TRANSCEND
AWARDS

Transcend Level 2 Award
in Food Safety and Hygiene

Specialist Pathway Qualification

Qualification Specification: All Pathways
Version 02: 01 September 2021

FAB
Federation of
Awarding Bodies

CIMSPA
AWARDING ORGANISATION
PARTNER

Welcome!

Welcome to the **Transcend Level 2 Award in Food Safety and Hygiene**. Transcend is an Ofqual regulated awarding organisation, and this is a vocationally related qualification that sits on the Ofqual register of regulated qualifications. It is a specialist pathway qualification which must be completed in the context of one of the pathways. This specification contains confirms the purpose and delivery conditions for both pathways. It must be complied with conjunction with the *Transcend Centre Recognition Conditions, Qualification Unit Specification [All Pathways]* and the *Pathway Assessment Materials*.

Part 01: Qualification Purpose Statement

Qualification Scope

The **Transcend Level 2 Award in Food Safety and Hygiene** is an Ofqual regulated vocationally related qualification that sits in sector subject area 1.3 Health and social care. It is a specialist pathway qualification which can only be achieved in the context of one of its pathways. The purpose of this qualification is to develop the learner's ability to embed food safety and hygiene principles in the context of their own role, occupational environment and practices. The pathways reflect the occupational environments and include:

Activity Environments	Care Environments
The activity environment refers to any active leisure, learning or wellbeing environment and any practitioner that stores, handles or prepares food in this setting. It is relevant to sports coaches, physical activity leaders, performing art instructors, fitness trainers, teaching assistants, teachers and kitchen staff.	The care environment refers to any home, residential or respite care environment and any practitioner stores, handles or prepares food in this setting. It is relevant to home carers, residential carers, coordinators, managers, social workers, nurses and kitchen staff.

Qualification regulation	This qualification is regulated by Ofqual in England. It is published as a Level 2 qualification on the **Register of Regulated Qualifications** and is equivalent to a Level 3 on the **European Qualifications Framework (EQF).**			
	Regulator reference	**603/6292/3**	Qualification sector	1.3 Health and Social care
	Qualification start date	06 August 2020	Qualification TQT	16
	Qualification review date	31 August 2026	Qualification GLH	02
	Qualification credit	2	Qualification DSH	14
Qualification awarding	This qualification pathway 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 National Occupational Standard PPL2GEN309: Maintain food safety when storing, preparing + cooking food.			

Qualification partner	This qualification is developed in collaboration with health and safety education expert RYNAT and food safety consultants CD Food Excellence. It is validated through consultation with employers, education providers and equality experts. The collaboration and consultation groups remain in place for the qualification lifetime to ensure the pathways remain fit for purpose.
Qualification providers	This qualification is designed to be delivered in the context of each pathway through local, regional and national training providers, schools, colleges, universities and industry employers. This qualification is accessible to education providers that are recognised as centres and approved for each pathway separately by the awarding organisation. Applicants and recognised centres are required to evidence compliance with the centre recognition and supplementary qualification pathway 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.

Activity Environment Pathway Participants	Care Environment Pathway Participants
This pathway is designed for activity practitioners that store, handle or prepare food. This includes sports coaches, physical activity leaders, performing art instructors, teaching assistants, teachers and kitchen workers.	This pathway is designed for care practitioners that store, handle or prepare food. This includes home carers, residential carers, coordinators, managers, social workers, nurses and kitchen workers.

Qualification participants + progression

Employability progression routes	This qualification provide evidence of valid CPD for activity and care practitioners. Most roles in these environments are required to undertake annual CPD. This is recognised as high-value CPD as learners must evidence a required level of attainment to achieve the qualification certificate.
Education progression routes	This qualification may be used alongside other qualifications to register onto higher level qualifications for activity or care practitioners.

Qualification endorsements	This qualification is supported by the RYNAT Limited as a specialist education provider in this domain.

Qualification Summary

Qualification purpose	The qualification purpose is to update and continue professional development (CPD) The qualification sub purpose is to develop skills relevant to a particular specialisation within an occupation.
Qualification rationale	The rationale for the development and deployment of this qualification is to enable activity and care providers to ensure safe practice in food safety and hygiene through a qualified and competent workforce. This protects the workforce, their customers the public and promotes duty of care. The rationale for the qualification to be completed in the context of an occupational pathway is to enable learners to embed food safety and hygiene principles and practices seamlessly into their role upon successful completion.
Qualification aim	The aim of this qualification is to develop the learner's ability to embed food safety and hygiene principles into practice in the context of their occupational role and environment defined by the selected pathway.
Qualification objective	The objective of this qualification is to benefit to learners through professional development in their occupational role and environment. Learners will develop the ability to be compliant with food safety and hygiene regulations, and safe practice guidelines. They will be trained and assessed in the context of the activity OR care environment pathway. Successful learners will be knowledge and skills associated with: • Food safety and hygiene principles aligned to legislation and regulation • Food safety and hygiene practices relevant to own role and occupational environment.
Qualification uniqueness	This qualification is uniquely designed to be completed in a specialist pathway. This enforces occupationally contextualised learning and assessment. Contextualisation is proven to enhance the learning experience, increase achievement rates and enables effective and safe application of knowledge and skills into practice. The Register of Regulated Qualifications should be accessed to source information on other awarding organisation providers who offer similar provision.

Qualification Structure

This qualification is required to be delivered in the context of one of its specialist pathways. Learners are required to complete 2 mandatory units. The core unit and the unit associated with the chosen pathway. The qualification certificate will reflect the qualification in the context of the pathway.

Transcend Level 2 Award in Food Safety and Hygiene in Activity Environments
Transcend Level 2 Award in Food Safety and Hygiene in Care Environments

Unit Title		Ref	Level	GLH	DSH	TUT	Credit
Core Unit: Principles							
U01Core	Food safety and hygiene principles	T/618/3295	2	2	14	16	1
Pathway Unit: Activity Environment							
U02 P01	Food safety and hygiene practices in activity environments	A/618/3296	2	2	14	16	1
Pathways Unit Care Environment							
U02 P02	Food safety and hygiene practices in care environments	F/618/3297	2	2	14	16	1
Summary			**2**	**2**	**14**	**16**	**2**
Total Qualification Time			16 Hours TQT				

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 in the context of each pathway. Centres must ensure full compliance with ALL conditions to achieve and maintain centre recognition and qualification approval status for each pathway.

Qualification Resource Conditions
The recognised centre is required to supplement RC5.1 of the **Transcend Recognised Conditions** with the following rules.

Qualification workforce	The recognised centre must ensure that they evidence workforce competence though tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational competence must also be evidenced by • a recognised certificate in health and safety or food safety and hygiene or equivalent • a level 3 role related regulated qualification for a practitioner working in the pathway context. • experience of working as a practitioner in the pathway context [2 years minimum]. The recognised centre is required to ensure the tutor/assessor to learner ratio per cohort is a minimum of 1:50. In exceptional circumstances, the awarding organisation will allow adaptations to this requirement to prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.
Qualification facilities	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the training and assessment programme in the pathway context.

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	Prior to registration for the qualification learners are required to: • be accurately identified • be at least 16 years of age* • be working in the pathway environment • be able to communicate effectively in English [reading, spoken, listening and writing]. *16-17-year-olds can register when on an apprenticeship. Any activities they undertake associated with food safety and hygiene must be under supervision during the qualification and upon completion until they reach 18 years of age.
Learner adjustments	The recognised centre is required to conduct initial assessment to evaluate barriers to access for learners with certain protected characteristics as defined by the Equality Act 2010. The following protected characteristics have been identified as potential barriers to access which are justified for safety purposes. <table><tr><td>**Age**</td><td>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.</td></tr><tr><td>**Disability**</td><td>Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult 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.</td></tr></table> Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to ensure learners unique access needs are reviewed. These should be requested in line with *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 the approved qualification pathway.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking reference, training and assessment dates, venues, and the workforce per learner. Activities refer to applications, initial assessment, learner agreements, pre-course learning, attendance on learning and assessment activities. Activities also refer to recording dates and intel on learner assessment windows, receipt of learner 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 model	The recognised centre is required to document their delivery models for each pathway they are approved to offer. They are eligible to adopt the exemplar model as outlined below. Alternatively, they can develop their own models to retain their own USPs. All delivery models must be supported by a documented training and assessment programme. Inclusive teaching and learning materials should be in place. Delivery models, programmes and materials must be mapped to the core and pathway unit specifications. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and attainment indicators. The models, materials, and the programmes must be agreed in writing by the awarding organisation. The selected model must be recorded for each cohort of learners and all details communicated to each learner prior to delivery.

Digital Learning	**Case Study Assessment**	**Authentication Discussion**
The learner should be given an induction. The learner should then be given access to a series of **digital learning experiences** which are aligned in full the learning outcomes within the core and relevant pathway unit specifications. The learner must be allocated a tutor/mentor to ensure they are supported.	The learner will be required to complete **a case study scenario** which is based upon their own role and occupational environment. This is aligned in full to the assessment criteria in the core unit and relevant pathway unit specification. The case study **MUST** be completed and submitted before the assessment authentication discussion. The assessor MUST have received case study results PRIOR to any assessment authentication discussion.	The learner will attend an assessment authentication **discussion**. This can be with an individual learner or group of learners for manageability purposes. Where a group discussion is selected, the learner must actively participate to enable true and accurate authentication of their case study assessment.
1 week – 11 months dependent on centre purpose and learner characteristics	This must be submitted prior to authentication discussion.	Each learner must be is identifiable and active in the discussion to enable assessment authentication.
1 GLH 12 DSH	**2 DSH**	**1 GLH**

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

Qualification 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 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 method is a portfolio of evidence that contains a case study scenario.
	Strategy The learner must complete a case study scenario. This will consist of a series of questions which enable them to evidence ability to ensure effective application of food safety and hygiene principles and practices. This must be in the context of their own role and the occupational environment defined by their selected pathway. The scenarios questions will check and challenge the learner's ability to comply with legislation, regulation and employer expectation. The question responses will enable the learner to evidence skills required to keep their customers safe through effective food safety and hygiene practices.
Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio [LAP] for the selected pathway provided by the awarding organisation. These are designed specifically to cover all assessment criteria and ensure standardisation of assessment across pathways. In the rare event that a centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping of all aspects of the core and relevant pathway unit specifications. 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 assessment environment is safe. In both qualification pathways the assessment can be done on course in a safe education environment or remotely in their own environment. This is dependent on the centre's delivery model.

Assessment authentication	The recognised centre is required to ensure that learners complete the assessment without support from others. The assessment must be their own work. Any case studies completed remotely without an assessor present must be authenticated. Authentication discussion is recommended as an effective method. To do this the learner must attend a fifteen-minute professional discussion as an individual or 30-minute professional discussion within a group [maximum 10]. The assessment authentication in the group setting must only be confirmed where the learner actively participates. Assessment authentication discussions can be face to face or via web-based meetings in real time with the assessor and learner present. Web-based meetings 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. Where the recognised centre prefers to use and alternative authentication strategy this must be submitted to the awarding organisation for validation and approval prior to any implementation.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the case study assessment portfolio in accordance with the pathway specific 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 core and pathway unit specifications. 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 pathway 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 pathway certificate.

Assessment re-marks	The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the Transcend Engagement Team. 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 *Transcend Appeals Policy.*

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 pathway has been assigned a **medium-risk** profile based upon the key risk indicators. The areas in green have been selected for each of the qualification pathways 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	The recognised centre is required to have an internal quality assurance strategy in place which must consider: Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data[1] checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation across all assessment tasks] Internal scrutiny of qualification assessment [standardisation activities across all assessment tasks] Internal scrutiny of qualification assessment [risk-based moderation across all authentication tasks]
Internal moderation	The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of **Centre Assessment Standards Scrutiny** for assessment, which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place 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: • 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 the selected pathway • 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. The recognised centre should identify a percentage of learners to be sampled per assessor per course OR a percentage of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.

---

[1] Data checks must as a minimum consider timely and accurate coordination of the course/programmes and must refer to the delivery venue, fair recruitment, initial assessment, access arrangements, learner agreements, allocation of workforce, attendance, retention, achievements across the assessment and reassessments for each task aligned to the assessment strategy, internal moderation dates, results reporting and certification requests. Data must be captured and subject to internal control for every learner prior to requests for certification being made.

External quality assurance	The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance strategy determines the nature, frequency and sampling sizes as shown: Scrutiny of the qualification workforce competence checks on 100% bookings Scrutiny of the qualification delivery venue and facility safety via risk-based external **monitoring** activities. Scrutiny of the qualification coordination timings and accuracy via risk-based external **monitoring** activities. Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external **monitoring** activities. Scrutiny of the qualification assessment standards via risk-based external **moderation** interventions. Scrutiny of the qualification internal quality assurance via risk-based external **moderation** interventions. The **external monitoring** activities take place during the external **moderation** interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources. Our **external quality assurance reports** may be communicated per moderation intervention in a matrix via email or 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 pathway. 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.

External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of **Centre Assessment Standards Scrutiny** for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategies confirmed here are associated with the assessor's experience in delivering this qualification, the **medium-risk** profile assigned to the qualification pathways and the recognised centre's qualification pathway approval risk profile. 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].

External moderation of portfolios	**Strategy 01: First assessment per assessor [aligned to the product 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 both qualification pathways. Real time assessment is defined as assessments where the learner and the assessor are present. In these qualification pathways there are no real time assessments confirmed in the strategy. However, where the centre chooses discussion to authenticate the case study assessments these should be considered as a real time assessment activities.	
	Real time assessment strategy	
	RTA Strategy 01	**EQA Presence and moderation** annually as a minimum to all centres, per qualification pathway, per real time assessment.
	RTA Strategy 02	**EQA Presence and moderation biannually** per centre, per qualification pathway, 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	06 Aug 2020	**Publication 01**
Version 02	01 Sep 2021	**Publication 02:** Quality assurance section updated to include CASS Strategies.