



Transcend Level 2
Award in Youth Wellbeing
and Influencing Factors

Qualification Specification
Version 01: 7 September 2021

Welcome!

Welcome to the **Transcend Level 2 in Youth Wellbeing and Influencing Factors**. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this qualification is regulated in England by Ofqual. This document contains the qualification purpose and delivery specification for this qualification. This specification must be read and complied in conjunction with the *Transcend Centre Recognition Conditions*.

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Part 01: Qualification Purpose

Qualification Scope			
The Transcend Level 2 Award in Youth Wellbeing and Influencing Factors is a an Ofqual regulated qualification that sits in sector subject area 1.5 Child Development and Wellbeing. It is relevant to 16-19-year-old activity coaches in full time education and adults who have achieved coaching qualifications in sport, physical activity or fitness. It is for those who wish to continue their professional development by understanding youth wellness and the factors that influence this. Successful learners will be able to embed youth wellbeing development techniques into their coaching practice.			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 2 qualification on the Register of Regulated Qualifications and is equivalent to a Level 3 on the European Qualifications Framework (EQF).		
	Regulator reference	603/7850/5	Qualification sector
	Qualification start date	07 Sep 2021	Qualification TQT
	Qualification review date	31 Sep 2024	Qualification GLH
	Qualification credit	02	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 partially aligned to the CIMSPA Professional Standards for Working with children from 5 -18.		
Qualification partners	This qualification is developed in collaboration with On Screen Learning as a technical specialist in developing youth wellbeing. This qualification has been subject to consultation with education providers and equality experts. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure the qualification remains fit for purpose		

Qualification providers	This qualification is designed to be delivered through independent and maintained schools, Academy trusts, MATTs, Pupil Referral Units, local, regional, and national training providers, colleges, universities, and industry employers such as leisure and fitness providers. It is accessible to any organisation which meets the centre recognition and qualification approval conditions. This qualification is accessible to 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.	
	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 coaches in full time education and adults who are qualified as coaches in sport, physical activity, or fitness. It is for those who aspire to continue their professional development through understanding of youth wellness and the factors that influence this.	
	Employability progression routes	This qualification is integral to a progressive suite of qualifications designed to enable sport, physical activity fitness coaches to differentiate their practice to meet the needs of a range of diverse participants. Transcend Level 2 Award in Child Wellness and Influencing Factors Transcend Level 2 Award in Youth Wellness and Influencing Factors Transcend Level 3 Certificate in Developing Children through Physical Activity Transcend Level 3 Certificate in Developing Mature Adults through Physical Activity Transcend Level 3 Certificate in Developing Diverse Participants through Physical Activity.
	Education progression routes	This qualification can support progression onto an industry standard qualification for working with children.
Qualification endorsements	This qualification is supported by On Screen Learning as an leading education provider in developing with youth wellness through physical activity.	

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 specialisation within an occupation.
Qualification rationale	The rationale for the development, delivery and awarding of this qualification is to support the professionalisation and subsequent transformation of the coaching workforce. Coaches will develop the knowledge and skills to develop the wellness of youth participants during their coaching practice which will in turn support the national health agenda.
Qualification aim	The aim of this qualification is to develop learner's knowledge of youth wellbeing and influencing factors. Learners will develop skills to be able to apply this knowledge in their role as a sport, physical activity, or fitness coach.
Qualification objective	The objective is to provide a benefit to learners by enabling them to continue their professional development as a sport, physical activity, or fitness coach. Whilst attending the qualification learners will develop an understanding of health and wellbeing guidelines for youths aged 11-18. They will gain an understand holistic wellbeing dimensions that influence youth wellness including: • factors that influence social wellbeing • factors that influence spiritual wellbeing • factors that influence emotional wellbeing • factors that influence physiological wellbeing • factors that influence psychological wellbeing • factors that influence environmental wellbeing Finally, learners will develop the ability to apply techniques to develop youth wellbeing as part of their coaching practice.
Qualification uniqueness	This qualification is uniquely designed to focus on the factors that influence the wellbeing of youths based upon their age, stage of development and the world around them. It is the only qualification of this type that is supported by the On-Screen Learning Edtech Platform which embeds both the learning, assessment, and quality assurance tools. 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 1 mandatory unit. To achieve the qualification and be awarded the certificate learners must successfully complete the mandatory unit.

Unit Title		AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
U01	Youth Wellbeing and Influencing Factors	QU001002	F/618/8516	2	8	12	20	2
Total Qualification Time and Total Credits							20	2

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions . The rules outlined below are supplementary conditions specific to this qualification. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.	
Qualification Resource Conditions	
The recognised centre is required to supplement RC5.1 of the Transcend Recognised Conditions with the following rules.	
Qualification workforce	The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications as outlined in the recognition conditions. Occupational and technical competence must be evidenced through: • experienced in working with youths [minimum 2 years] • achievement of a level 3 regulated qualification in coaching wellbeing, sport, physical activity, or fitness The recognised centre is required to ensure the tutor to learner ratio per cohort is a maximum of 1:24 and there is no minimum ratio. In exceptional circumstances, the awarding organisation will allow adaptations to this requirement to prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.
Qualification resources.	The recognised centre must have facilities, and equipment to cater for the breadth of the training and assessment programme. The recognised centre is eligible to acquire the learning and assessment portfolio from On Screen Learning.

Qualification Coordination Conditions					
The recognised centre is required to supplement RC5.2 of the Transcend Recognised Centre Conditions with the following rules.					
Learner pre-requisites	Prior to registration for the qualification learners are required to: • be accurately identified • be at least 16 years of age • be able to communicate effectively in English [reading, speaking, listening, and writing] • be able to evidence the achievement of a regulated level 2 vocational qualification in coaching or instructing sport or fitness. Learners are not eligible to coach any participants without direct supervision until 18 years of age.				
Learner adjustments	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: <table border="1"> <tr> <td>Age</td><td>Individuals under the age of 16 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td>Disability</td><td>Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will be applied where it is safe to do so.</td></tr> </table> Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners and ensure safety of participants. Reasonable adjustments should be requested in line with the <i>Transcend Reasonable Adjustments Policy</i>.	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 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 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.				
Disability	Individuals with psychological, physiological, or sociological 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 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 this qualification and the learners cohort.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking references, programme dates, venues, and workforce per learner. Activities refer to applications, initial assessment, learner agreements, pre-course learning, inductions, blended learning, mentoring and assessments. It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results, reassessments, remarks, and all quality assurance interventions. All activities and records must be completed within the 1-year learner registration period and subject to effective internal control before making a claim for certification for each learner.

Qualification Delivery Conditions

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

Qualification delivery model

The recognised centre is required to document their delivery models. They are eligible to adopt the exemplar delivery model provided by the awarding organisation as outlined below. They are also eligible to purchase the validated learning and assessment program from [On Screen Learning](#). Alternatively, the recognised centre can develop their own model 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. They must comply with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. The delivery model, materials, and the programmes mapped to the qualification and unit specifications and agreed in writing by the awarding organisation. Each programme must be recorded for every cohort of learners and all details must be communicated to each learner prior to commencing the programme.

Phase 01	Phase 02	Phase 03
Induction	Blended learning	Assessment
Remote webinar	eLearning Mentor support	Portfolio of evidence Written questions and case study scenario
GLH 01	GLH 07 DSH 08	DSH 12
Total GLH: 08 Total DSH: 12 TQT: 20		

The recognised centre is required to ensure that learners complete all training and assessment opportunities within a 1-year registration period.

Qualification Assessment Conditions		
The recognised centre is required to supplement RC5.4 of the Transcend Recognised Centre Conditions with the following rules. The assessment framework for this qualification is externally set by Transcend as the awarding organisation and is required to be marked internally by a qualified assessor within the recognised centre.		
Assessment strategy	The recognised centre must ensure the following assessment strategy is complied with. The assessment method is comprised of a portfolio of evidence.	
	Strategy 01	Portfolio of evidence Learners are required to create a portfolio of evidence comprised of a series of written questions and a case study associated with their occupational role as a coach. The case study requires the coach to demonstrate techniques to use to develop wellbeing when working with youth participants.
Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio [LAP] provided by the awarding organisation¹. 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 specifications. Assessment guidance must also be created. These will be checked to ensure the level of demand in each task are comparable and that the guidance will ensure standardisation before approval. The recognised centre is required to ensure the assessment tasks are completed remotely by the learner and are authenticatable. Where the assessment tasks are completed via an Edtech Platform the recognised centre must have mechanisms in place to ensure there is no misrepresentation and that the learner and their assessments are authentic. The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Two factor authentication should be applied to online systems. Authentication discussions may also be used as a control mechanism.	

¹ The Onscreen Learning and assessment tools contained within their EdTech platform have been agreed for use as a portfolio by the awarding organisation.

Assessment environment	The recognised centre is required to ensure the assessment tasks are completed in a safe education environment. These can be completed remotely or in a or on course. The case study should be used as an assessment strategy on which to base the authentication of the rest of the portfolio.
Assessment authentication	The recognised centre is required to ensure that assessment tasks are completed by the learner without support from others. All assessment must be their own work. Assessors can authenticate the assessment during face-to-face assessment.
Assessment marking	The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance and in line with 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 assessment decision in light of 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 1-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	The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support from the Transcend Empowerment Team. Where the appeal is associated with the outcomes of an 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>.
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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		

Internal quality assurance	The recognised centre is required to have an internal quality assurance strategy in place which must consider: - Internal scrutiny of qualification sites [safety checks] - Internal scrutiny of qualification workforce [CPD checks] - Internal scrutiny of qualification coordination [data² checks] - Internal scrutiny of qualification delivery [teaching observations] - Internal scrutiny of qualification assessment [risk-based moderation] - Internal scrutiny of qualification assessment [standardisation activities]
Internal moderation	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: - 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. 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.

² 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.

External quality assurance	The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance approach determines the nature, frequency and sampling sizes as shown: Scrutiny of the qualification workforce competence checks on 100% bookings Scrutiny of the qualification delivery venue and facility safety via risk-based external monitoring activities. Scrutiny of the qualification coordination timings and accuracy via risk-based external monitoring activities. Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external monitoring activities. Scrutiny of the qualification assessment standards via risk-based external moderation interventions. Scrutiny of the qualification internal quality assurance via risk-based external moderation interventions. The external monitoring activities take place during 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. 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.
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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 ³
	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
External moderation of real time assessments	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 both present. There are no real time assessments in this qualification and therefore no real time moderation strategies are required.	

³ 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.

Appendix: 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 date	Publication details
Version 01	07 Sep 2021	Publication 01