

**all you need  
to know.**

## **Qualification Specification**

NCFE Level 1/2 Technical Award in Health and Fitness  
(603/2650/5)

Version 1 December 2017

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Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification in September 2018.

We'll upload the most recent version of the qualification specification to our website every 3 months, along with an addendum highlighting what has changed.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

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# Section 1

## Qualification overview



## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1/2 Technical Award in Health and Fitness.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1/2 Technical Award in Health and Fitness.

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### About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/2650/5.

This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

This qualification features on the DfE list of approved technical award qualifications for Key Stage 4 performance tables.

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## Qualification structure and assessment

<b>Qualification Title</b>			NCFE Level 1/2 Technical Award in Health and Fitness	
<b>Qualification Number (QN)</b>			603/2650/5	
<b>Level</b>			Combined level 1/2	
<b>Guided Learning Hours (GLH)</b>			120 plus 1 hour 30 minutes' external assessment	
<b>Unit 01</b>	48 GLH	40% Weighting	<b>Externally Assessed:</b> <b>Written Examination</b> (externally marked)	<b>Unit Grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>Unit 02</b>	72 GLH	60% Weighting	<b>Internally Assessed:</b> <b>Synoptic Project</b> (externally quality assured)	<b>Unit Grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>TOTAL</b>	<b>120 GLH</b>	<b>100%</b>	<b>Overall Qualification Grades:</b> NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	

The learning outcomes for each unit are provided in Section 3.

To achieve the NCFE Level 1/2 Technical Award in Health and Fitness, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a **Level 1 Pass** in the **internal** and **external assessment** to achieve the overall qualification.

A partial certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 2 and Section 4.

## Total Qualification Time (TQT)

Total Qualification Time (TQT) represents an estimate of the total amount of time that a learner is expected to spend to achieve the qualification. TQT comprises the Guided Learner Hours (GLH) for the qualification and hours spent in private study, preparation for assessment and undertaking assessment. The table below shows the guided learning hours listed separately and the overall TQT:

Qualification	GLH	TQT
Level 1/2 Technical Award in Health and Fitness	120	157

## Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14-16 in schools and colleges but is also accessible for post-16 learners.

It is a vocational qualification equivalent to GCSE grades 8.5 - 1.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy, and health and safety aspects of the qualification.

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding and know how to apply these needed qualities to the Health and Fitness sector.

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## Purpose Statement

### Who is this qualification for?

This qualification is designed for learners who want an introduction to Health and Fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the Health and Fitness sector or progress onto further study.

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The NCFE Level 1/2 Technical Award in Health and Fitness complements GCSE qualifications. It is aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in the Health and Fitness industry sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at Level 1 Pass / Merit / Distinction / Distinction\* and Level 2 Pass / Merit / Distinction / Distinction\* (equivalent to GCSE grades 8.5-1). More information on grading can be found in Section 2.

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in Health and Fitness and how to apply their learning.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

It is distinct from GCSE Physical Education, as it encourages the learner to use knowledge and practical tools to focus on supporting people with specific Health and Fitness goals.

The study of Health and Fitness involves understanding the functions of the body systems, understanding of the principles of training, knowing how the body reacts in the short- and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals.

The qualification focuses on an applied study of the Health and Fitness sector and learners will gain a broad understanding and knowledge of working in the sector.

### What will the learner study as part of this qualification?

This qualification shows learners how:

- to understand and identify the main body systems and their functions
- to understand the Principles of Training and FITT
- to explore how physical activities effect the body in the short- and long-term
- relevant fitness test can be used for specific health and skill components of fitness
- to understand different lifestyle analysis tools and how to apply them
- to create a Health and Fitness programme.

**What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?**

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work
- analysing data and making decisions
- that are essential for the Health and Fitness sector, such as evaluation skills; responding to data; independent working; working to deadlines; efficient use of resources.

The knowledge and skills gained will provide a secure foundation for careers in the Health and Fitness industry.

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**Which subjects will complement this course?**

The following GCSE subject areas will complement this qualification by further broadening application of skills in the context of Health and Fitness:

- Food Preparation and Nutrition
- Maths
- English
- Science.

This list is not exhaustive and a range of other subject areas may also be appropriate.

**This qualification is not part of a suite of qualifications.**

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### Progression opportunities - what could this qualification lead to?

Depending on the grade the learner achieves in this qualification, they could progress onto Level 2 and Level 3 qualifications and/or GCSE/A Levels.

Learners who achieve at **Level 1** might consider progression to Level 2 qualifications post-16 such as:

- a GCSE in Physical Education.
- study at Level 2 in a range of technical routes that have been designed for progression to employment, Apprenticeships and further study. Examples might include Level 2 Technical Certificates in:
  - Sport and Physical Activity
  - Sport and Activities Leaders
  - Exercise and Fitness Instruction
  - Exercise and Fitness Instruction for Wellbeing
  - Coaching Sport and Instructing Physical Activities
  - Physical Activity and Exercise Science.

Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

Learners who achieve at **Level 2** might consider progression to Level 3 qualifications post-16 such as:

- Level 3 Applied Generals in:
  - Sport Studies
  - Sport and Physical Activity
  - Sports Performance and Excellence
  - Sport and Exercise Science.

Level 3 Applied General qualifications prepare learners for progression to higher education in the Health and Fitness sector.

- Level 3 Technical Levels in:
  - Sport and Physical activity
  - Personal Training
  - Personal Training and Behaviour Change
  - Fitness Services
  - Exercise Science and Personal Training
  - Personal Training for Health, Fitness and Performance
  - Physical Activity and Exercise Science.

Level 3 Technical Level qualifications prepare learners for progression into employment or onto an Apprenticeship through specialising in a technical occupation in the Health and Fitness sector. Technical Level qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

- A Level in Physical Education and Sport. This will support progression to higher education.
- Learners could also progress into employment or onto an Apprenticeship.

The understanding and skills gained through this qualification could be useful to progress onto an Apprenticeship in the Health and Fitness sector through a variety of occupations which are available within sectors such as a Health Assistants, Fitness Instructors or Personal Trainers.



# Section 2

## Assessment and grading guidance



## Assessment and grading guidance

### Qualification structure

The following table provides an overview of the units, guided learning hours (GLH), unit weightings, types of assessment, unit grades and qualification grades available within this qualification.

<b>Unit 01</b>	48 GLH	40% Weighting	<b>Externally Assessed:</b> <b>Written Examination</b>	<b>Grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>Unit 02</b>	72 GLH	60% Weighting	<b>Internally Assessed:</b> <b>Synoptic Project</b>	<b>Grades:</b> NYA, L1P, L1M, L1D, L2P, L2M, L2D
<b>TOTAL</b>	<b>120 GLH</b>	<b>100%</b>	<b>Overall Grades:</b> NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	

Learners must achieve a minimum of a **Level 1 Pass** in the external assessment and the internal assessment to achieve the overall qualification.

### Grading structure

The following diagram explains how the NCFE grading structure compares to the new 9-1 GCSE grading model.

Old GCSE Grading Structure	New GCSE Grading Structure	V Cert Grading Structure	
A*	9	Level 2	D* 8.5
A	8		D 7
B	7		M 5.5
C	6		P 4
D	5	Level 1	D* 3
E	4		D 2
F	3		M 1.5
G	2		P 1
U	1	NYA (not yet achieved)	
U	U		

### Assessment summary

This qualification has **2** assessments: **one** external written examination and **one** internal synoptic project.

External assessment	
Assessment method	Description
Externally set <b>Written examination</b>  Externally marked	<p><b>40%</b> of the technical award.</p> <p>Written examination:</p> <ul style="list-style-type: none"> <li>80 marks</li> <li>1 hour 30 minutes</li> <li><b>Section 1</b> – eight multiple choice questions, worth 8 marks.</li> <li><b>Section 2</b> – short answer questions between 1– 6 marks, worth 51 marks.</li> <li><b>Section 3</b> – two six-mark and one nine-mark extended response questions worth 21 marks.</li> </ul> <p>The written examination will assess the learner's knowledge and understanding of content from Unit 01 and target assessment objectives AO1, AO2 and AO3.</p>
External examination availability	<p>The examination windows are expected in <b>March</b> and <b>November</b> every year; however, these are subject to change so please refer to the Assessment Window Guide available on our website page <a href="#">here</a>.</p> <p>Learners will have <b>one</b> opportunity to resit.</p>
Internal assessment	
Assessment method	Description
Externally set <b>Synoptic project</b>  Internally graded  Externally quality assured	<p><b>60%</b> of the technical award.</p> <p>The <b>suggested</b> completion time for this internal synoptic project is <b>21 hours</b> of supervised time.</p> <p>The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The synoptic project will target assessment objectives AO1, AO2, AO3, AO4 and AO5.</p> <p>The synoptic project will be externally set by NCFE, internally graded by the centre and externally quality assured by NCFE.</p>
Internal synoptic project availability	<p>The learner should not undertake the synoptic project assessment until <b>all teaching content</b> from Unit 01 and Unit 02 has been delivered. This is to ensure that learners are in a position to complete the synoptic project successfully.</p> <p>A different synoptic project brief will be released every <b>December</b>. Therefore learners must use the synoptic project brief released in the <b>December</b> of the academic session they wish to finish the overall qualification.</p> <p>Learners will have <b>one</b> opportunity to resubmit.</p>

## External assessment

The external assessment will be in the form of a written examination, which will assess the learner's knowledge and understanding of content from Unit 01.

A variety of assessment styles will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to all learners of all abilities.

As far as possible, real-world case studies and contexts which are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

All questions will be compulsory, with available marks clearly identified. The written examination will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.

## Synoptic assessment

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

*“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”*

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

As learners progress through the course, they use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-life situation.

## Assessment objectives

The assessment of our technical awards is mapped against assessment objectives (AOs). These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge, understanding and skills from across the full breadth of the qualification.

The AOs that will be assessed against the content in our technical awards are:

<b>AO1</b>	<b>Recall knowledge and show understanding</b> The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
<b>AO2</b>	<b>Apply knowledge and understanding</b> The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.
<b>AO3</b>	<b>Analyse and evaluate knowledge and understanding</b> The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
<b>AO4</b>	<b>Demonstrate and apply technical skills and processes</b> The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques.
<b>AO5</b>	<b>Manage and evaluate the project</b> The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.

## Assessment objective weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.

<b>AOs</b>	<b>External assessment (approx. %)</b>	<b>Internal assessment (approx. %)</b>	<b>Overall weighting (approx. %)</b>
AO1	18%	6%	24%
AO2	12%	9%	21%
AO3	10%	12%	22%
AO4		27%	27%
AO5		6%	6%
<b>Overall weighting of assessments</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>



## External assessment

The table below shows the approximate weightings and the raw marks available for each AO in the external assessment.

AOs	External assessment (approx. %)	Raw marks available (approx.)
AO1	45	36 marks
AO2	30	24 marks
AO3	25	20 marks
<b>Total</b>	<b>100%</b>	<b>80 marks</b>

Our technical awards are modular, which means that a learner can take and resit external assessments in different assessment windows. External assessments may vary slightly in levels of difficulty and therefore what represented a Level 2 Pass in one assessment window may not be appropriate in the following assessment window.

To resolve this issue, we convert raw marks to uniform marks. The Uniform Mark Scale (UMS) also allows us to account for the relative weighting of the assessment to the qualification as a whole. The UMS for the external assessment is shown below.

Grade	UMS Marks
Level 2 Distinction	138–160
Level 2 Merit	115–137
Level 2 Pass	92–114
Level 1 Distinction	70–91
Level 1 Merit	47–69
Level 1 Pass	24–46
NYA	0–23

In order to achieve the external assessment unit, learners must achieve an overall grade of a Level 1 Pass.

**The raw mark grade boundaries are set after each assessment window.** NCFE sets these boundaries judgements, following both qualitative and quantitative analysis, and then converts them to UMS. For example:

**Assessment Window 1** - The raw mark grade boundary for a Level 2 Pass has been judged to be at 48 marks and a Level 2 Merit at 56 marks.

Grade	Raw Mark	UMS Mark
<b>Level 2 Merit</b>	56	115
<b>Level 2 Pass</b>	55	112
	54	109
	53	106
	52	104
	51	101
	50	98
	49	95
	48	92

**Assessment Window 2** - The raw mark grade boundary for a Level 2 Pass has been judged to be at 50 marks and a Level 2 Merit at 58 marks.

Grade	Raw Mark	UMS Mark
<b>Level 2 Merit</b>	58	115
<b>Level 2 Pass</b>	57	112
	56	109
	55	106
	54	104
	53	101
	52	98
	51	95
	50	92

Although the raw mark grade boundaries in Assessment Window 1 and Assessment Window 2 are different, they have the same value in terms of UMS marks when contributing to the qualification as a whole.

NCFE will publish the raw mark grade boundaries following the completion of each assessment window.

### Internal assessment

### Assessment objectives

The table below shows the approximate weightings for each AO in the internal assessment.

AOs	Internal Assessment (approx. %)
AO1	10%
AO2	15%
AO3	20%
AO4	45%
AO5	10%
<b>Total</b>	<b>100%</b>

### Internal synoptic project brief

The internal assessment will be in the form of a synoptic project, which will be externally set by NCFE to ensure quality and rigour. A different synoptic project brief will be released each **December** and will comprise of a number of tasks, which will assess the learner in each of the AOs.

For example:

Project Brief <i>You have been asked to ...</i>	
<b>Task 1 (AO1)</b> Recall knowledge and show understanding	<b>Task 5 (AO5)</b>  Manage and evaluate the project
<b>Task 2 (AO2)</b> Apply knowledge and understanding	
<b>Task 3 (AO3)</b> Analyse and evaluate knowledge and understanding	
<b>Task 4 (AO4)</b> Demonstrate and apply technical skills and processes	

We will carefully map and design the synoptic project brief each year to ensure comparability in the level of difficulty.

A sample of a **Synoptic Project Brief** and a **Synoptic Project Portfolio** can be accessed on the qualification webpage.

### Grade descriptors

Grade descriptors have been written for each AO. The grade descriptors are pitched at different levels in language and expectation and describe the learner's performance at that grade.

The grade descriptors will be contextualised as part of the development of the synoptic project brief. Assessors will use contextualised grade descriptors to determine the grading decision for each AO. This grading is based on the assessment of the final piece of work that the learner submits.

Each AO is weighted and contributes differently to the overall unit grade. This is explained further in the section 'Calculating the overall internal synoptic project grade'.

If the learner has insufficient evidence to meet the Level 1 Pass criteria for any of the AOs, a grade of 'Not Yet Achieved' will be awarded for that AO.

The grade descriptors for each AO in the synoptic project are as follows:

Internal assessment – AO1 Recall knowledge and show understanding	
Grade	Grade descriptors
L2D	The learner has shown <b>thorough</b> understanding of selected knowledge.
L2M	The learner has shown <b>sound</b> understanding of selected knowledge.
L2P	The learner has shown <b>reasonable</b> understanding of selected knowledge.
L1D	The learner has shown <b>some</b> understanding of selected knowledge.
L1M	The learner has shown <b>limited</b> understanding of selected knowledge.
L1P	The learner has shown <b>very limited</b> understanding of selected knowledge.
NYA	Not yet achieved – no rewardable material.

Internal assessment – AO2 Apply knowledge and understanding	
Grade	Grade descriptors
L2D	The learner has applied knowledge and understanding in a <b>well-thought-out</b> and <b>comprehensive</b> way.
L2M	The learner has applied knowledge and understanding in an <b>effective</b> and <b>relevant</b> way.
L2P	The learner has applied knowledge and understanding in an <b>appropriate</b> and <b>mostly relevant</b> way.
L1D	The learner has applied knowledge and understanding in a <b>mostly appropriate</b> and <b>partially relevant</b> way.
L1M	The learner has applied knowledge and understanding in a <b>limited</b> way.
L1P	The learner has applied knowledge and understanding in a <b>very limited</b> way.
NYA	Not yet achieved – no rewardable material.

Internal assessment – AO3 Analyse and evaluate knowledge and understanding	
Grade	Grade descriptors
L2D	The learner has analysed and evaluated knowledge and understanding in an <b>insightful</b> and <b>accurate</b> way.
L2M	The learner has analysed and evaluated knowledge and understanding in an <b>effective</b> and <b>accurate</b> way.
L2P	The learner has analysed and evaluated knowledge and understanding in a <b>purposeful</b> and <b>relevant</b> way.
L1D	The learner has analysed and evaluated knowledge and understanding with <b>some purposefulness</b> in a <b>mostly relevant</b> way.
L1M	The learner has analysed and evaluated knowledge and understanding in a <b>limited</b> way.
L1P	The learner has analysed and evaluated knowledge and understanding in a <b>very limited</b> way.
NYA	Not yet achieved – no rewardable material.

Internal assessment – AO4 Demonstrate and apply technical skills and processes	
Grade	Grade descriptors
L2D	The learner has demonstrated and applied technical skills and processes in a <b>very competent</b> and <b>very effective</b> way.
L2M	The learner has demonstrated and applied technical skills and processes in a <b>competent</b> and <b>effective</b> way.
L2P	The learner has demonstrated and applied technical skills and processes in a <b>fitting</b> and <b>successful</b> way.
L1D	The learner has demonstrated and applied technical skills and processes in a <b>mostly fitting</b> and <b>mostly successful</b> way.
L1M	The learner has demonstrated and applied technical skills and processes in a <b>partially successful</b> way.
L1P	The learner has demonstrated and applied technical skills and processes with <b>very limited success</b> .
NYA	Not yet achieved – no rewardable material.

Internal assessment – AO5 Manage and evaluate the project	
Grade	Grade descriptors
L2D	<p>Learner has managed the project, including preparation and planning of the project stages, time frames and resources in a <b>highly effective</b> way.</p> <p>Learner has evaluated <b>all of</b> their approaches, skills and accomplishments in a <b>highly detailed</b> way.</p>
L2M	<p>Learner has managed the project, including preparation and planning of the project stages, time frames and resources in an <b>effective</b> way.</p> <p>Learner has evaluated <b>almost all</b> of their approaches, skills and accomplishments in a <b>detailed</b> way.</p>
L2P	<p>Learner has managed the project, including preparation and planning of the project stages, time frames and resources in a <b>reasonably effective</b> way.</p> <p>Learner has evaluated <b>most of</b> their approaches, skills and accomplishments in a <b>reasonably detailed</b> way.</p>
L1D	<p>Learner has managed the project, including preparation and planning of the project stages, time frames and resources in a <b>somewhat effective</b> way.</p> <p>Learner has evaluated <b>some of</b> their approaches, skills and accomplishments in <b>some detail</b>.</p>
L1M	<p>Learner has managed the project, including preparation and planning of the project stages, time frames and resources with <b>limited effectiveness</b>.</p> <p>Learner has evaluated <b>a few of</b> their approaches, skills and accomplishments in <b>limited detail</b>.</p>
L1P	<p>Learner has managed the project, including preparation and planning of the project stages, time frames and resources with <b>very limited effectiveness</b>.</p> <p>Learner has evaluated <b>very few of</b> their approaches, skills and accomplishments in <b>very limited detail</b>.</p>
NYA	Not yet achieved – no rewardable material.

## Contextualised grade descriptors

Contextualised grade descriptors will be released with the synoptic internal project brief each **December**. The following example for AO1 is taken from the sample **Synoptic Project Brief** which can be accessed via our website on the qualification page.

AO1 Recall knowledge and show understanding	
Grade	Grade descriptors
L2D	<p>Learner has shown <b>thorough</b> understanding of selected knowledge.</p> <ul style="list-style-type: none"> <li>• Body composition and power have been explained <b>thoroughly</b>, with content that is <b>accurate</b> and <b>highly detailed</b>.</li> <li>• Different ways body composition and power can be tested have been described <b>thoroughly</b>.</li> </ul>
L2M	<p>Learner has shown <b>sound</b> understanding of selected knowledge.</p> <ul style="list-style-type: none"> <li>• Body composition and power have been explained <b>soundly</b>, with content that is <b>mostly accurate</b> and <b>detailed</b>.</li> <li>• Different ways body composition and power can be tested have been described <b>soundly</b>.</li> </ul>
L2P	<p>Learner has shown <b>reasonable</b> understanding of selected knowledge.</p> <ul style="list-style-type: none"> <li>• Body composition and power have been explained <b>satisfactorily</b>, with content that is <b>reasonably accurate</b> and <b>reasonably detailed</b>.</li> <li>• Different ways body composition and power can be tested have been described <b>satisfactorily</b>.</li> </ul>
L1D	<p>Learner has shown <b>some</b> understanding of selected knowledge.</p> <ul style="list-style-type: none"> <li>• Body composition and power have been explained <b>sufficiently</b>, with content that has <b>some accuracy</b> and <b>some detail</b>.</li> <li>• Different ways body composition and power can be tested have been described <b>sufficiently</b>.</li> </ul>
L1M	<p>Learner has shown <b>limited</b> understanding of selected knowledge.</p> <ul style="list-style-type: none"> <li>• Body composition and power have been explained <b>briefly</b>, with content that has <b>limited accuracy</b>, with <b>limited detail</b>.</li> <li>• Different ways body composition and power can be tested have been described <b>briefly</b>.</li> </ul>
L1P	<p>Learner has shown <b>very limited</b> understanding of selected knowledge.</p> <ul style="list-style-type: none"> <li>• Body composition and power have been explained <b>very briefly</b>, with content that has <b>very limited accuracy</b> and <b>very limited detail</b>.</li> <li>• Different ways body composition and power can be tested have been described <b>very briefly</b>.</li> </ul>
NYA	No rewardable material.

## Calculating the overall internal synoptic project grade

To calculate the overall grade for the Internal Synoptic Project follow these three steps:

**Step 1:** Grade the learner's evidence for each AO using the relevant grading descriptors. The table below shows an example of the grades achieved by a learner for each AO in the internal synoptic project:

AO	Grade
AO1	L2M
AO2	L2P
AO3	L2M
AO4	L2P
AO5	L1D

**Step 2:** Once each AO has been graded, the overall grade for the internal synoptic project can be calculated using the **Learner Grade Calculator**. The **Learner Grade Calculator** can be accessed via our website on the qualification page.

The overall grade for the internal synoptic project is based on the combination of grades awarded for each AO and the relative weighting of each AO. It is therefore possible for a learner to NYA at AO level, but still pass the internal synoptic project overall.

The example of grades shown in the table in **Step 1** would be graded at a L2P overall.

**Step 3:** Once you have the overall grade for the internal synoptic project, this can be converted to a UMS score using the table below.

Grade	Max UMS 240 (60%)
L2D	240
L2M	206
L2P	171
L1D	137
L1M	103
L1P	69
NYA	0

For example, a L2P equates to 171 UMS.

The UMS score will be used to calculate the overall qualification grade. This is explained in the section 'Calculating the Overall Qualification Grade'.



### Internal submission attempts

Learners will only have **two** submission attempts:

#### First submission:

Learners can submit tasks one at a time or altogether. The Assessor can grade the tasks separately if they are submitted task by task or grade the learners' work once they have collected all tasks together (all AOs) for the internal synoptic project.

Once the work has been assessed, graded and internally quality assured, the unit grade should be submitted to NCFE via the Portal. This will be classed as the first submission. The submitted unit grade will trigger the first external quality assurance visit. It is recommended that centres plan this visit into timetables and confirm the date with the External Quality Assurer at the earliest opportunity.

Ahead of the visit, the External Quality Assurer will select a number of learner portfolios from which to sample assessment decisions and determine whether the grade descriptors have been applied consistently and in accordance with the qualification specification. If the External Quality Assurer agrees with the assessment decisions they will bank all of the submitted grades. If the External Quality Assurer determines that the grading is too harsh, too lenient or inconsistent from one learner to the next, they will reject the grades. In this situation, the centre would be required to assess, grade and internally quality assure all learner work again. The External Quality Assurer will then bank the resubmitted grades. Assessors can provide learners with feedback to support them with their second submission, should this be required.

Centres are strongly advised to arrange a date early for a second visit, with the External Quality Assurer, to ensure they receive the visit when they need it.

#### Second submission:

Learners will have **one** opportunity to resubmit the internal assessment after the first attempt and this will be classed as the **second** submission, for the same internal synoptic project assessment brief. The **second** submission should be used for learners who receive a 'Not Yet Achieved' for their first submission or wish to improve their grades.

Work revised and resubmitted by learners will again need to be assessed, graded, internally quality assured and submitted to NCFE, ready for a second visit from the External Quality Assurer.

If a learner receives a 'Not Yet Achieved' for the **overall unit grade** on the **second** submission, the learner **will not achieve the internal assessment and therefore will not achieve the overall qualification**.

Only once the internal assessment unit grade has been banked and the external assessment completed, will a centre be able to claim certification of the qualification for learners.

### Calculating the overall qualification grade

Learners must achieve a minimum of a **level 1 Pass** in both the external assessment and the internal assessment to achieve the overall qualification.

The relationship between uniform marks for the external and internal assessments and overall qualification grades is shown in the tables below.

Grade	External Assessment UMS	Internal Assessment UMS
<b>Maximum UMS (400)</b>	<b>160 (40%)</b>	<b>240 (60%)</b>
<b>Level 2 Distinction</b>	138–160	240
<b>Level 2 Merit</b>	115–137	206
<b>Level 2 Pass</b>	92–114	171
<b>Level 1 Distinction</b>	70–91	137
<b>Level 1 Merit</b>	47–69	103
<b>Level 1 Pass</b>	24–46	69
<b>NYA</b>	0–23	0

Overall Qualification Grade	UMS
<b>Maximum UMS</b>	<b>400</b>
<b>Level 2 Distinction*</b>	378–400
<b>Level 2 Distinction</b>	361–377
<b>Level 2 Merit</b>	304–360
<b>Level 2 Pass</b>	246–303
<b>Level 1 Distinction*</b>	207–245
<b>Level 1 Distinction</b>	190–206
<b>Level 1 Merit</b>	133–189
<b>Level 1 Pass</b>	93–132
<b>NYA</b>	0–92

To award a Level 2 Distinction\*, a learner must achieve a grade of Level 2 Distinction in the external assessment and a grade of Level 2 Distinction in the internal assessment (total minimum of 378 UMS).

Examples:

Learner	External Assessment	Internal Assessment	Overall Qualification Grade
Learner A	24 UMS (L1P)	206 UMS (L2M)	230 UMS = <b>L1D*</b>
Learner B	24 UMS (L1P)	240 UMS (L2D)	264 UMS = <b>L2P</b>
Learner C	20 UMS (NYA)	240 UMS (L2D)	<b>NYA</b>
Learner D	160 UMS (L2D)	0 UMS (NYA)	<b>NYA</b>

### Grade calculator

To help Assessors calculate the internal assessment grades and overall qualification grades, we have created a grade calculator which is available on the qualification webpage under 'Support Materials'. This can be used by the learner to track their performance and targets set themselves or by the Teacher to use for the full learner group/class as a grade tracking log. This will also assist Assessors with benchmarking and target setting learners' grades following completion of the external assessment.



# Section 3

## Unit content and assessment guidance



## Unit content and assessment guidance

This section provides details of the unit content of this qualification.

The unit summary provides:

- Unit title and number
- Unit summary
- Guided learning hours
- Level
- Mandatory/optional
- An indication of how the unit is assessed
- Unit percentage weighting contribution towards the overall qualification grade.

The learning outcomes overview provides a summary of the learning outcomes for the whole unit.

Following the unit summary and learning outcome overview, there's detailed information for each unit containing:

- Learning outcomes
- Teaching content
- Suggested teaching approach to support delivery and assessment
- Learning resources available
- Useful websites

Information in the teaching content section **must** be covered by the Teacher during the delivery of the unit and should be considered as **mandatory** teaching content.

Anything within the **suggested teaching approach** section is advisory and optional, and is intended to **provide useful advice and guidance to support delivery of the teaching content**.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit. The numbering system used within a unit refers to learning outcome, subject topic and teaching content: for example 1.1.1 refers to the learning outcome (first number 1), the subject topic within that learning content (second number 1.1) and the teaching content within the subject topic (third number 1.1.1). This will support signposting feedback and tracking.

For further information or guidance about the qualification please contact our Product Development team on 0191 239 8000.

## Unit 01 Introduction to body systems and principles of training in health and fitness (K/616/7093)

### Unit summary

<b>Unit introduction</b>	This unit provides learners with the underpinning knowledge and understanding required for health and fitness. Learners will develop their knowledge and understanding of the structure and function of key body systems. Learners will know and understand the short- and long term effects that health and fitness activities can have on the body. Learners will know and understand the components of fitness and the principles of training.
<b>Guided learning hours</b>	48
<b>Level</b>	Combined L1/L2
<b>Assessment</b>	Externally assessed written examination
<b>Unit weighting</b>	40%

### Learning outcomes overview

Learning outcomes
LO1 Understand the structure and function of body systems and how they apply to health and fitness
LO2 Understand the effects of health and fitness activities on the body
LO3 Understand health and fitness and the components of fitness
LO4 Understand the principles of training

### Learning outcome 1: Understand the structure and function of body systems and how they apply to health and fitness

Teaching content
<p><b>Information in this section must be covered by the Teacher during the delivery of the unit.</b></p> <p>In this learning outcome, learners will develop knowledge and understanding of the structure and function of different systems in the body and how they apply to health and fitness.</p> <p><b>1.1 Skeletal System</b></p> <p><b>1.1.1 Structure of the skeleton</b></p> <p>Learners will know and understand that the skeleton is divided into two sections and should be able to locate bones listed below:</p> <ul style="list-style-type: none"> <li>• Axial – cranium, sternum, ribs and vertebrae (see section 1.1.7 Structure of the spine and posture)</li> <li>• Appendicular – clavicle, scapula, humerus, radius, ulna, carpals, tarsals, pelvis, femur, tibia, fibula and phalanges.</li> </ul>

### **1.1.2 Functions of the skeletal system**

Learners will know and understand the functions of the skeletal system. This includes:

- Support
- Movement
- Protection of vital organs
- Storage of minerals
- Blood cell production
- Shape.

### **1.1.3 Types of bones**

Learners will know and understand the types of bone in the body, their primary function and how they relate to movement (as applicable). Learners should be able to give examples of each type of bone.

This includes:

- Long - humerus, femur
- Flat – ribs, sternum, scapula
- Irregular - vertebrae
- Short – carpals, tarsals.

### **1.1.4 Types of joints**

Learners will know and understand the types of joints in the body and be able to give examples of each type of joint. This includes:

- Definition of a joint
- Fixed joints;
  - skull
  - pelvis
- Slightly moveable Joints;
  - spine
- Synovial joints;
  - Pivot – vertebrae
  - Condylloid – wrist
  - Saddle – thumb
  - Gliding – clavicle
  - Ball and Socket – shoulder and hip
  - Hinge – elbow and knee.

Learners will be able to link ball and socket and hinge joints to joint actions (see section 1.1.5 Joint actions).

### **1.1.5 Joint actions**

Learners will know and understand the following types of movement, how they relate to ball and socket and hinge joints (see section 1.1.4 Types of joints) and their application to specific actions in health and fitness. This includes:

- Flexion
- Extension
- Rotation
- Adduction
- Abduction.

### **1.1.6 Structure of a synovial joint (knee)**

Learners will know and be able to locate the following structures of the knee joint and understand what their functions are. This includes:

- Articulating cartilage
- Ligaments
- Tendons
- Joint capsule
- Synovial membrane
- Synovial fluid
- Hamstrings
- Femur, Tibia and Fibula.

Learners will not be required to draw the knee joint.

### **1.1.7 Structure of the spine and posture**

Learners will know that the spine is divided into regions and be able to locate each region. This includes:

- Cervical
- Thoracic
- Lumbar
- Sacrum
- Coccyx.

Learners will not be required to know how many vertebrae are in each region.

Learners will know and understand the importance of posture when performing health and fitness activities.

- Posture.

Learners will be able to recognise postural changes. This includes:

- Kyphosis
- Lordosis.



## **1.2 Muscular System**

### **1.2.1 Types of muscle**

Learners will know and understand the types of muscle, where they are located, their characteristics and functions. This includes:

- Cardiac
  - Found in the heart
  - Oxygen dependent, involuntary
  - Aids blood flow through the heart.
- Smooth
  - Found in multiple locations including digestive tract, blood vessels, and lungs, contracts in all directions
  - Can work without oxygen, involuntary
  - Aids digestion, helps the distribution of blood.
- Skeletal
  - Found around the body (see section 1.2.2 Structure of the muscular system)
  - Can work with or without oxygen, works voluntarily
  - Aids with movement.

### **1.2.2 Structure of the muscular system**

Learners will be able to locate the main muscles of the muscular system. This includes:

- Deltoid, Trapezius, Latissimus Dorsi, Pectoralis Major, Biceps, Triceps, Rectus Abdominis, Gluteus Maximus, hip flexors, Quadriceps, Hamstrings, Gastrocnemius and Soleus.

### **1.2.3 Muscle movement and contraction**

Learners will know and understand how muscles work in antagonistic pairs to produce movement at a joint and be able to apply this principle to specific actions in health and fitness. This includes:

- Agonist
- Antagonist.

Learners will know and understand the types of muscle contractions and be able to apply these to specific actions and muscles. This includes:

- Isotonic – concentric, eccentric
- Isometric.

### **1.2.4 Muscle fibre types**

Learners will know and understand the different muscle fibre types and their characteristics (colour, contraction speed and fatigue speed). This includes:

- Type 1 (slow twitch fibres)
- Type 2 (fast twitch fibres).

Learners will know and understand that Type 1 and Type 2 muscle fibres are suited to different types of health and fitness activities.

Learners will know and understand that individuals have differing numbers of Type 1 and Type 2 muscle fibres and that specific training can affect the performance of muscle fibre types.

## **1.3 Respiratory System**

### **1.3.1 Structure of the respiratory system**

Learners will know and understand the pathway of air through the respiratory system, this includes the following structures:

- Nose/mouth, pharynx, larynx, trachea, lungs, bronchi, bronchioles and alveoli.

### **1.3.2 Functions of the respiratory system**

Learners will know and understand the mechanics of breathing. This includes:

- The role of the intercostal muscles, the ribs and the diaphragm in breathing in (inspiration) and breathing out (exhalation).

Learners will know and understand the terms diffusion and gaseous exchange. Learners will know and understand the features of the alveoli that assist gaseous exchange. This includes:

- Diffusion – gas moving from a high concentration to a low concentration.
- Gaseous exchange – the movement of oxygen and carbon dioxide between the lungs and blood at the alveoli.
- Features of the alveoli that assist gaseous exchange. This includes:
  - moist, very thin walls (one cell thick)
  - provide large surface area for gaseous exchange to occur
  - short diffusion distance
  - surrounded by capillaries (see section 1.4.1 Structure and function of the blood vessels).

### **1.3.3 Lung volumes**

Learners will know and understand the following lung volumes and the changes that happen from rest to participating in health and fitness activities. This includes:

- Tidal volume
- Residual volume
- Vital capacity.

## **1.4 Cardiovascular System**

### **1.4.1 Structure and function of the blood vessels**

Learners will know about the structure of the blood vessels and understand how structure relates to the functions of blood distribution. This includes:

- Veins
  - Thin walls, contain valves to ensure blood flows in one direction
  - Carry blood to the heart, carry deoxygenated blood, carry blood under low pressure.
- Arteries
  - Thick, muscular walls
  - Carry blood away from the heart to the body, carry oxygenated blood, carry blood under high pressure.
- Capillaries
  - The smallest blood vessels, with very thin walls
  - Assist with gaseous exchange at the lungs (see section 1.3.2 Functions of the respiratory system).

Learners will know and understand that the blood vessels redistribute blood (vascular shunt) during health and fitness activities. This includes:

- Vascular shunt – the function of blood redistribution to the muscles with greater demand, while diverting away from areas of lower demand, through:
  - the widening of blood vessels (vasodilation)
  - the narrowing of blood vessels (vasoconstriction).

#### **1.4.2 Structure of the heart**

Learners will know and understand that the heart is divided into two sides (left and right) and should be able to locate the following structures. This includes:

- Atria (left and right), ventricles (left and right), pulmonary vein, pulmonary artery, aorta and vena cava.

Learners are not required to locate the valves in the heart.

#### **1.4.3 The cardiac cycle**

Learners will know and understand the order of the cardiac cycle and the pathway of deoxygenated and oxygenated blood around the heart. This includes:

- Deoxygenated blood – from the body → vena cava → right atrium → right ventricle → pulmonary artery → to the lungs → pick up oxygen and nutrients to become oxygenated (see section 1.3.2 Functions of the respiratory system).
- Oxygenated blood – from the lungs → pulmonary vein → left atrium → left ventricle → aorta → to the body → drop off oxygen and nutrients, pick up waste products and become deoxygenated.

#### **1.4.4 Cardiovascular measurements**

Learners will know and understand the following cardiovascular measurements, including how they are measured (limited to maximal heart rate and cardiac output) and understand how they are relevant to health and fitness. This includes:

- Heart rate
- Maximal heart rate (MHR)  $220 - \text{age} = \text{MHR}$
- Stroke volume
- Cardiac output –  $\text{CO} = \text{SV} \times \text{HR}$
- The relationship between stroke volume, heart rate and cardiac output.

Learners will know the equation for cardiac output but will not be required to calculate it.

### 1.4.5 Blood pressure

Learners will know and understand the two different types of blood pressure, the ranges of blood pressure classification and factors that affect blood pressure:

- Systolic
- Diastolic
- Range of blood pressure classifications;
  - the ideal range - between 90/60mmhg and 120/80mmhg
  - high blood -pressure is 140/90mmhg >
  - low blood pressure is 90/60mmhg <
- Factors that affect blood pressure. This includes:
  - activity levels
  - diet
  - age
  - stress.

### 1.5 Energy Systems

Learners will know and understand the anaerobic and aerobic energy systems and be able to apply these to health and fitness activities. This includes:

- Anaerobic energy system – non-oxygen dependent, short duration activities between 1 second and 60 seconds, lactic acid is a by product
- Aerobic energy system – oxygen dependent, long duration activities, more than 1 minute, carbon dioxide and water are by products.

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***

### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and understanding about the skeletal system, muscular system, respiratory system, cardiovascular system and energy systems, through a combination of class based and practical learning. For example:

- using sticky labels to identify the major bones on another student or drawing on another student if they are wearing a decorating suit
- completing a fitness activity lesson with the aim of identifying the agonist and antagonist in a range of movements
- using a plain white t-shirt to draw the respiratory system and then describing the structure and function of the parts of the respiratory system
- using red bibs (oxygenated blood) and blue bibs (deoxygenated blood), learners walk around the Cardiovascular system created on the floor, and then complete a diagram in their books
- watching video clips of a variety of health and fitness activities to identify which are aerobic and which are anaerobic.

#### **Resources:**

Classroom teaching pack:

- PowerPoint (PPT)
- Lesson plans
- Scheme of work
- Worksheets
- Revision workbook.

#### **Other resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

#### **Useful websites:**

[www.bbcbite-size.co.uk/education](http://www.bbcbite-size.co.uk/education)

[www.iachieveuk.wordpress.com/courses/health-and-fitness/](http://www.iachieveuk.wordpress.com/courses/health-and-fitness/)

[www.bhf.org.uk/](http://www.bhf.org.uk/)

*\*See website disclaimer in section 5 of this qualification specification.*

## Learning outcome 2: Understand the effects of health and fitness activities on the body

### Teaching content

***Information in this section must be covered by the Teacher during the delivery of the unit.***

In this learning outcome, learners will develop knowledge and understanding about the short and long term effects of health and fitness activities on the body.

### **2.1 Effects of Health and Fitness Activities on the Body**

#### **2.1.1 Short term effects of health and fitness activities**

Learners will know the short term effects that health and fitness activities can have on the body and understand why each short term effect occurs. This includes:

- Breathing rate
- Heart rate, stroke volume and cardiac output
- Blood pressure
- Body temperature (sweating)
- Hydration levels
- Muscle fatigue
- Delayed onset of muscular soreness (DOMS).

#### **2.1.2 Long term effects of health and fitness activities**

Learners will know the long term effects of health and fitness activities on the body and understand why each long term effect occurs. This includes:

- Cardiovascular endurance
- Efficiency to use oxygen
- Blood pressure
- Resting heart rate
- Muscular endurance
- Muscular strength
- Muscle hypertrophy
- Red blood cells
- Flexibility
- Body shape – endomorph, ectomorph, mesomorph.

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***

### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and understanding about the short term and long term effects of health and fitness activities on the body, through a combination of class-based and practical learning. For example:

- participating in a health and fitness activity and at various intervals identify the various short term effects that the activity is having on the body systems
- comparing pictures of individuals before and after a fitness training programme to identify the long term effects on the body.

#### **Resources:**

Classroom teaching pack:

- PPT
- Lesson plans
- Scheme of work
- Worksheets
- Revision workbook.

#### **Other resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

#### **Useful websites:**

[www.bbcbitesize.co.uk/education](http://www.bbcbitesize.co.uk/education)

[www.iachieveuk.wordpress.com/courses/health-and-fitness/](http://www.iachieveuk.wordpress.com/courses/health-and-fitness/)

*\*See website disclaimer in section 5 of this qualification specification.*

### Learning outcome 3: Understand health and fitness and the components of fitness

#### Teaching content

***Information in this section must be covered by the Teacher during the delivery of the unit.***

In this learning outcome, learners will develop knowledge and understanding of the terms health and fitness, the components of fitness and how they apply to health and fitness activities.

### 3.1 Health and Fitness

#### 3.1.1 Health and fitness

Learners will be able to know and understand the terms health and fitness and the relationship between them. This includes:

- Health
- Fitness
- The relationship between health and fitness.

### 3.2 Components of Fitness

Learners will know and understand that components of fitness are categorised as either health-related or skill-related.

#### 3.2.1 Health-related fitness

Learners will know and understand the five components of health-related fitness. Learners will be able to link these components to health and fitness activities and understand the effect that improvements to the component(s) have on performance in the activity. This includes:

- Cardiovascular endurance
- Muscular strength – static, dynamic and explosive
- Muscular endurance
- Body composition
- Flexibility.

#### 3.2.2 Skill-related fitness

Learners will know and understand the six components of skill-related fitness. Learners will be able to link these components to health and fitness activities and understand the effect that improvements to the component(s) have on performance in the activity. This includes:

- Agility
- Speed
- Coordination
- Power
- Balance
- Reaction time.

Learners will not be required to make reference to specific types of training.

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***



### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and understanding about the terms health and fitness, the relationship between them and the components of fitness, through a combination of class-based and practical learning. For example:

- group research to identify the definitions of health and fitness
- watching a range of health and fitness activities, try and identify the 11 components of fitness and then categorise them as health-related or skill-related
- creating a set of top trumps using a variety of activities, to give each activity a score for each of the 11 components according to the relative importance of each component to that activity.

#### **Resources:**

Classroom teaching pack:

- PPT
- Lesson plans
- Scheme of work
- Worksheets
- Revision workbook.

#### **Other Resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

#### **Useful websites:**

[www.toptrumps.com](http://www.toptrumps.com)

*\*See website disclaimer in section 5 of this qualification specification.*

#### Learning outcome 4: Understand the principles of training

##### Teaching content

***Information in this section must be covered by the Teacher during the delivery of the unit.***

In this learning outcome, learners will develop knowledge and understanding of the principles of training and be able to apply these to health and fitness activities.

#### **4.1 Principles of Training**

##### **4.1.1 The principles of training**

Learners will know and understand the five principles of training (SPORT) and how they can be applied to health and fitness activities. This includes:

- Specificity
- Progression
- Overload
- Reversibility
- Tedium.

##### **4.1.2 Principles of FITT**

Learners will know and understand the principles of FITT and how they can be adapted to optimise performance in health and fitness activities. This includes:

- Frequency
- Intensity
- Time
- Type.

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***

### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and understanding about the principles of training and the principles of FITT, through a combination of class-based and practical learning. For example:

- completing a teacher-led circuit a number of times, with each circuit being adapted. Learners then try and identify what principles of training have been applied.

#### **External visits / guest speakers:**

Approach local Fitness Trainers to discuss how they change FITT principles in different activities.

#### **Resources:**

Classroom teaching pack:

- PPT
- Lesson plans
- Scheme of work
- Worksheets
- Revision workbook.

#### **Other Resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

#### **Useful websites:**

[www.bbcbitesize.co.uk/education](http://www.bbcbitesize.co.uk/education)

[www.iachieveuk.wordpress.com/courses/health-and-fitness/](http://www.iachieveuk.wordpress.com/courses/health-and-fitness/)

*\*See website disclaimer in section 5 of this qualification specification.*

## Unit 02 Preparing and planning for health and fitness (M/616/7094)

### Unit summary

<b>Unit introduction</b>	This unit provides learners with the knowledge and understanding to be able to prepare and plan for health and fitness. Learners will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Learners will know and understand how to test and develop components of fitness. Learners will know and understand how to structure a health and fitness programme and how to prepare safely for health and fitness activities.
<b>Guided learning hours</b>	72
<b>Level</b>	Combined L1/L2
<b>Assessment</b>	Internal synoptic project
<b>Unit weighting</b>	60%

### Learning outcomes overview

Learning outcomes
LO1 Understand the impact of lifestyle on health and fitness
LO2 Understand how to test and develop components of fitness
LO3 Understand how to apply health and fitness analyses and set goals
LO4 Understand the structure of a health and fitness programme and how to prepare safely

### Learning outcome 1: Understand the impact of lifestyle on health and fitness

Teaching content
<p><b>Information in this section must be covered by the Teacher during the delivery of the unit.</b></p> <p>In this learning outcome, learners will develop knowledge and understanding of the impact of lifestyles and how it effects health and fitness.</p> <p><b>1.1 Lifestyle factors</b> Learners will know and understand about lifestyle factors and how these can affect health and fitness.</p> <p><b>1.1.1 Activity levels</b> Learners will know and understand the terms active lifestyle and sedentary lifestyle, making reference to current physical activity guidelines stated by the National Health Service, (NHS). Learners will be able to give examples of moderate and vigorous activities for health and fitness. This includes:</p> <ul style="list-style-type: none"> <li>• Active lifestyle</li> <li>• Sedentary lifestyle</li> <li>• Moderate and vigorous activities for health and fitness.</li> </ul>

### 1.1.2 Diet

Learners will know and understand the key nutrients and what a balanced diet consists of. This includes:

- Key nutrients
  - Fat
  - Carbohydrate
  - Protein
  - Vitamins
  - Minerals
  - Fibre
  - Water.
- Balanced diet guidance
  - Eat well plate/Guide
  - Food pyramid
  - Recommended daily allowance.

Learners will know and understand how to recommend changes to a diet to support a healthy lifestyle. This includes:

- Portion size
- Eating habits.

### 1.1.3 Rest and recovery

Learners will know and understand the importance of rest and recovery for health and fitness. This includes:

- Sleep
- Recovery between health and fitness activity sessions
- Rest between health and fitness activity repetitions.

### 1.1.4 Other factors

Learners will know and understand how the following lifestyle factors negatively affect health and fitness. This includes:

- Drugs
  - recreational
  - performance enhancing
- Smoking
- Alcohol
- Stress.

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***

### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and understanding about lifestyle factors, through a combination of class-based and practical learning.

For example:

- learners could use independent learning on iPads/smart phones to research and discuss what active and sedentary lifestyles are, and why they are classified
- the Teacher could hold up examples of food/pictures of food, and as a group the learners must discuss and label which key nutrient the food comes from
- Teachers could ask learners to draw the 'eat well plate' showing the various percentages for each section. This could then be compared to the actual eat well plate and see how close they came
- learners could weigh out how much food they think is in a recommended portion and then weigh out the actual recommended and compare the differences. They could also discuss how this portion size may change based on different factors or goals.

#### **External visits / guest speakers:**

Learners may benefit from listening to local performance coaches/event participants discussing how diets are changed when they are working towards specific goals.

#### **Resources:**

Classroom teaching pack:

- PPT
- Lesson plans
- Scheme of work
- Worksheets.

#### **Other resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

#### **Useful websites:**

<https://www.nhs.uk/livewell/Pages/Livewellhub.aspx>

<https://www.food.gov.uk/>

<https://www.bhf.org.uk/>

<https://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx>

*\*See website disclaimer in section 5 of this qualification specification.*

## Learning outcome 2: Understand how to test and develop components of fitness

### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will develop understanding about how to test and develop components of fitness and how to apply this to health and fitness activities.

## 2.1 Fitness Testing

Learners will know and understand how to prepare, carry out and collect data on the appropriate fitness test for each component of health-related and skill-related fitness.

### 2.1.1 Health-related fitness tests

This includes:

- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Body composition
- Flexibility.

### 2.1.2 Skill-related fitness tests

This includes:

- Agility
- Speed
- Coordination
- Power
- Balance
- Reaction time.

### 2.1.3 Using data

Learners will know how to collect, use and analyse data to evaluate levels of fitness. This includes:

- Normative data
- Test and re-test.

## 2.2 Training Methods

Learners will know and understand the different training methods and be able to apply them to support individual goals, through a health and fitness programme. This includes:

- Interval
- Circuits
- Fartlek
- Continuous
- Resistance and body weight
- Cross training – combining 2 or more methods.

## 2.3 Optimising a Health and Fitness Programme

### 2.3.1 Heart rate training zones

Learners will know and understand heart rate training zones and be able to apply them to support individual goals, through a health and fitness programme. This includes:

- Aerobic fitness – between 60-80% of MHR
- Anaerobic fitness – between 80-100% of MHR.

### 2.3.2 Repetitions and sets

Learners will know and understand repetition and sets range and be able to apply them to support individual goals, through a health and fitness programme. This includes:

- Power – 2-4 reps for 2-4 sets
- Muscular strength – 5-8 reps for 2-6 sets
- Muscular endurance – 12-20 reps 2-6 sets.

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***

### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and practical experience of testing and training methods for health and fitness, through a combination of class based and practical learning. For example:

It is important that learners know how to test different components of health and skill related fitness and which test are appropriate for different components. This could initially be done through watching videos of the test being prepared and carried out, then giving the learners the opportunity to practice each test. Learners could then make notes to support their learning.

Examples tests could be:

#### **Health-related:**

- Cardiovascular endurance
  - 1.5 mile run, bleep test, Harvard step test
- Muscular endurance
  - Press-ups, sit-ups
- Muscular strength
  - Handheld, leg dynamometer
- Flexibility
  - Sit and reach
- Body Composition
  - BMI index, body calipers.



**Skill-related:**

- Agility
  - Illinois agility run
- Balance
  - Stork balance test
- Power
  - Vertical jump test, standing forward jump test
- Speed
  - 30m sprint test
- Reaction time
  - Ruler drop test
- Co-ordination
  - Wall toss test.

Teachers could set up a circuit, and apply different types of training to each circuit station. Learners must create crib cards for each of the different stations explaining what each type of training is, its key characteristics and what the training type could help develop. After each circuit the learners could adapt the reps/sets/rest of exercise and rationalise why these changes have been made and how this has changed the FITT principles.

**Resources:**

Classroom teaching pack:

- PPT
- Lesson plans
- Scheme of work
- Worksheets

**Other Resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

**Useful websites:**

[http://www.bbc.co.uk/schools/gcsebitesize/pe/exercise/1\\_exercise\\_principles\\_rev2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/pe/exercise/1_exercise_principles_rev2.shtml)

*\*See website disclaimer in section 5 of this qualification specification.*

### Learning outcome 3: Understand how to apply health and fitness analyses and set goals

#### Teaching content

***Information in this section must be covered by the Teacher during the delivery of the unit.***

In this learning outcome, learners will develop understanding about lifestyle analysis and how to apply this to people with specific health and fitness goals.

### 3.1 Health and fitness analysis and goal setting

#### 3.1.1 Health and fitness analysis tools

Learners will know and understand health and fitness analysis tools, what information they collect, how to administer them and why they are used. This includes:

- PAR-Q
- Lifestyle questionnaire
- Food diary
- Client progress review.

Learners will know how to collect, use, analyse and evaluate data to suggest improvements.

#### 3.1.2 Goal setting

Learners will know and understand the acronym SMART in relation to goal setting. Learners will be able to apply the SMART principles to set health and fitness goals based on health and fitness analysis data.

This includes:

- Specific
- Measurable
- Achievable
- Realistic
- Time bound
  - Short term (1 day–1 month)
  - Medium term (1 month–6 months)
  - Long term (6 months plus).

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***

### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and practical experience of lifestyle analysis, through a combination of class-based and practical learning. For example:

- learners could research different lifestyle analysis tools, including, PAR-Qs, lifestyle questionnaires and food diaries. They could research what each one contains, what professions may use it and why they are important. Learners could then apply them to one of their peers and undertake a full lifestyle consultation
- learners should know about what each section of SMART means, this could be done as independent research or as a class-led activity. They could then try and set a SMART goal for themselves and one of their peers and evaluate if each goal meets the requirements of SMART.

#### **Resources:**

Classroom teaching pack:

- PPT
- Lesson plans
- Scheme of work
- Worksheets.

#### **Other resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

#### **Useful websites:**

<https://www.active.com/fitness/articles/how-to-set-s-m-a-r-t-goals>

*\*See website disclaimer in section 5 of this qualification specification.*

#### Learning outcome 4: Understand the structure of a health and fitness programme and how to prepare safely

##### Teaching content

**Information in this section must be covered by the Teacher during the delivery of the unit.**

In this learning outcome, learners will understand how to structure a health and fitness programme.

#### 4.1 The structure of a Health and Fitness Programme

Learners will know and understand the information that should be included in a health and fitness programme. This includes:

- An overview of the health and fitness programme, with reference to clients goals (see section 3.1.2 Goal setting) and rest days (see section 1.1.3 rest and recovery)
- Lifestyle analysis and action plan (see sections 1.1 Lifestyle factors and 3.1.1 Health and fitness analysis tools)
- Fitness test results (see section 2.1 Fitness testing)
- Session cards.

##### 4.1.1 The session card

Learners will know and understand the information that should be included in a session card. This includes:

- Warm up, main activity section and cool down
- Training methods (see section 2.2 Training methods)
- Activity type
- Time, repetitions, sets, weight, intensity levels and rest periods (2.3 Optimising a health and fitness programme)
- Heart rate training zone targets for the session (2.3 Optimising a health and fitness programme)
- Targeted muscle (see Unit 01 section 1.2.2 Structure of the muscular system).

##### 4.1.2 Warm up/Cool down

Learners will know and understand the purpose and importance of a warm up and cool down and be able to apply them to a health and fitness programme. This includes:

- Benefits of a warm up
  - gradually increases heart rate
  - mobilises joints
  - increases blood flow to the muscle
  - prepares muscles for health and fitness activities
  - prevents injury.
- Phases of a warm up, including stretches
  - mobilisation
  - pulse raiser
  - stretches – static and dynamic
  - practice movement.
- Benefits of a cool down
  - allows breathing rate to return to normal
  - gradually decreases heart rate
  - gradually reduces body temperature
  - removes waste products from the muscles.

- Benefits of a cool down
  - allows breathing rate to return to normal
  - gradually decreases heart rate
  - gradually reduces body temperature
  - removes waste products from the muscles.

#### **4.1.3 Main activity section**

Learners will know and understand the components of the main activity section. This includes:

- Components of the main activity session:
  - cardiovascular training
  - resistance training
  - core training.

Learners will be able to demonstrate their understanding of why different methods of training (see section 2.2 Training methods) are included in the main activity section with links to the components of fitness (see Unit 01 section 3.2 Components of fitness). Learners will be able to demonstrate their understanding of how the principles of training and the principles of FITT are applied (see Unit 01 section 4.1 Principles of training).

#### **4.2 Health and Safety**

Learners will know and understand health and safety considerations needed for a health and fitness programme. This includes:

- Activity environment
- Equipment checks and equipment setup
- Appropriate clothing and footwear.

***Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.***

### Suggested teaching approach

***In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.***

It is important that learners are given the opportunity to gain knowledge and practical experience of warm ups, cool downs and the main activities within a health and fitness programme in safe manner through a combination of class-based and practical learning. For example:

- learners could research how and why we complete a warm up and cool down. Learners could select and perform appropriate warm up activities and record the short term effects they have on the body.
- learners could participate in a range of activities and different types of training that could be used within a health and fitness programme. Learners could then suggest which activity best suits improvements in specific components of health and skill related fitness. Learners could suggest how these approaches could be adapted using the FITT principles and perform them.

#### **Resources:**

Classroom teaching pack:

- PPT
- Lesson plans
- Scheme of work
- Worksheets.

#### **Other resource:**

Hodder Health and Fitness Text Book (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)).

#### **Useful websites:**

[www.nhs.uk](http://www.nhs.uk)

*\*See website disclaimer in section 5 of this qualification specification.*



# Section 4

## Assessment and Quality Assurance



## Assessment and Quality Assurance

### External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills across Unit 01 of the qualification.

The external assessment will take place at the end of the Unit 01 after all the teaching content has been delivered.

Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

The external assessment for this qualification consists of 1 exam.

The external assessment is as follows:

- Written exam – **1 hour 30 minutes** invigilated external assessment

The external assessment must be conducted under timed external assessment conditions and must be invigilated in accordance with the [Regulations for conduct of external assessment – V Certs](#).

The external assessment must not be altered in any way by the centre.

Sample papers and mark schemes for the external assessment will be made available on the qualification webpage under 'Support Materials'. We'll update the website with the latest past paper soon after a live assessment has been sat.

There are 2 specific assessment dates during the year. The examination windows are expected in **March** and **November** every year; however, these are subject to change so please refer to the **Assessment Window Guide** available on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for specific dates.

Learners will have **one** opportunity to resit. Resits of the external assessment will be **different** from the original assessment.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date you will need to contact your Customer Support Assistant and arrange a transfer of entry.



**Centres must enter learners at least 10 working days in advance of the assessment date. Late entries will be considered on a case-by-case basis and will incur a late entry fee.**

The external assessment material will be sent out in time for the assessment date. The material must be kept secure at all times throughout the assessment period.

Pre-release material is issued to the NCFE website 4 weeks before the assessment start date. Centres can use the information below to help familiarise learners with the theme of the external assessment.

You must return the External Assessment Register and all learner work to NCFE one working day after the external assessment date. The last date that NCFE will accept learner work is the next working day from the exam being sat. Any late returns will incur a fee. Please refer to the Assessment Arrangements document on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for confirmation of this date.

Learners are entitled to one resit of the external assessment, which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. Resits of the external assessment will be different from the original assessment. **'Did Not Attend', will not** be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment, please contact NCFE to cancel or transfer the entry.

For guidance on conducting external assessments, please refer to the [Regulations for conduct of external assessment - VCerts](#), or contact the Quality Assurance team on 0191 239 8000.

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### Internal assessment

Internally assessed work should be completed by the learner in accordance with the qualification specification and synoptic internal project brief. Information on delivery guidance and assessment hours for the internal assessment will be available in the synoptic internal project brief. To support with this, we have also created a sample synoptic project brief and sample portfolio of learner work, which is available on the qualification page under support materials. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the synoptic internal project will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internally assessed synoptic component is based on 100% coverage of the qualification content which is assessed holistically against grade descriptors to achieve a grade.

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## Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document [Internal assessment writing and delivery: Guide for centres.](#)

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## Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document [Internal assessment writing and delivery: Guide for centres.](#)

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## Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

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## Submitting unit grades

**Assessment:** The internally assessed unit must be assessed and graded by a centre's Assessor. It is the responsibility of the Assessor to make informed judgements about the range of evidence the learner has produced, which should demonstrate their competence to meet the assessment objectives (AOs) and grade descriptors as detailed in the Qualification Specification.

**Internal Quality Assurance:** A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for further information on sampling.

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

**External Quality Assurance:** Learners may revise and redraft work, within the controlled conditions of the internal assessment, up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grade should be submitted to NCFE. This will be classed as the first attempt.

External quality assurance of internal assessment work is carried out to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learner evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Following the external quality assurance visit the unit grade will either be accepted and banked by your External Quality Assurer or, if they disagree with the grade, they will be rejected. If the grade is rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

**Once the grades for the internally assessed unit of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.**

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### Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

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### Presenting evidence

#### Written

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using it. If, on your external quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, then the evidence will not be accepted and the unit grade may be rejected.

## Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the learner clearly identifies themselves at the start of any recording.
- the exact timing of the start and finish times so that the Examiner/Quality Assurer can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### Test High School

**Recorded evidence starts:** 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Teachers, parents and friends

#### Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

#### Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

#### Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant expertise and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

## Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the equipment centres should use. However, centres must offer learners access to equipment appropriate to Health and Fitness. These might typically include (as available within centres):

- Fitness Testing equipment
  - Physical Activity equipment.
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## Support for learners

### Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for the internally assessed unit to help learners keep track of their work and to help Teachers reach a judgement on the overall unit grade.

It can be downloaded free of charge from our website [www.ncfe.org.uk](http://www.ncfe.org.uk). You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment points and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Quality Assurers to authenticate evidence and achievement for each unit.

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### Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can find contact details for your Customer Support Assistant [here](#) or get more information by calling 0191 239 8000 or emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

### Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Customer Support team on 0191 240 8822 or by emailing [schools@ncfe.org.uk](mailto:schools@ncfe.org.uk). These include:

- Assessment and Quality Assurance Handbook for Schools – this guide describes the quality assurance process so that you can be aware of what systems and processes you should have in place.
- Regulations for the Conduct of External Assessments - V Certs – this is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.
- Reasonable Adjustments and Special Considerations Policy – this policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations.

## Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## Fees and pricing

The current fees and pricing guide is available on our website at [www.ncfe.org.uk](http://www.ncfe.org.uk).

## Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

## Learning resources

Learning materials will be developed ready to support this qualifications Go Live date. This section will be updated when the information becomes available. We intend to provide a classroom support pack which includes:

- powerpoints
- scheme of work
- lesson Plans
- worksheets
- revision workbook (Unit 01 only)

## Sample portfolio

NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements. The sample portfolio includes:

- Sample Internal Synoptic Project Brief
- Sample Internal Synoptic Project Portfolio of learner work

## Delivery Guide

NCFE has produced a Delivery Guide to help Teachers understand how the qualification could be delivered.

For all supporting documents, please visit the NCFE website [www.ncfe.org.uk](http://www.ncfe.org.uk) for more information. All learning resources, sample portfolios and delivery guides will be available on the qualification webpages under the 'support materials' section.



## iAchieve

iAchieve is an online learning solution and our endorsed provider, supporting the delivery of V Cert technical qualifications that count in group 3 of the current Key Stage 4 performance measures.

Each iAchieve course contains engaging learning and assessment materials that cover all of the learning outcomes and assessment criteria needed to achieve the qualification. iAchieve is a simple way to deliver, track and manage technical options.

iAchieve courses include:

- Business and Enterprise
- Health and Fitness
- Food and Cookery
- Engineering Studies
- Child Development and Care.

For more information about iAchieve, please visit [www.iachieve.org.uk/](http://www.iachieve.org.uk/).

## Hodder Education Textbooks

Hodder Education is a publishing organisation which has developed textbook material to support the delivery of our V Cert qualifications.

Hodder Education textbooks include:

- Health and Fitness
- Food and Cookery

For more information about the availability of Hodder Education textbooks, please visit [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk).

## Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- [www.bbc.co.uk/careers/work-experience/](http://www.bbc.co.uk/careers/work-experience/)
- [www.creativeskillset.org/](http://www.creativeskillset.org/)
- [www.hse.gov.uk/youngpeople/workexperience/index.htm](http://www.hse.gov.uk/youngpeople/workexperience/index.htm)



## Performance measures

### Claiming certificates for qualifications to count in Progress 8

There are 2 key submission dates for awarding organisations to submit data on vocational qualifications to count in Progress 8 performance measures:

- 1 August is the regular summer vocational submission date
- 25 August is the summer delayed awards deadline

For achievements to count in Progress 8 performance measures, you should ensure the following is completed before the **1 August**:

- all applicable external assessments have been completed and the results are showing on the NCFE Portal
- all EQA visits have been completed and the internal unit grade banked on the NCFE Portal
- all certificates have been claimed on the NCFE Portal
- please refer to the published results deadline and consider the EAR request timescales when planning for the submission dates. As published in our **Enquires about Results policy**:
  - for a clerical check, within 10 working days from receipt of external assessment results
  - for a reassessment, within 10 working days from receipt of external assessment results or if a clerical check has been previously requested within 5 working days of receiving the result of the clerical check.
  - NCFE will aim to review your request within a day of it being received. If this is not possible it will be acknowledged within 1 working day of receipt with notification provided of what action will be taken.
  - NCFE aims to conclude:
    - clerical check requests within 5 working days upon receipt of a fully completed request
    - re-assessment within 30 working days upon receipt of a fully completed request.

These steps should be completed by 1 August for our first submission. Any certificates claimed after that date will be included in our final submission on 23 August.

It's worth noting that qualifications awarded after 25 August could still count towards the Progress 8 performance measures, but would have to be added via the September school checking exercise.

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### School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website [register.ofqual.gov.uk/](http://register.ofqual.gov.uk/) for further information.

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## Discounting

If a learner is taking a GCSE and a V Cert in the same year, that both have the same discount code, for example an Art GCSE and our Craft V Cert, then **technically** the first entry should count which would be our V Cert as the external assessment is first. However, because we don't upload V Cert data till August to the Department for Education (DfE), the exam entry for V Certs is classed as the date the centre claims the certification. Therefore;

- If the centre delivers the Art GCSE exam first and then claims the V Cert afterwards, the Art GCSE will count.
- If the centre delivers the V Cert first and claims the certificate before the Art GCSE exam is sat, the V Cert will count.
- If the centre delivers the GCSE and the exam is sat on the same day the V Cert certificate is claimed, then it is the best result which counts.

If a GCSE and a V Cert are taken together and they do **not** have the same discount code (eg an Art GCSE and our Business V Cert), then the best result will be counted. This only applies to bucket 3 of the Progress 8 measure.

Discount codes for V Cert qualifications can be found on our website [www.ncfe.org.uk](http://www.ncfe.org.uk). We advise centres to refer to the [Discounting and early entry guidance](#) document provided by the DfE. For more information on discounting please contact the DfE directly.

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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

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# Section 5

## General information



## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website [www.ncfe.org.uk/centre-information/working-with-ncfe/request-for-reasonable-adjustments/](http://www.ncfe.org.uk/centre-information/working-with-ncfe/request-for-reasonable-adjustments/).

### Website disclaimer

The information contained in the referenced websites within the unit 'useful websites' section is for general information purposes only. We make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to those referenced websites or the information, products, services, or related graphics contained on the website for any purpose. Any reliance you place on such information is therefore strictly at your own risk.

Through the referenced websites you are able to link to other websites which are not under the control of NCFE. We have no control over the nature, content and availability of those sites. The inclusion of any links does not necessarily imply a recommendation or endorse the views expressed within them.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***