



TRANSCEND
AWARDS

Transcend Level 2 Award in Coaching

Qualification Specification

Version 01: 01 November 2022

Welcome!

Welcome to the **Transcend Level 2 Award in Coaching**. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this qualification is regulated in England by Ofqual. This qualification contains several specialist pathways and can only be completed in the context of one of the pathways. This document contains the qualification purpose and delivery specification. It must be read and complied with conjunction with the ***Transcend Centre Recognition Conditions*** and the ***Qualification Pathway Publications***.

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Part 01: Qualification Purpose

Qualification Pathway Scope			
<p>The Transcend Level 2 Award in Coaching is an Ofqual regulated vocational qualification that sits in sector subject area 08.1 Sport, leisure, and recreation. It is an endorsed pathway qualification that can only be achieved in the context of a pathways. The pathways represent sport, physical activity, or fitness technicalities.</p> <p>This qualification and each pathway is to 16-19-year-old learners in full time education and adults who wish to pursue a career as a coach in one of the pathway contexts. Each qualification pathway is integral to a progressive suite of contextualised coaching qualifications that optimise learners' ability to gain and retain voluntary or employed coaching roles in their technical area. Each pathway has been uniquely designed to enable coaching employers to review the learner's ability to coach in the technical area before being deployed into the coaching environment.</p> <p>Successful learners will be able to plan, deliver and review safe, inclusive, and effective coaching activities in their technical area. They will do this whilst working under supervision of a qualified programme coach, coordinator, or manager in the occupational environment.</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	610/1650/0	Qualification sector
	Qualification start date	01 Nov 2022	Qualification TQT
	Qualification review date	30 Nov 2025	Qualification GLH
	Qualification credit	6	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 aligned in full to the CIMSPA Professional Standards for Assistant Coach .	
Qualification partners and pathways	This qualification is developed in collaboration with industry leading organisations as the technical partner in each of the qualification pathways.	
	Partner	Pathway
	Sportivity Consultants	Multi Skills Activities
	Sportivity Consultants	Football Skills Activities
	This qualification has been subject to industry consultation with professional bodies, sector employers, education providers and equality experts. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure the qualification pathway remains fit for purpose.	
Qualification providers	This qualification and all pathways are designed to be delivered through schools, local, regional, and national training providers, colleges, universities, and industry employers. Each pathway is accessible to education providers that are recognised as centres and approved to deliver a qualification pathway by the awarding organisation. Recognised centres are required to deliver the qualification in accordance with the centre recognition and 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	This qualification is relevant to 16-19-year-old learners in full time education and adults who wish to pursue a career as a coach in the context of one of the pathways.	
	Employability progression routes	Each qualification pathway can lead to paid employment as a coach.
Qualification participants + progression	Education progression routes	<p>This qualification is integral to a progressive suite of specialist pathway qualifications including:</p> <ul style="list-style-type: none"> Transcend Level 1 Award in Instructing Transcend Level 2 Award in Coaching Transcend Level 2 Certificate in Coaching Transcend Level 3 Diploma in Coaching Transcend Level 4 Diploma in Coaching
Qualification endorsements	This qualification is endorsed by The Chartered Institute for the Management of Sport and Physical Activity [CIMSPA] as valid CPD.	

Qualification Pathway Summary	
Qualification purpose	<p>The qualification purpose is to confirm occupational competence.</p> <p>The qualification sub-purpose is to confirm the ability to meet legal requirements made by the professional body.</p>
Qualification rationale	<p>The rationale for the development, delivery and awarding of this qualification is to support the professionalisation and sustainable transformation of the coaching workforce.</p>
Qualification aim	<p>The aim of this qualification is to enable learners to plan, coach and review safe, inclusive, and effective coaching activities in a specific occupational environment with specified sport, physical activity, or fitness technicalities.</p>
Qualification objective	<p>The objective of this qualification is to provide a benefit to learners by enabling them to evidence competence as an activity coach in the context of one of the specialist pathways. This will enable them to GAIN and RETAIN employment in their chosen sport, physical activity, or fitness technicalities. Learners will develop knowledge and skills to enable them to:</p> <ul style="list-style-type: none"> • comply with legal and regulatory duties as a coach • plan, prepare, deliver, adapt, and review safe, inclusive, and effective sport, physical, or fitness specific activities
Qualification uniqueness	<p>This qualification is unique. It is the only coaching qualification that is uniquely designed to be delivered in the context of the specific sport, physical activity or fitness related technicalities.</p> <p>This qualification is supported by the first industry wide recognised prior learning strategy. The Register of Regulated Qualifications should be accessed to source information on other awarding organisation providers who offer a similar provision.</p>

Qualification Structure

This qualification is comprised of 7 mandatory units. Learners can only achieve the qualification in the context of one of the pathways. To be awarded the certificate in the context of one of the pathways learners must successfully complete 3 core coaching units that represent the activity coach role and 4 additional units that are categorised by the occupational environment, and the sport, physical to fitness technicalities.

The structure for each qualification pathway is pre-determined and fixed for validity purposes. This structure provides the emphasis for the title of each qualification pathway as confirmed on the certificate. The pathway titles include:

Transcend Level 2 Award in Coaching [Multi Skills Activities](#)

Transcend Level 2 Award in Coaching [Football Skills Activities](#)

Qualification Pathway Structure: [Multi-Skills Activities](#)

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
Pathway Units 03: Coaching Technicalities – Multi skills							
TU01a	Deployment expectations when developing participants fundamental movement skills	H/618/6371	2	14	06	20	2
TU02a	Deployment expectations when coaching psychomotor skill activities for physical literacy	K/618/6372	2	14	06	20	2
Summary			2	78	54	58	6

Qualification Pathway Structure: Football Skills Activities

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
Pathway Units 03: Coaching Technicalities – Football skills							
TU01a	Deployment expectations when developing participants fundamental football skills	H/618/6371	2	14	06	20	2
TU02a	Deployment expectations when coaching psychomotor skill activities for physical literacy	K/618/6372	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Multi Skills Activities in School Environments

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment -School							
EU01a	Duties when coaching activities in the school environment	Y/618/6366	2	6	08	14	2
EU02a	Driving sustainable physical literacy through psychomotor skill development techniques	F/618/7205	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Multi skills							
TU01a	Deployment expectations when developing participants fundamental movement skills	H/618/6371	2	14	06	20	2
TU02a	Deployment expectations when coaching psychomotor skill activities for physical literacy	K/618/6372	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Multi Skills Activities in Holiday Club Environments

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment -Holiday Club							
EU01a	Duties when coaching activities in the holiday club environment	H/618/6368	2	6	08	14	2
EU02a	Driving sustainable physical literacy through psychomotor skill development techniques	F/618/7205	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Multi skills							
TU01a	Deployment expectations when developing participants fundamental movement skills	H/618/6371	2	14	06	20	2
TU02a	Deployment expectations when coaching psychomotor skill activities for physical literacy	K/618/6372	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Sports Activities in Club Environments

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment -Club							
EU01a	Duties when coaching activities in the sports club environment	M/650/1803	2	6	08	14	2
EU02a	Driving sustainable whole person development through sports training methods and movements	R/650/1804	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Sports Activities							
TU01a	Deployment expectations when coaching fundamental sport skills	T/650/1805	2	14	06	20	2
TU02a	Deployment expectations when coaching sport specific techniques and tactics	Y/650/1806	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Mature Adult Movement in Community Environments

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment -Community							
EU01a	Duties when coaching activities in the mature adult community environment	J/650/3854	2	6	08	14	2
EU02a	Driving sustainable wellbeing of independently active mature adults through effective movement techniques	L/650/3856	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – MAM							
TU01a	Deployment expectations when developing independently active mature adults through movement	M/650/3857	2	14	06	20	2
TU02a	Deployment expectations when coaching independently active mature adult movement activities	R/650/3858	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Wellbeing Activities in Community Environments

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment -Community							
EU01a	Duties when coaching activities in the community environment	H/618/6368	2	6	08	14	2
EU02a	Driving sustainable wellbeing through holistic techniques for diverse participants	T/650/3859	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Holistic Wellbeing							
TU01a	Deployment expectations when developing participant's wellness dimensions	D/650/3860	2	14	06	20	2
TU02a	Deployment expectations when coaching holistic wellness activities	F/650/3861	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Wellbeing Activities in School Environments

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment -School							
EU01a	Duties when coaching activities in the school environment	Y/618/6366	2	6	08	14	2
EU02a	Driving sustainable wellbeing through holistic techniques for children	J/650/3863	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Holistic Wellbeing							
TU01a	Deployment expectations when developing participant's wellness dimensions	D/650/3860	2	14	06	20	2
TU02a	Deployment expectations when coaching holistic wellness activities	F/650/3861	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Wellbeing Activities in Workplace Environments

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment – Workplace							
EU01a	Duties when coaching activities in workplace environments	M/650/3866	2	6	08	14	2
EU02a	Driving sustainable wellbeing through holistic techniques for diverse participants	T/650/3859	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Holistic Wellbeing							
TU01a	Deployment expectations when developing participant's wellness dimensions	D/650/3860	2	14	06	20	2
TU02a	Deployment expectations when coaching holistic wellness activities	F/650/3861	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Competitive Functional Fitness Activities

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment -CFF							
EU01a	Duties when coaching activities in the CFF environment	Y/650/3869	2	6	08	14	2
EU02a	Driving sustainable development through CFF training methods and movements	F/650/3870	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – CFF							
TU01a	Deployment expectations when coaching intermediate CFF movements to unique individuals	H/650/3871	2	14	06	20	2
TU02a	Deployment expectations when coaching intermediate CFF movement activities to diverse groups	J/650/3872	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Inclusive Martial Arts Activities

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment – IMA							
EU01a	Duties when coaching activities in the IMA environment	K/650/3873	2	6	08	14	2
EU02a	Driving sustainable development and social change through IMA training methods and movements	L/650/3874	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – IMA							
TU01a	Deployment expectations when coaching intermediate IMA movements to unique individuals	M/650/3875	2	14	06	20	2
TU02a	Deployment expectations when coaching intermediate IMA activities to diverse groups	R/650/3876	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: Youth Empowerment Activities

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment – Youth Empowerment							
EU01a	Duties when coaching activities in the youth development environment	T/650/3877	2	6	08	14	2
EU02a	Driving sustainable development and social change through youth empowerment techniques	Y/650/3878	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Youth Empowerment							
TU01a	Deployment expectations when coaching youth empowerment methods to unique individuals	A/650/3879	2	14	06	20	2
TU02a	Deployment expectations when coaching youth empowerment methods to diverse groups	H/650/3880	2	14	06	20	2
Summary			2	78	54	132	14

Qualification Pathway Structure: **Adult Transformation Activities**

Unit title		Number	Level	GLH	DSH	TUT	Credit
Mandatory Core Units: Coaching role							
CU01	Duties of an ethical activity coach	Y/618/2804	2	6	12	18	2
CU02	Driving sustainable development through effective activity coaching	D/618/2805	2	12	08	20	2
CU03	Deployment expectations of an ethical and effective activity coach	H/618/2806	2	12	08	20	2
Pathway Units 02: Coaching Environment – Adult Transformation							
EU01a	Duties when coaching activities in the adult transformation environment	J/650/3881	2	6	08	14	2
EU02a	Driving sustainable development and social change through adult transformation techniques	K/650/3882	2	14	06	20	2
Pathway Units 03: Coaching Technicalities – Adult Transformation							
TU01a	Deployment expectations when coaching adult transformation methods to unique individuals	L/650/3883	2	14	06	20	2
TU02a	Deployment expectations when coaching adult transformation methods to diverse groups	M/650/3884	2	14	06	20	2
Summary			2	78	54	132	14

Part 02: Qualification Pathway Delivery Specification

Qualification Pathway Delivery Conditions	
This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions . The rules outlined below are supplementary conditions specific to the qualification and each pathway. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification pathway approval status.	
Qualification Pathway Resource Conditions	
The recognised centre is required to supplement RC5.1 of the Transcend Recognised Conditions with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational and technical competence must be evidenced through:</p> <ul style="list-style-type: none"> • achievement of a level 3 regulated coaching qualification in the technical area identified within the chosen pathway • 2 years minimum experience in coaching in the occupational environment identified within the chosen pathway <p>The recognised centre is required to ensure the tutor to learner ratio per cohort outlined in each pathway specification is adhered to. In exceptional circumstances, the awarding organisation will allow adaptations to prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.</p>
Qualification venues	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the training and assessment programme as defined within each pathway specification.

Qualification Pathway Coordination Conditions

The recognised centre is required to supplement RC5.2 of the **Transcend Recognised Centre Conditions** with the following rules.

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 evidence engagement in the technical area outlined within the selected pathway specification • be able to evidence a placement in the occupational environment within the selected pathway specification • be able to communicate effectively in English [reading, speaking, listening, and writing]. <p>Prior to certification for the qualification learners are required to evidence achievement of a recognised safeguarding certificate. Learners are not eligible to coach activities autonomously whilst under management supervision in the environment until 18 years. Prior to this they must work under direct supervision in the delivery of all coaching activities.</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" data-bbox="398 903 2051 1318"> <tr> <td>Age</td><td>Individuals under the age of 16 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td>Race</td><td>Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td>Religion</td><td>Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> <tr> <td>Disability</td><td>Individuals with mental, physical, or learning disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> <tr> <td>Pregnancy & maternity</td><td>Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> </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 Arrangements.</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.	Race	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.	Religion	Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.	Disability	Individuals with mental, physical, or learning disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.	Pregnancy & maternity	Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will 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.										
Race	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.										
Religion	Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.										
Disability	Individuals with mental, physical, or learning disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.										
Pregnancy & maternity	Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.										

Learner agreements	The recognised centre is required to ensure that every learner signs an agreement to attend all aspects of the training and assessment programme in line with the centre's delivery model for the selected qualification pathway.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking references, course dates, venues, and workforce per learner. Activities refer to applications, initial assessment, learner agreements, pre-course learning, attendance on practical workshops, on course and placement assessments. It also refers to recording the receipt of learners' portfolios, marking of assessments, recording of results, reassessments, remarks, and all quality assurance interventions. All activities and records must be completed within the 2-year learner registration period and subject to effective internal control before making a claim for certification for each learner.

Qualification Pathway Delivery Conditions

The recognised centre is required to supplement RC5.3 of the **Transcend Recognised Centre Conditions** with the following rules.

Qualification delivery model

The recognised centre is required to document their delivery models for the qualification pathways they are approved to deliver. They are eligible to adopt exemplar delivery models provided by the awarding organisation. Alternatively, they can develop their own models to retain their own USPs as an education provider. All delivery models must be supported by a documented, blended training and assessment programme. Inclusive teaching and learning materials should also be developed. Delivery models, programmes and materials must be mapped to each qualification pathway specification 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 programmes 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		Phase 05
Remote learning		Practical Workshops	Practical Demonstration	Placement Assessment		Professional Discussion
Induction webinar [1] Tutor webinars [3] Remote learning: Coaching Remote learning: Environment Remote learning: Technicalities		Technical delivery techniques	Activity plan Activity coaching Activity review SIMULATED ENVIRONMENT	Placement profiling Placement coaching Placement reviews PLACEMENT ENVIRONMENT		Skills review and 30-60 mins professional discussion
04 GLH	36	14 GLH	7 GLH	52 GLH	18 DSH	1
Total GLH: 78 Total DSH: 54 TQT: 132						

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

Qualification. Pathway 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 awarding organisation and must be marked internally by a qualified assessor within the 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, practical observations, and professional discussions.	
Strategy 01	Practical demonstration	Part A	Learners are required to plan and prepare and a 15-minute activity session. This must include a risk assessment, warmup, activity and a cool down. Learners will be prescribed the activity theme by the assessor 24 hours prior to the assessment.
		Part B	Learners are required to deliver their planned activity in a simulated environment to peers on the course. It will be observed by a qualified assessor. Learners must participate in a 5-minute Q+A with the assessor at the end of the activity to review the effectiveness of their coaching practice.
Strategy 02	Placement profiling	Learners are required to attend a placement as a coach in in their occupational environment. They must conduct an enquiry to create a profile of the organisation, their participants and to review their own capabilities considering the results.	
		Part A	Learners are required to conduct an enquiry to create a profile of the organisation where they are attending their coaching placement.
		Part B	Learners are required to conduct an enquiry to create a profile of the participants they are coaching. The minimum number of participants in the cohort must be 3-6 dependent upon the qualification pathway selected.
		Part C	The learner must review their own capability and competence considering the occupational environment, participant needs, their own coaching style, and technical competencies.
		Part D	The learner must describe the profiling tools used and their effectiveness.

Strategy 03	Placement coaching	Learners are required to plan, prepare, deliver, and review 4 coaching activity sessions for a group of 3-6 or more participants as defined in each pathway specification. These should be tailored to the profile and needs of the participants. The learner must apply coaching techniques that facilitate development of participants as a whole person. The activities must be safe, inclusive, and effective.	
		Part A	2 discrete activity sessions.
		Part B	2 linked and progressive activity sessions. The 2 nd activity must be observed by a qualified assessor in the environment.
Strategy 04	Personal development planning	Part A	Learners should log a minimum of 16 hours of coaching activities in occupational coaching environment.
		Part B	Learners should reflect on their progress in the planning, delivery, and review of a minimum of 4 activities in their selected coaching environment and technical area.
		Part C	Learners should create a personal development plan based upon the hours logged and activities undertaken.
Strategy 05	Professional discussion	Learners must submit a portfolio of evidence to their allocated assessor. The assessor will conduct a skills assessment based upon all evidence supplied in the portfolio and conduct a 30–60-minute professional discussion. The professional discussion must focus on the range of techniques within the technical syllabus relevant to the chosen pathway. It must also focus on the skills required to work with a range of participants at different stages of development. Where assessment authentication is needed or gaps in evidence require further clarification these must be covered in this component of the assessment.	

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio provided by the awarding organisation. These are designed specifically to cover all assessment criteria and ensure standardisation of assessment. In the rare event that the recognised centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping to all aspects of the qualification and unit specifications. This will be checked for accuracy and comparability to ensure the level of demand in each task is comparable before approval.
Assessment environment	<p>The recognised centre is required to ensure the assessment tasks are completed in a safe, secure environment. The learner must complete the practical demonstration in a simulated environment with their peers. A qualified assessor who is competent in assessing coaching in the context of the selected qualification pathway must be present. The learner must pass this component of the assessment prior to commencing their placement.</p> <p>The learner must attend a placement in their selected coaching environment and area of technical expertise. They must be allocated an assessor in this environment. They must conduct a profiling activity in the environment and on real participants making sure that they do not report their names or any personal data which enable them to be personally identified in the assessment portfolio.</p> <p>The delivery of the four activity sessions must be completed in the chosen coaching environment. The final linked activity session must be observed by a qualified assessor with experience in the delivery in the technical and occupational environment. This evidence must be inserted into the learner's portfolio of evidence. The professional discussion can be completed face to face or via webinar. In these cases, steps must be taken to prevent misrepresentation and to authenticate the learners identity and assessment.</p>
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. Assessors should authenticate the work during practical observations and professional discussions.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance and the fair 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 decision considering these rules' learners 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 each qualification pathway 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. If learners have not been confirmed as PASS by this time, they will not be awarded the qualification and will be confirmed as FAIL .
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 work in the portfolio, 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 services@transcendaward.com.</p> <p>Where the appeal is associated with the outcomes of the practical observations or professional discussions, 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 Arrangements</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 and each of its pathways 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 risk profile this qualification.

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		

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy for each qualification pathway they are approved to delivery which must consider:</p> <p>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>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.

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>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>
External quality assurance	<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 pathway workforce competence checks on 100% bookings Scrutiny of the qualification pathway delivery venue and facility safety via risk-based external monitoring activities. Scrutiny of the qualification pathway coordination timings and accuracy via risk-based external monitoring activities. Scrutiny of the qualification pathway delivery to prepare learners for assessment via risk-based external monitoring activities. Scrutiny of the qualification pathway assessment standards via risk-based external moderation interventions. Scrutiny of the qualification pathway 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>The 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 selected qualification pathway. 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>

External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of Centre Assessment Standards Scrutiny for assessment which is marked by the 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 the selected qualification pathway, 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 qualification risk profile which is MEDIUM]	
	Courses	40% of 30 learners assessment to be moderated across 100% tasks within the LAP per learner for each new assessor
	Programmes	404% 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 pathway. Real time assessment is defined as assessments where the learner and the assessor are both present. In this qualification pathway this refers to:</p> <ul style="list-style-type: none"> • Practical demonstration in a simulated environment • Practical observation in a placement environment • Professional discussion 	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.
	RTA Strategy 02	EQA Presence and moderation biannually per centre, per qualification per real time assessment where there are more than 08 courses or 200 learners on rolling programmes.

Appendix 01: Qualification Affiliates

Transcend Awards Limited	Website: http://www.transcendawards.com Enquiries: services@transcendawards.com Telephone: 01953 438499
The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	Website: https://www.cimspa.co.uk Enquiries: info@cimspa.co.uk Telephone: 01509 226474
The Register of Regulated Qualifications	Website: http://register.ofqual.gov.uk/
The Office of the Qualifications and Examination Regulator (Ofqual)	Website: www.gov.uk/government/organisations/Ofqual
Department for Education	Website: gov.uk/government/organisations/department-for-education
The Department for Business Innovation and Skills (BIS)	Website: gov.uk/government/organisations/department-for-business-innovation-skills
Learning Records Service	Website: gov.uk/government/collections/learning-records-service

Appendix 02: Qualification 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
Version 01	08 Jul 2020	Publication 01
Version 02	01 Sep 2021	Publication 02: Quality assurance section updated to include CASS Strategies.