



**TRANSCEND**  
AWARDS

Transcend Level 5  
Award in Nutrient Metabolism

Qualification Specification  
Version 01: 24 February 2022

## Welcome!

Welcome to the **Transcend Level 5 Award in Nutrient Metabolism**. 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*.

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## Part 01: Qualification Purpose

| Qualification Scope  |  |                   |                      |                             |
|--|--|-------------------|----------------------|-----------------------------|
| <p>The <b>Transcend Level 5 Award in Nutrient Metabolism</b> is an Ofqual regulated qualification that sits in sector subject area 01.3 Health and social care. This qualification is relevant to adults working in sport, health, fitness, and nutrition coaching roles who have achieved a minimum of a level 4 regulated qualification in nutrition.</p> <p>This qualification is for learners who wish to continue their professional development by developing a deeper understanding of the science that underpins healthy eating guidelines and nutritional interventions. Successful learners will be able to apply this knowledge in their coaching practices with the aim to influence sustainable behaviours in their participants and clients with regards to nutrition.</p> |  |                   |                      |                             |
| Qualification regulation   | This qualification is regulated by Ofqual in England. It is published as Level 5 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 6 on the <a href="#">European Qualifications Framework (EQF)</a> .   |                   |                      |                             |
|  | Regulator reference  | <b>610/0526/5</b> | Qualification sector | 01.3 Health and social care |
|  | Qualification start date   | 24 Feb 2022       | Qualification TQT    | 50                          |
|  | Qualification review date  | 28 Feb 2025       | Qualification GLH    | 14                          |
|  | Qualification credit   | 05                | Qualification DSH    | 36                          |
| Qualification awarding   | This qualification is solely awarded by <a href="#">Transcend Awards Limited</a> as the recognised awarding organisation regulated by Ofqual in England.   |                   |                      |                             |
| Qualification standards  | This qualification has been designed to consider the standards published by the <a href="#">Association for Nutrition</a> . This qualification has also been mapped to the following National Occupational Standards: SKAEAF13 and SFHCHS148 and to elements of the <a href="#">AfN Core Competencies for Nutritionist Degrees</a> : CC1a CC1b and CC1d. |                   |                      |                             |

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| Qualification partners                   | <p>This qualification is developed in collaboration with industry influencers <a href="#">Future Fit Training Limited</a> 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. This qualification is only delivered by education providers that 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 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 18+ working in sport, health, fitness, and nutrition coaching roles who have achieved a regulated level 4 nutrition qualification. It is for those wish to continue their development to gain a deeper understanding of the science that underpins healthy eating guidelines and interventions.</p>   |   |
|  | Employability progression routes   | <p>This qualification can support coaches in their roles in the workplace by developing a deeper understanding of the science that underpins healthy eating guidelines and nutritional interventions. Successful learners will be able to apply this knowledge to their vocational coaching practices with the aim to influence sustainable behaviours in their participants and clients with regards to nutrition.</p> |
|  | Education progression routes   | <p>This qualification may be used to support progression onto a nutrition associated degree programme.</p>  |
| 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    | <p>The qualification purpose is to continue professional development (CPD)</p> <p>The qualification sub-purpose is to develop knowledge and/or skills relevant to a particular specialization within an occupation.</p>   |
| Qualification rationale  | <p>The rationale for the development, delivery and awarding of this qualification is to support the professionalisation of the workforce in sport, health, fitness, and nutrition coaching. This qualification provides a progression route for health, fitness, sport, and nutrition coaches who wish to attain a deeper understanding of nutrient metabolism to apply to their work or to support an application onto a degree programme.</p>   |
| Qualification aim        | <p>The aim of this qualification is to enable learners to gain knowledge of nutrient metabolism in order to influence through effective nutritional advice and interventions as a health, fitness, sport, or nutrition coach.</p>   |
| Qualification objective  | <p>The objective of this qualification is to provide a benefit to learners by enabling them to develop knowledge of nutrient metabolism to improve their coaching practice in a health, fitness, sport, or nutrition context. Learners will develop knowledge of the science that underpins health eating guidelines and nutritional interventions. This includes understand how macro and micronutrients are metabolised and the influence this has on health and body composition. Successful learners will:</p> <ul style="list-style-type: none"> <li>• Understand how carbohydrates are metabolised by the human body</li> <li>• Understand how fats are metabolised by the human body</li> <li>• Understand how proteins are metabolised by the human body</li> <li>• Understand the metabolic role of key micronutrients</li> <li>• Understand the physiological factors influencing body composition</li> </ul> |
| Qualification uniqueness | <p>This qualification is unique as it is the only regulated vocational qualification designed to focus specifically on nutrient metabolism. The <a href="#">Register of Regulated Qualifications</a> should be accessed to source information on other awarding organisation providers who offer similar provision.</p>   |

## Qualification Structure

This qualification is comprised of one mandatory unit. To achieve the qualification and be awarded the certificate learners must successfully the mandatory unit.

| Unit Title                                 |                     | AO ref   | Ofqual Ref | Level | GLH | DSH | TUT | Credit |
|--|---------------------|----------|------------|-------|-----|-----|-----|--------|
| U01  | Nutrient Metabolism | QU000906 | F/650/1476 | 5     | 14  | 36  | 50  | 5      |
| Total Qualification Time and Total Credits |                     |          |            |       |     |     | 50  | 5      |

## Part 02: Qualification Delivery Specification

| Qualification Delivery Conditions   |   |
|---|---|
| This qualification must be delivered in accordance with the <b>Transcend Recognised Centre Conditions</b> . 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. |   |
| Qualification Resource Conditions   |   |
| The recognised centre is required to supplement RC5.1 of the <b>Transcend Recognised Conditions</b> with the following rules.   |   |
| Qualification workforce   | <p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational and technical competence must be evidenced through evidence of successful achievement of a degree in nutrition or equivalent.</p> <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> |
| Qualification resources.  | The recognised centre must have facilities, and equipment to cater for the breadth of the training and assessment programme.  |

## 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 18 years of age
- be able to communicate effectively in English [reading, speaking, listening, and writing]
- be able to evidence the achievement of a regulated level 4 vocational qualification in nutrition.

### 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:

|                   |   |
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| <b>Age</b>        | Individuals under the age of 18 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.   |
| <b>Disability</b> | 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 and ensure safety of participants. Reasonable adjustments should be requested in line with [Transcend Reasonable Adjustments Policy](#).



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| 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 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<br>Tutor Support | Portfolio of evidence | Professional discussion   |
| GLH 01                              | GLH 12 DSH 28              | DSH 08                | GLH 01                    |
| Total GLH: 14 Total DSH: 36 TQT: 50 |                            |                       |                           |

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

| Qualification Assessment Conditions  |   |  |
|--|---|--|
| The recognised centre is required to supplement RC5.5 of the <b>Transcend Recognised Centre Conditions</b> with the following rules. The assessment framework for this qualification is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre. |   |  |
| Assessment strategy  | The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence and professional discussion.  |  |
|  | <b>Strategy 01</b>  | Learners are required to create a portfolio of evidence comprised of theoretical case study questions which must be aligned in full to the assessment criteria and attainment levels in the unit specification.            |
|  | <b>Strategy 02</b>  | Learners are required to attend a professional discussion between 15 and 30 minutes. This is to enable them to justify decisions made in their portfolio and to apply their knowledge to their occupational coaching role. |
| Assessment tasks   | The recognised centre must ensure the learners complete the assessment tasks contained in the <b>Learner Assessment Portfolio</b> 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 professional 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 the professional discussion.  |  |

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| 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 <b>PASS/FAIL</b> 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 3-year period of registration. Any learners that have not achieved 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 <a href="#">Transcend Engagement Team</a>.</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> |

## 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               |
| <b>Qualification Risk Profile</b>       | <b>MEDIUM RISK</b>                        |   |                                    |

|                            |   |
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| 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"> <li>Internal scrutiny of qualification sites [safety checks]</li> <li>Internal scrutiny of qualification workforce [CPD checks]</li> <li>Internal scrutiny of qualification coordination [data<sup>1</sup> checks]</li> <li>Internal scrutiny of qualification delivery [teaching observations]</li> <li>Internal scrutiny of qualification assessment [risk-based moderation]</li> <li>Internal scrutiny of qualification assessment [standardisation activities]</li> </ul>  |
| Internal moderation        | <p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of <b>Centre Assessment Standards Scrutiny</b> 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"> <li>the risk profile for this qualification [<b>MEDIUM</b>]</li> <li>the experience of the assessors in their role as an assessor</li> <li>the experience of the assessors in the delivery of these qualifications</li> <li>the assessment samples to include portfolios across every learner cohort</li> <li>the assessment samples to include observations of practical assessment periodically</li> <li>the number of learners registered and whether these attend a course or rolling programme.</li> </ul> <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> |

<sup>1</sup> 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.

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| <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<br/> Scrutiny of the qualification delivery venue and facility safety via risk-based external <b>monitoring</b> activities.<br/> Scrutiny of the qualification coordination timings and accuracy via risk-based external <b>monitoring</b> activities.<br/> Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external <b>monitoring</b> activities.<br/> Scrutiny of the qualification assessment standards via risk-based external <b>moderation</b> interventions.<br/> Scrutiny of the qualification internal quality assurance via risk-based external <b>moderation</b> interventions.</p> <p>The external <b>monitoring</b> activities take place during external <b>moderation</b> 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 <b>external quality assurance reports</b> 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 <b>Results Validation</b> section of the relevant <b>Booking Form</b> 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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|                     |   |  |
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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 <b>Centre Assessment Standards Scrutiny</b> 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 <b>medium-risk</b> 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]. |  |
|                     | <b>Strategy 01: First assessments per assessor [aligned to the product risk profile which is MEDIUM]</b>  |  |
|                     | Courses   | 40% of 30 learners assessment to be moderated across 100% tasks within the LAP <b>per learner</b> for each new assessor                |
|                     | Programmes  | 40% of 30 learners assessment to be sampled across 100% tasks within the LAP <b>per learner</b> for each new assessor                  |
|                     | <b>Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>  |  |
|                     | Low risk  | 20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking                  |
|                     | Medium risk   | 25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking                  |
|                     | High risk   | 30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking                  |
|                     | <b>Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>   |  |
|                     | Low risk  | 20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings <sup>2</sup> |
|                     | Medium risk   | 25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings              |
|                     | High risk   | 30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings              |

<sup>2</sup> 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.



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| External moderation of real time assessments | <p>The moderation strategies for real time assessment are associated with the <b>medium-risk</b> 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"> <li>Professional discussions</li> </ul> |   |
|  | <b>Real time assessment strategy</b>   |   |
|  | <b>RTA Strategy 01</b>   | <b>EQA Presence and moderation annually</b> as a minimum to all centres, for this qualification for each real time assessment method.   |
|  | <b>RTA Strategy 02</b>   | <b>EQA Presence and moderation biannually</b> 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      | Details               |
|-------------------|------------------|-----------------------|
| <b>Version 01</b> | 24 February 2022 | <b>Publication 01</b> |