



TRANSCEND
AWARDS

Transcend Level 2 Certificate in Wellness Optimisation

Specialist Pathway Qualification
Specification

1 September 2021: Version 02

Welcome!

Welcome to the **Transcend Level 2 Certificate in Wellness Optimisation**. Transcend is an Ofqual recognised awarding organisation and this is a specialist pathway qualification that sits on the Ofqual register of regulated qualifications. It can only be achieved in the context of one of the pathways which consist of Wellness Optimisation for [Holistic Health](#), [Rugby League or Football](#). This specification confirms the qualification purpose statement, the pathways and delivery conditions. It must be read and complied with conjunction with the *Transcend Centre Recognition Conditions*, the *Pathway Unit Specifications* and *Pathway Assessment Materials*.

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Part 01: Qualification Purpose

Qualification Pathway Scope			
<p>The Transcend Level 2 Certificate in Wellness Optimisation is an Ofqual regulated personal skills qualification that sits in sector subject area 01.3 Health and social care. This is a specialist pathway qualification that its designed to be delivered in the context of one of the optional pathways:</p> <p>Wellness Optimisation for Holistic Health Wellness Optimisation for Rugby League Wellness Optimisation for Football</p> <p>It is a transformational qualification created empower learners aged 14+ to enhance their wellbeing levels in order to optimise their holistic health, rugby league or football performance dependent upon their chosen pathway.</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	603/5868/3	Qualification sector
	Qualification start date	17 May 2020	Qualification TQT
	Qualification review date	31 Jan 2026	Qualification GLH
	Qualification credit	18	Qualification DSH
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 uniquely designed to align to the World Health Organisation perspective that health it is a state of complete physical, psychological, and sociological wellbeing. This qualification is endorsed by the Chartered Institute for the Management of Sport and Physical Activity [CIMSPA] as valid CPD. Successful learners are eligible to receive 1 point towards their annual CPD expectations as a member of CIMSPA.		

Qualification partners	This qualification is developed in collaboration with industry specialists GYMWOLFPT and INSPIRATUS Training and as the technical partners. Each qualification pathway is developed in collaboration with the following industry leaders in their respective fields.	
	Pathway in the context of holistic health	INSPIRATUS Training
	Pathway in the context of rugby league	Brian Noble Transformational Coaching
	Pathway in the context of football	Ignite Training
	This qualification has been subject to consultation with industry employers, education providers and equality experts. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure the qualification remains fit for purpose.	
Qualification providers	This qualification is designed to be delivered through private training providers, schools, colleges, universities, and industry employers including detention centres and prisons.	
	It is accessible to any organisation which meets the centre recognition and supplementary qualification conditions and are recognised as centres that are approved to deliver this qualification by the awarding organisation.	
	Recognised centres are required to deliver the qualification in accordance with the centre recognition and supplementary qualification delivery conditions.	
	Applicant centres	Recognised centres
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification participants + progression routes	Holistic Health Pathway	
	This qualification is for 14+ children, young adults and adults who require whole person wellness development skills. This qualification is particularly relevant to those with physiological, psychological, or sociological wellness development needs.	
	Education route:	This qualification will enable secondary school children to evidence progress towards their PSHE and physical education targets. It will enable adults to access qualifications in wellness coaching including the Transcend Level 2 Certificate in Coaching Wellness Activities .
	Employability routes:	This qualification may support the development of career pathways in any industry due to the goal setting, planning and performance review skills which are inherent to the successful achievement of this certificate.
	Rugby League Pathway	
	This qualification is for adult rugby league players aged 14+ children, young adults, and. Players can be those who participate at school, community, or club level, those on a performance pathway and those with a professional contract.	
	Education routes	This qualification will enable secondary school rugby players to evidence progress towards their PSHE and physical education targets. It may enable club based and older rugby players to progress to qualifications in rugby league development, rugby league coaching and wellness coaching including the Transcend Level 2 Certificate in Coaching Wellness Activities .
	Employability routes:	This qualification may support the development of a career pathway as a rugby league player.
	Football Pathway	
	This qualification is for 14+ children, young adults, and adult football players and coaches. Players can be those who participate at school, community, or club level, those on a performance pathway and those with a professional contract.	
	Education routes	This qualification will enable secondary school football players to evidence progress towards their PSHE and physical education targets. It will enable adults to access qualifications in football development, football coaching and wellness coaching including the Transcend Level 2 Certificate in Coaching Wellness Activities .
	Employability routes:	This qualification may support the development of a career pathway as a football player.

Qualification endorsements	The qualification is endorsed and supported by the following industry leading organisations:	
	INSPIRATUS	Industry leading education provider in whole person wellness
	GYMWOLFPT	Industry leading health and fitness specialist
	Ignite Sport	Industry leading education provider in football
	Brian Noble Transformational Coaching [BTNC]	Industry leading coach and consultant in rugby league

Qualification Summary	
Qualification purpose	<p>The qualification purpose is to recognise personal growth and engagement in learning.</p> <p>The qualification sub-purpose is to recognise development of skills to operate independently and effectively in life, learning and work.</p>
Qualification rationale	<p>The rationale is to influence the individuals to take responsibility for their own wellbeing which will in turn support the health of the nation. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." There are a number of evidencable issues in England in each of these dimensions.</p> <p>Physical Wellness</p> <p><i>Tackling obesity is one of the greatest long-term health challenges currently faced in England. Around two-thirds (63%) of adults are above a healthy weight, and of these half are living with obesity. In England 1 in 3 children leaving primary school are overweight or living with obesity with 1 in 5 living with obesity. Obesity prevalence is highest amongst the most deprived groups in society. Children resident in the most deprived parts of the country are more than twice as likely to be living with obesity than those in the least deprived areas. Obesity is associated with reduced life expectancy and a range of health conditions including type 2 diabetes, cardiovascular disease, liver and respiratory disease and cancer. Obesity can also have an impact on mental health.</i></p> <p style="text-align: right;">Active Lives Adult Survey (ALAS) 2015 to 2021 National Child Measurement Programme (NCMP) for academic year 2020 to 2021</p> <p>Psychological wellness</p> <p><i>Mental illness is the second-largest source of burden of disease in England. Mental illnesses are more common, long-lasting and impactful than other health conditions. The total cost of mental ill health in England is estimated at £105 billion per year. Half of mental ill health starts by age 15 and 75% develops by age 18 (4,5) 12.8% of young people aged 5-19 meet clinical criteria for a mental health disorder. In an average classroom, ten children will have witnessed their parents separate, eight will have experienced severe physical violence, sexual abuse or neglect, one will have experienced the death of a parent and seven will have been bullied.</i></p> <p style="text-align: right;">MHFA England</p> <p>Sociological wellness</p> <p><i>Research suggests that those most at risk of loneliness now are similar to before the outbreak of COVID-19. Findings includes young adults aged 16-24; those with a disability or long-term illness; those with long-term health conditions; and those from lower income households. However, some other groups are more at risk than before, including students who were highlighted as being one of the groups more at risk of loneliness. A connection between loneliness and those experiencing high levels of anxiety has been identified.</i></p> <p style="text-align: right;">Office for National Statistics</p> <p>The rationale is therefore based upon the evidence and the intent is to empower individuals to enhance their wellness levels which will in turn impact positive on society at large.</p>

Qualification aim	The aim of the qualification is to develop the learner's ability to prepare, plan, participate in and review the impact of a tailored wellness programme. The intent is to optimise holistic health, rugby league or football participation performance or professionalisation.
Qualification objective	<p>The objective of the qualification is to provide a benefit to learners by enabling them to engage in a wellbeing programme which considers whole person wellness dimensions in the context of optimising holistic health, football, or rugby league participation performance or professionalisation. Learners will develop the skills in order to:</p> <ul style="list-style-type: none"> • Profile their current wellness levels across dimensions and set goals • Plan a practical wellness programme in the context of holistic health, rugby league or football which is tailored to own needs • Participate in and monitor progress of a wellness programme the context of holistic health, rugby league or football • Performance review the impact of a wellness programme in the context of holistic health, rugby league or football. <p>To achieve the qualification learners must achieve a pass against all assessment criteria outlined in the units for their selected pathway. This includes being able to accurately evidence enhanced wellness levels and identify why their levels improved. OR where learners wellness levels have not improved they MUST identify an accurate reason for this based on their unique circumstances and identify how they will overcome this to enhance their wellness levels in the future.</p>
Qualification uniqueness	This is the only regulated qualification that has been exclusively designed to enable learners to improve their own wellbeing levels and optimise their holistic health, rugby league or football games. The Register of Regulated Qualifications provides information on other awarding organisation providers who offer similar provision.

Qualification Structure

This qualification is required to be delivered in the context of a specialist pathway. The pathways are fixed and pre-determined for validity purposes and provide the emphasis for the title of the qualification on the certificate:

Transcend Level 2 Certificate in Wellness Optimisation for Holistic Health

Transcend Level 2 Certificate in Wellness Optimisation for Rugby League

Transcend Level 2 Certificate in Wellness Optimisation for Football

To achieve the qualification and be awarded the certificate learners must successfully complete two mandatory units. One core unit that and one mandatory unit from one of the optional pathways.

Unit Title		Ofqual Ref	Level	GLH	DSH	TQT	Credit
Core Unit							
CU01	Wellness optimisation	D/618/1251	2	10	79	89	9
Pathway Unit: Holistic Health							
PU01	Wellness programming in holistic health	Y/650/1572	2	10	79	89	9
Pathway unit: Rugby league							
PU02	Wellness programming in rugby league	A/650/1573	2	10	79	89	9
Pathway Unit: Football							
PU03	Wellness programming in football	H/618/1252	2	10	79	89	9
TOTALS				20	158	178	18

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 maintain centre recognition and qualification approval status.		
Qualification Resource Conditions		
The recognised centre is required to supplement RC5.1 of the Transcend Recognised Conditions with the following rules.		
Qualification workforce	The recognised centre must ensure that they evidence workforce competence.	
	Tutors	Assessors and IQAs
	Tutors are required to have a minimum of a level 3 regulated coaching qualification or equivalent. This supersedes the tutor rules in the recognition conditions.	Assessors and IQA must have assessment and quality assurance qualifications as outlined in the recognition conditions.
	<p>All members of the workforce must evidence occupational and technical competence though:</p> <ul style="list-style-type: none"> • a clear and current disclosure barring service certificate • a current [within two years] and relevant safeguarding certificate • 2 years minimum experience working in the relevant context [holistic health, rugby league or football] or equivalent. <p>The recognised centre is required to ensure the tutor to learner ratio per cohort is a maximum of 1:30. In exceptional circumstances, adaptations may be allowed prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.</p>	
Qualification resources	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the training and assessment programme designed to promote whole person wellbeing in the specialist 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

The recognised centre is required to ensure that prior to registration learners are able to:

- be accurately identified
- be at least 14 years of age
- be able to communicate effectively in English [reading, speaking, listening, and writing]

Learners must also be able to evidence pre-requisites associated with their selected pathway as follows:

Holistic health	Rugby League	Football
Learners must be able to evidence an interest in developing their holistic health.	Learners must be able to evidence a placement in a rugby league context through club participation, a performance pathway or as a profession.	Learners must be able to evidence a placement in a football context through club participation, a performance pathway or as a profession.

Learner adjustments

The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics. These are justified for physical and emotional safety purposes. These include but are not limited to:

Age	Individuals under the age of 14 are not permitted to attend this qualification for emotional and physical safety purposes. As a result, no adjustments to this barrier can be applied.
Disability	Individuals with psychological, physiological, or sociological difficulties or disabilities may find some of the competencies difficult or dangerous to their own or others wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only 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. Reasonable adjustments 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 this qualification.
Learner attendance and achievement records	<p>The recognised centre is required to record all learning and assessment activities. This includes the booking reference, dates, venues, and workforce members assigned to each learner. Activities refer to enrolment applications, initial assessment, learner agreements, attendance on the learning programme, assessment activities and authentication discussions.</p> <p>It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results via systems and in the LAR 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.</p>

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. They are eligible to adopt the exemplar delivery model provided by the awarding organisation as outlined below. They are also eligible to develop their own model to retain their own USPs as an education provider. All delivery models must be supported by documented training and assessment programmes. Inclusive teaching and learning materials should be developed. Delivery models, training and assessment 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 model, materials, and the programme 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 the programme.

Phase 01	Phase 02	Phase 03	Phase 04
Preparation	Learning	Assessment [6-8 weeks]	Plenary
Induction	Dimensions of wellness Profiling and planning methods Participation and tracking methods Performance review methods	Profiling and goals Planning and preparation Participation and progress Performance review and impact	Authentication discussions
1 GLH	6 GLH	12 GLH 158 DSH	1 GLH
Total GLH: 20 Total DSH: 158 TQT: 178			

The recognised centre is required to ensure that learners complete all training and assessment opportunities 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 Transcend as the awarding organisation and assessed by the military education personnel. The final portfolios must be marked by a qualified assessor within the recognised centre.

Assessment strategy	The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence which must be authenticated through discussion.		
	Strategy		Methods
	Strategy 01: Personal profiling	Learners are required to create an accurate profile of their current wellness levels. The results should be used to set SMART goals for a wellness programme.	Portfolio of evidence
	Strategy 02: Planning and participation	Learners are required to plan their own wellness programme. This must last a minimum of 6-8 weeks. In doing so they will plan to complete activities across each of the wellness dimensions. They must track their participation and progress. At the halfway point learners must analyse their progress to identify strengths, opportunities for improvement.	Portfolio of evidence
	Strategy 03: Performance and impact	Learners are required to review the impact of their wellness programme by reviewing their wellness levels and updating their profile. They must then compare scores from their profile at the start of the programme. Learners should analyse their behaviours during their programme that may have influenced the results and whether this had positive or negative impact. Learners must then explain how this may or may not have optimised their wellness levels and what steps they can take to stay healthy and well in the future.	Portfolio of evidence

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio provided by the awarding organisation. This is designed specifically to cover all assessment criteria and ensure standardisation of assessment. In the rare case that a recognised centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping to the qualification and unit specification. Assessment guidance must also be created to ensure standardisation of the levels of attainment for each task. These will be checked to ensure the level of demand in each task are comparable and the guidance will ensure standardisation before approval.
Assessment environment	The recognised centre is required to ensure the portfolio of evidence tasks are completed in a safe, secure environment. Learners can complete these in their own environment remotely. Where the authentication discussion is completed via a web solution the recognised centre must have mechanisms in place to authenticate each learner and to ensure there is no misrepresentation.
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. Learners portfolios should be authenticated through an authentication discussion.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with fair assessment and VARCS rules of evidence. This means that the assessment must be fair, valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decisions considering these rules' they should follow their recognised centre's appeals process.
Assessment attainment	The assessment for this 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 assessors and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task. This must be marked in line with the attainment indicators.
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 two-year period of registration. Any learners that have not achieve the qualification must be reported to the awarding organisation as a fail, 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 from the Transcend Engagement Team.</p> <p>Where the appeal is associated with the outcomes of a professional discussion, the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that 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.</p>
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Qualification Quality Assurance Conditions

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 **LOW-risk** profile based upon the following risk indicators. The areas in green have been selected for this qualification based upon the information contained in this specification. An average of assigned risk levels has been applied to establish the overall qualification risk profile.

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
Qualification Risk Profile	LOW 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 [data¹ checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation] Internal scrutiny of qualification assessment [standardisation activities]
Internal moderation	<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 must consider the following key risk indicators:</p> <ul style="list-style-type: none"> the risk profile for this qualification [LOW] the experience of the assessors in their role as an assessor the experience of the assessors in the delivery of these qualifications the assessment samples to include portfolios across every learner cohort the assessment samples to include observations of practical assessment periodically the number of learners registered and whether these attend a course or rolling programme. <p>The recognised centre should identify a % of learners to be sampled per assessor per course OR a % of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</p>

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. 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 workforce. The 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 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 external moderation interventions. This enables an evaluation of compliance across the breadth of the centre recognition and supplementary qualification delivery conditions to be conducted at the same time as scrutinizing the assessment standards. This maximises the use of resources and reduces the monitoring burden for recognised centres.</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 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. In all cases the results of each external moderation intervention is recorded 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 accessed by the recognised centre and the awarding organisation workforce.</p>
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Appendix 01: 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	17 May 2020	Publication 01
Version 02	01 Sep 2021	Publication 02: The Qualification Quality Assurance Conditions section has been updated to include centre assessment standards scrutiny strategies for this qualification. The GLH have increased to 20 and age pre-requisite have also been updated to 14 for validity purposes.