



Transcend Level 3 Award in
Nutritional Intervention for
Exercise, Wellbeing and
Weight Management

Qualification Specification

Version 03: 01 January 2023

Welcome!

Welcome to the **Transcend Level 3 Award in Nutritional Intervention for Exercise, Wellbeing and Weight Management**. Transcend is an Ofqual recognised awarding organisation this is a qualification that sits on the Ofqual register of regulated qualifications. This specification confirms the qualification purpose statement and delivery conditions. This specification must be read and complied with conjunction with the *Transcend Centre Recognition Conditions*, the *Unit Specification* and *Assessment Guidance*.

Part 1: Qualification Purpose		Page
Qualification scope		03
Qualification summary		05
Qualification structure		06
Part 2: Qualification Delivery Specification		
Qualification resources	Supplementary to Transcend Centre Recognition Condition 5.1	07
Qualification coordination	Supplementary to Transcend Centre Recognition Condition 5.2	08
Qualification delivery	Supplementary to Transcend Centre Recognition Condition 5.3	10
Qualification assessment	Supplementary to Transcend Centre Recognition Condition 5.4	11
Qualification quality assurance	Supplementary to Transcend Centre Recognition Condition 5.5	14
Appendix		
Appendix	Qualification specification version control	17

Part 01: Qualification Purpose

Qualification Scope				
<p>The Transcend Level 3 Award in Nutritional Intervention for Exercise, Wellbeing and Weight Management is an Ofqual regulated qualification. It is particularly relevant to sport, fitness, health and nutrition coaches.</p> <p>The aim of the qualification is to enable coaches to design and deliver nutritional interventions that support their clients or participants exercise, wellbeing and weight management programmes. Learners will be able conduct an impact analysis and make future recommendations to influence their clients sustainable development.</p>				
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 5 qualification on the Register of Regulated Qualifications and is equivalent to a Level 6 on the European Qualifications Framework (EQF) .			
	Regulator reference	603/5310/7	Qualification sector	01.3 Health and social care
	Qualification start date	12 Dec 2019	Qualification TQT	48
	Qualification review date	31 Dec 2026	Qualification GLH	07
	Qualification credit	05	Qualification DSH	41
Qualification awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.			
Qualification standards	The industry standard organisation is CIMSPA, the Chartered Institute for the Management of Sport and Physical Activity . This qualification is aligned to the Learning and Development Requirements (LDRs) for Nutrition within the CIMSPA Professional Standard: Personal Trainer.			

Qualification partners	<p>This qualification is developed in collaboration with industry influencers Future Fit Training Limited as the technical partner. Future Fit is a leading national training provider for Gym Instructors, Personal Trainers, Nutritional Advisers and Pilates Instructors in the UK.</p> <p>This qualification has been subject to industry consultation with sector employers, training providers, equality experts and learners. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure the qualification remains fit for purpose</p>	
Qualification providers	<p>This qualification is designed to be delivered through local, regional, and national training providers, colleges, universities, and industry employers. It is accessible to any organisation which meets the centre recognition and qualification approval conditions. Recognised centres are required to deliver the qualification in accordance with the centre recognition and qualification delivery conditions.</p>	
	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	<p>This qualification is relevant to adults aged 16+ working in sport, fitness, health, and nutrition coaching roles.</p>	
	Employability progression routes	This qualification can be used as continued professional development for sport, fitness, health, and nutrition coaches to improve their practice through nutritional interventions.
	Education progression routes	<p>This qualification may be used to support progression onto higher level nutrition qualifications including:</p> <ul style="list-style-type: none"> Transcend Level 4 Certificate in Transformational Nutrition Coaching Transcend Level 5 Award in Nutrient Metabolism Transcend Level 5 Award in Nutrition and Immunity
Qualification endorsements	<p>This qualification is supported by Future Fit Training as a specialist and industry leading education provider in nutrition.</p>	

Qualification Summary	
Qualification purpose	The qualification purpose is to continue professional development (CPD) The qualification sub-purpose is to develop knowledge and/or skills relevant to a particular specialization within an occupation.
Qualification rationale	<p>The rationale for the development, delivery and awarding of this qualification is to support the development of the workforce in sport, fitness, health, and nutrition coaching roles. Achieving this qualification will enable these professionals to influence healthy behaviours and enable their clients of participants to achieve goals. The UK is currently experiencing an obesity crisis and this qualification is a direct response to this.</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>
Qualification aim	The aim of the qualification is to develop the learner's ability to provide nutritional interventions designed to facilitate adult exercise, wellbeing and weight management programmes.
Qualification objective	The objective is to provide a benefit to learners in sport, fitness, health or nutrition coaching roles. Learners will develop the knowledge and skills required to enable them to influence positive behaviours of their clients through nutritional intervention and impact analysis. Successful learners will be able to provide a nutritional intervention for their clients or participants in context to enable them to achieve their exercise, wellbeing or weight management goals. Learners will be able to conduct an impact analysis to make future recommendations to influence sustainable results.
Qualification uniqueness	This qualification is uniquely designed to enable coaches sport, fitness, health or nutrition coaching roles to improve their practice through nutritional interventions that support their clients or participants in their exercise, wellbeing or weight management goals. 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 comprised of two mandatory units. To achieve the qualification and be awarded the certificate learners must successfully achieve both mandatory units.

Unit Title		Ofqual Ref	Level	GLH	DSH	TUT	Credit
U01	Driving behaviour change through nutritional intervention and impact analysis	K/617/4920	3	3	17	20	2
U02	Deployment expectations when conducting nutritional intervention and impact analysis	L/617/8992	3	4	24	28	3
Total Qualification Time and Total Credits				7	41	48	5

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
<p>This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions. The rules outlined below are supplementary conditions specific to this qualification. To become approved for this qualification the recognised centres must evidence the full compliance with ALL conditions.</p>	
Qualification Resource Conditions	
<p>The recognised centre is required to supplement RC5.1 of the Transcend Recognised Conditions with the following rules.</p>	
<p>Qualification workforce</p>	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational and technical competence must be evidenced through</p> <ul style="list-style-type: none"> • a regulated level 3 Personal Training, Sports Coaching or Nutritional Advisor qualification which includes nutritional interventions or equivalent • professional experience [minimum two years] delivering nutritional intervention programmes as a tutor or to individual clients <p>The recognised centre is required to ensure the tutor to learner ratio per cohort is a maximum of 1:25. There is no minimum due to the nature of the qualification. 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>
<p>Qualification resources.</p>	<p>The recognised centre must have facilities, and equipment to cater for the breadth of the training and assessment programme.</p>

Qualification Coordination Conditions					
<p>The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.</p>					
Learner pre-requisites	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • be accurately identified • be at least 16 years of age • be able to communicate effectively in English [reading, speaking, listening, and writing] • be able to access a client or participant with exercise. Wellbeing or weight management goals <p>Learners under 18 years must be supported in line with safeguarding laws and must not be left alone with a client. Successful learners will not be eligible to provide client support autonomously until 18 years of age.</p>				
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristic. These are justified for physical and emotional safety purposes. These include but are not limited to:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #cccccc; width: 15%;">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 style="background-color: #cccccc;">Disability</td> <td>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.</td> </tr> </tbody> </table> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners and ensure safety of participants. Reasonable adjustments should be requested in line with Transcend Reasonable Adjustments Policy.</p>	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.	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.
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.				
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<p>Learner agreements</p>	<p>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.</p>
<p>Learner attendance and achievement records</p>	<p>The recognised centre is required to record all learning and assessment activities. This includes the booking reference, dates, venues, and workforce assigned to each learner. Activities refer to enrolment applications, initial assessment, learner agreements, attendance on 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, confirming results via a 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 a documented training and assessment programme. Inclusive teaching and learning materials should also be developed. Delivery models, teaching 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
Induction	Blended learning	Assessment	Authentication discussion
Introduction	eLearning Tutor Support	Portfolio of evidence Tutor Support	Professional discussion
GLH 01	GLH 2 DSH 16	GLH 4 DSH 24	GLH 01
Total GLH: 07 DSH: 41 TQT: 48			

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

Qualification Assessment Conditions	
<p>The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules. The assessment framework for this qualification is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.</p>	
Assessment strategy	<p>The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence and professional discussion.</p>
	<p>Strategy 01 The learner must source a client of and complete a client consultation. The client must be an adult of 18+ years. Clients must have a need for a nutrition programme which will support:</p> <ul style="list-style-type: none"> • exercise or sport participation • exercise or sport performance • health and wellbeing • weight management • hypertrophy.
	<p>Strategy 02 The learner must develop, deliver, monitor, adapt and evaluate a 6-12-week nutrition programme to support the achievement of the clients' goals having conducted the consultation. This must be a nutritional intervention which includes client education. The learner must conduct four periodic reviews during the programme and make adaptations as needed in light of client's personal circumstances. A final impact analysis must be completed and must evidence the client's sustainable progress. This cannot be evidenced the learner must be able to justify the reasons and make recommendations.</p>
	<p>Strategy 03 The assessor must complete a synoptic skills assessment in light of all evidence. The assessor will complete a synoptic skills report. This report will review all skills evidenced within the portfolio. The overall client engagement will be assessed, and the learners are expected to have made a positive impact on the client in light of behaviour change. The assessor should conduct a professional discussion to authenticate the evidence.</p>

Assessment tasks	The recognised centre must ensure 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. The learner should provide client consultation and progress reviews in an safe and professional environment for both the learner and the client. Learners under 18 must be supervised. 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 a professional discussion.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with fair assessment and the 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 via the Transcend Engagement Team.</p> <p>Where the appeal is associated with the outcomes of a practical observation or professional discussion, the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that 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>
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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 **MEDIUM-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	MEDIUM RISK		

<p>Internal quality assurance</p>	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data¹ checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation] Internal scrutiny of qualification assessment [standardisation activities]
<p>Internal moderation</p>	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place on each cohort before results are reported to the awarding organisation and requests for certification are made. Sampling strategies must consider the following key risk indicators:</p> <ul style="list-style-type: none"> • the risk profile for this qualification [MEDIUM] • 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> <ul style="list-style-type: none"> 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>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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External moderation	The recognised centre is required to cooperate with the awarding organisation risk-based external moderation interventions. External moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the recognised centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategy shown here is associated with the assessor's experience in delivering these qualifications, the medium-risk profile assigned to this qualification and the recognised centre's qualification approval risk profile for the qualification. This strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].	
	Strategy 01: First assessments per assessor [aligned to the product risk profile which is 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% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor per booking
	Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings ²
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP across learners for each assessor across bookings

² The term **across booking** is associated with a period which will be confirmed per centre dependent on the number of requests for certification within that time period. All learners within this time period per assessor will be considered to be a cohort.

External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the medium-risk profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification this refers to:</p> <ul style="list-style-type: none"> Professional discussions 	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, for this qualification for each real time assessment method.
	RTA Strategy 02	EQA Presence and moderation biannually per centre, for this qualification for each real time assessment method 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	17.12.2019	Publication 01
Version 02	01.09.2021	Publication 02: The qualification specification has been updated into a new format. The quality assurance section content updated to include centre assessment standards scrutiny [CASS] strategies.
Version 03	01.01.2023	Publication 02: The review of the qualification identified no material changes needed. The lifecycle review date has been updated.