcend Level 2 Award in Coaching Game-Based Football Practices for Goalkeeper Development Transcend Level 2 Award in Coaching Game-Based Football Practices for Defender Development Transcend Level 2 Award in Coaching Game-Based Football Practices for Midfielder Development Transcend Level 2 Award in Coaching Game-Based Football Practices for Attacker Development Transcend Level 3 Diploma in Coaching Progressive Programmes in Sports Club Environments
Qualification endorsements	This qualification is supported by futsal coach education specialists, e-Can.	

Qualification Overview	
Qualification purpose	<p>The qualification purpose is to update and continue professional development (CPD)</p> <p>The qualification sub purpose is to develop knowledge and/or skills relevant to a specialisation within an occupation</p>
Qualification rationale	<p>The rationale is to support the sustainable development of the futsal coaching workforce through enhanced competence in game-based practice. Coaches will create game-based scenarios to develop players positional skills. They will apply inclusive practice to engage and evolve all players during these activities leading to improved cohesion, communication, and overall team performance.</p>
Qualification aim	<p>The aim of this qualification is to enable UEFA Licenced futsal coaches to influence players positional development and team capabilities through inclusive game-based practices.</p>
Qualification objective	<p>The objective is to provide a benefit to futsal coaches through professional development. Successful coaches will be able to develop their players positional skills through game-based practices. They will also develop the ability to apply the inclusion spectrum to the game-based scenarios to engage and evolve the whole team during these practices. To summarise the coaches will develop knowledge and skills to enable them to:</p> <ul style="list-style-type: none"> • Profile player's positional and whole player development needs using the 4-corner model • Plan game-based practice practices designed to develop players positional skills and whole team capabilities • Coach game-based practice practices using in the moment adaptations to develop players positional skills and team capabilities • Review the positive impact of game-based practice practices on player's positional development and overall team performance.
Qualification uniqueness	<p>This is the only regulated qualification designed to develop qualified futsal coaches' competence in developing players positional skills through relevant game-based practices. The Register of Regulated Qualifications provides information on other awarding organisation providers who offer similar provision.</p>

Qualification Structure							
This qualification contains 2 mandatory units. Learners are required to complete both mandatory units to successfully achieve the qualification.							
Unit Title		Ref	Level	GLH	DSH	TUT	Credit
U01	Duties of a game-based futsal coach	A/618/6862	2	5	10	15	2
U02	Driving the sustainable development of futsal players through game-based coaching practices	F/618/6863	2	10	11	21	2
Summary			2	15	21	36	4

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 qualification. 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	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational competence must be evidenced through:</p> <ul style="list-style-type: none"> • UEFA B Futsal Coaching Qualification • experience in coaching futsal [3 years] <p>The recognised centre is required to ensure the tutor/assessor to learner ratio per cohort is a minimum of 6 and a maximum of 1:24. In exceptional circumstances, the awarding organisation will allow adaptations to this requirement to prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.</p>
Qualification facilities	The recognised centre is required to ensure that futsal facilities and equipment are available to support the delivery of the programme. These must be safe and accessible.

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

The recognised centre is required to ensure that prior to registration for the qualification learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to evidence achievement of a Level 1 or Level 2 UEFA Futsal Coaching Certificate
- be able to communicate effectively in English [reading, speaking, listening, and writing]
- be able to evidence a role as a Futsal coach able to develop players over a period of weeks.

Learners are not eligible to coach without direct supervision until 18 years of age.

Learner adjustments

The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics as defined by the Equality Act 2010. These are justified for physical and emotional safety purposes and include:

Age	Individuals under the age of 16 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.
Race	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.
Religion	Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.
Disability	Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so.
Pregnancy & maternity	Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so.

Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners and ensure safety of participants. These should be requested in line with the *Transcend Reasonable Adjustments Policy*.

Learner agreements	The recognised centre is required to ensure that every learner signs an agreement to attend all aspects of the training and assessment programme in line with the centre's delivery model for this qualification.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking reference, dates, venues, and workforce per learner. Activities refer to applications, initial assessment, learner agreements, pre-course learning, attendance on practical workshops, futsal game based coaching practice and authentication discussions. It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results, reassessments, remarks, and all quality assurance interventions. All activities and records must be completed within the learner registration period and subject to effective internal control before making a claim for certification for each learner.

Qualification 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 document their delivery models. They are eligible to adopt the exemplar delivery model provided by the awarding organisation. Alternatively, they can develop their own models to retain their own USPs. All delivery models must be supported by documented training and assessment programmes. Inclusive teaching and learning materials should also 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 recognised centre is also required to develop and deliver game-based practice scenarios to enable the futsal coaches' ability to create game-based practice scenarios that are tailored to their players positional development needs.

The delivery models, materials, programmes and practices must be agreed in writing by the awarding organisation. The selected model must be recorded for each cohort of learners. All details must be communicated to each learner prior to delivering the qualification in line with the agreed model, programme and practices

The delivery models must enable all learning, assessment, any reassessment, and quality assurance activities to be completed within a 2-year registration period.

Qualification delivery model	Exemplar Delivery Model: Futsal Player Development							
	Preparation	Practical workshop	Inclusive Game Based Practice Practice Coaching					Plenary
			Week 1	Week 2	Week 3	Week 3	Week 4	
	Induction Remote Learning Experience PDP	Welcome + carousel	Profiling	Game-based practice planning, delivery and review Goalkeeper	Game-based practice planning, delivery and review Défense	Game-based practice planning, delivery and review Attack	Game-based practice planning, delivery and review Tranitions	Authentication Group webinar
		Game-based goalkeeping						
		Game-based defence						
		Break						
		Game-based attack						
		Game-based transitions						
		Assessment Prep + Plenary	1 GLH 3 DSH	1 GLH 3 DSH	1 GLH 3 DSH	1 GLH 3 DSH	1 GLH 3 DSH	
1 GLH 6 DSH	7 GLH	5 GLH [Mentor] 15 DSH [Profiling, Planning, delivery and review of practices]					2 GLH	
Total GLH: 15 Total DS: 21 TQT: 36								

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 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. The assessment method is a portfolio of evidence which must be authenticated.	
	Strategy	Description
	Strategy 01: Profiling	The learner must create a profile for players they coach regularly [minimum 3 ¹]. The learner must use the four-corner model to assess each player's strengths and opportunities for development from a positional and whole player perspective.
	Strategy 02: Planning	The learner must plan 4 X 1-hour discrete game-based practice practices designed to focus on goalkeeper development, defender development, attacker development and transition improvement. Player profiles must form the basis of each plan. Game-based scenarios must be created to optimise each player's positional and whole player development. Plans must embed inclusion techniques to ensure all team members are involved and developed in the practices.
	Strategy 03: Practice	The learner must deliver the 4 X 1-hour discrete practice plans to influence goalkeeper, defender, attacker and transition development. The learner must embed inclusion techniques and make timely adaptations in the moment to impact positively on players positional and whole player development, team engagement and overall performance.
	Strategy 04: Performance	The learner must review the positive impact of the 4 X 1-hour discrete practice plans, delivery and adaptations. They must assess the impact on players positional and whole player development, team engagement and overall performance. The learner must use these reflections to analyse their own performance and opportunities for future development.

¹ This must include a goalkeeper, a defender, and an attacker.

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. 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 accurate and comparable before approval.
Assessment environment	The recognised centre is required to ensure the learners complete the assessment tasks in a safe, secure futsal coaching environment. Learners must collate a portfolio of evidence whilst working with real players in the live futsal coaching environment.
Assessment authentication	<p>The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work and must be authenticated. Authentication discussion is recommended as an effective method. To do this the learner can attend a discussion as an individual or within a group. The assessment authentication in the group setting must only be confirmed where the learner actively participates.</p> <p>Assessment authentication discussions can be face to face or via web-based meetings in real time with the assessor and learner present. Web-based discussions must only be used where learners are clearly identifiable, and steps taken to prevent misrepresentation. Digital discussions must be recorded for external quality assurance purposes.</p> <p>Where the recognised centre prefers to use an alternative authentication strategy this must be submitted to the awarding organisation for validation and approval prior to implementation.</p>
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment portfolio in accordance with the assessment guidance, fair principles and VARCS rules of evidence. VARCS requires the assessment to be 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 recognised centre is required to ensure that the qualification is graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specification. Assessment guidance is also available to support standardisation. These are made available to centres to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence to PASS each task in context to be awarded the qualification certificate.

Assessment re-takes	The recognised centre is required to ensure learners are granted three 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 two-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded the qualification certificate.
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 an authentication 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 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 the awarding organisation, where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.</p>

Qualification Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the **Transcend Recognised Centre Conditions** with the following rules. Each qualification has been assigned a **medium-risk** profile based upon the key risk indicators. The areas in green have been selected for this qualification based upon the information contained in this specification.

Qualification 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	MEDIUM RISK		

Internal quality assurance	<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 [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation across all assessment tasks] Internal scrutiny of qualification assessment [standardisation activities across all assessment tasks] Internal scrutiny of qualification assessment [risk-based moderation across authentication activities]
Internal moderation	<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 for 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:</p> <ul style="list-style-type: none"> the risk profile for this qualification which is MEDIUM the experience of assessors in their role as an assessor the experience of assessors in assessing this qualification the assessment samples to include portfolios for every learner cohort the assessment samples to include periodic observations of authentication discussions [where this is the method] the number of learners registered and whether these attend a course or rolling programme. <p>The recognised centre should identify a percentage of learners to be sampled per assessor per course OR a percentage of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</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. 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 workforce. The external quality assurance strategy determines the nature, frequency and sampling sizes as shown:</p> <p>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.</p> <p>The external monitoring activities take place during the external moderation interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources.</p> <p>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 [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 qualification. We will collaborate with each centre to determine this. The rationale is to optimise certification efficiencies. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for quality and audit purposes. To ensure moderation outcomes are fully aligned to the course or cohort we will report the result of each intervention in the Results Validation section of the relevant Booking Forms in TAMS. This is to ensure records of moderated results are accurately, effectively, and efficiently captured and can be viewed by the recognised centre and the awarding organisation workforce.</p>
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External moderation	<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. The moderation strategies confirmed here are associated with the assessor's experience in delivering this qualification, the medium-risk profile assigned to the qualification and the recognised centre's qualification approval risk profile.</p> <p>The strategies have been designed to confirm the scrutiny methods [moderation of portfolios and real time authentication] the frequency of these interventions and the sample size [number of learners and assessment tasks].</p>	
External moderation of portfolios	Strategy 01: First assessment per assessor [aligned to the qualification risk profile which is MEDIUM]	
	Courses	40% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	40% of 30 learners assessment to be sampled across 100% tasks within the LAP per learner for each new assessor
	Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor per booking
	Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	Medium risk	25% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings
	High risk	30% learners' assessment to be moderated across 100% tasks within the LAR across learners for each assessor across bookings

External moderation of real time assessments	The moderation strategies for real time assessment are associated with the medium-risk profile assigned to the qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification there are no real time assessments confirmed in the strategy. However, where the centre chooses discussion to authenticate the portfolio this should be considered as a real time assessment activity.	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, for this qualification, per real time assessment.
	RTA Strategy 02	EQA Presence and moderation biannually per centre, for this qualification, per real time assessment where there are more than 08 courses or 200 learners on rolling programmes.

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 date	Publication details
Version 01	01 Apr 2021	Publication 01