

**NCFE CACHE Level 3  
Award in Skills for  
Workplace Health  
Champions  
(603/7028/2)**

Qualification Specification

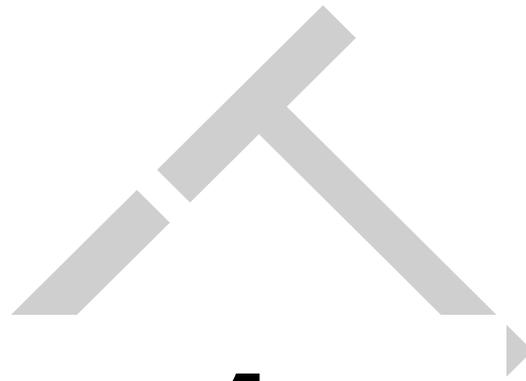
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Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

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

**About this qualification**



## Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on QualHub.

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 full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on QualHub, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- diversity and equality.

This Qualification Specification contains all of the qualification-specific information you will need that is not covered in the Support Handbook.

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Qualification summary	
<b>Qualification title</b>	NCFE Level 3 Award in Skills for Workplace Health Champions
<b>Qualification number (QN)</b>	603/7028/2
<b>Aim reference</b>	60370282
<b>Total Qualification Time (TQT)</b>	17
<b>Guided Learning Hours (GLH)</b>	12
<b>Minimum age</b>	16
<b>Age range covered by the qualification</b>	Adults in the workplace – aged 16+.
<b>Qualification purpose</b>	<p>This qualification provides learners with the knowledge and skills they require to become a health champion within the workplace.</p> <p>The qualification is designed for learners who have responsibility for promoting health choices within the workplace, or who would like to get involved in championing workplace health.</p> <p>The aim of this qualification is for the learner to attain the knowledge and practical skills required to become a Workplace Health Champion.</p> <p>This qualification is designed in partnership with Active Lancashire and there is a particular focus on physical activity.</p>
<b>Aims and objectives</b>	<p>This qualification aims to equip the learner with the knowledge and skills required to take on the role of the Workplace Health Champion.</p> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• introduce the concept of workplace health and the role of the Workplace Health Champion</li> <li>• understand the concepts of mental and physical health</li> <li>• plan and deliver a workplace health campaign</li> <li>• plan and deliver a sport and/or physical activity session in the workplace.</li> </ul>
<b>Work/industry placement experience</b>	This qualification requires learners to be working. They can be working in any setting.
<b>Real work environment (RWE) requirement/ recommendation</b>	Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.
<b>Rules of combination</b>	In order to achieve the Level 3 Award in Skills for Workplace Health Champions, learners must achieve both mandatory units.
<b>Grading</b>	<p>Achieved/Not Yet Achieved</p> <p>All criteria within the mandatory unit must be Achieved in order to gain the qualification.</p>

<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence
<b>Staffing requirements</b>	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 occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.
<b>Progression</b>	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"> <li>• NCFE CACHE Level 2 Certificate in Awareness of Mental Health Problems (601/3438/0)</li> <li>• NCFE CACHE Level 2 Certificate in Mental Health Awareness (600/6134/0)</li> <li>• NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace (603/5148/2)</li> <li>• NCFE Level 2 Certificate in Sport (Sports Coaching) (601/3037/4/COA)</li> <li>• NCFE Level 2 Diploma in Sport (Sports Coaching) (601/3038/6/COA).</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/7028/2
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Entry guidance

This qualification is designed for individuals that have an interest in health improvement as well as physical activity and wish to embedding this into everyday life within the workplace.

It may also be useful to learners studying qualifications in the following areas:

- Health and Social Care
- Sport and Physical Activity.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a Level 2 qualification.

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 this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve both mandatory units.

Please refer to the list of units below or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

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**Units**

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a lightbulb. If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

**Mandatory units**

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	F/618/6099	Introduction for Workplace Health Champions	2	6	
Unit 02	K/618/6100	Skills for Workplace Health Champions	3	6	

### Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

If you need any further information, please refer to the [CACHE/NCFE website](#).

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## **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in all components to gain the Level 3 Award in Skills for Workplace Health Champions.

## **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. 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 Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

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 Tutor must be satisfied that the work produced is the learner's own.

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

A centre must choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on QualHub.

## **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on QualHub.

## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on QualHub



# Section 2

**Unit content and  
assessment guidance**



### **Unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

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**Unit 1: Introduction for Workplace Health Champions (F/618/6099)**



<b>Unit summary</b>	This unit aims to introduce the concept of workplace health and the role of the Workplace Health Champion. Learners will also understand how to plan a physical activity in the workplace.
<b>Guided Learning Hours</b>	6
<b>Level</b>	2

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the importance of workplace health to employers and their employees	1.1 Define what is meant by <b>workplace health</b> 1.2 Identify the <b>impact</b> of physical and mental health on workplace productivity 1.3 Identify the <b>benefits</b> of good mental and physical health for the employee 1.4 Discuss <b>workplace health in different workplaces</b> 1.5 Identify effective ways to contribute to a <b>positive Workplace Health Culture</b> linked to <b>national campaigns</b>		
2. Understand the role of a Workplace Health Champion	2.1 Explain the <b>role</b> of a Workplace Health Champion 2.2 Identify the knowledge, skills, and attributes of a Workplace Health Champion		
3. Understand the factors affecting physical and mental health	3.1 Define the terms: <ul style="list-style-type: none"> <li>• <b>physical health</b></li> <li>• <b>mental health</b></li> </ul> 3.2 List <b>positive</b> factors affecting: <ul style="list-style-type: none"> <li>• physical health</li> <li>• mental health</li> </ul> 3.3 List <b>negative</b> factors affecting: <ul style="list-style-type: none"> <li>• physical health</li> <li>• mental health</li> </ul> 3.4 Identify <b>links</b> between physical and mental health, including components of fitness		
4. Understand key behaviour change principles	4.1 Define the concept of <b>behaviour change</b> 4.2 State the <b>barriers</b> of physical activity to individuals 4.3 Provide examples of <b>strategies</b> that can be used to influence behaviour change and motivate colleagues		
5. Understand the need to safeguard adults as a Workplace Health Champion	5.1 Describe the importance of safeguarding adults within the workplace 5.3 5.2 Explain and understand the <b>principles of safeguarding</b> adults Identify and understand <b>categories of abuse</b> 5.4 Explain the <b>process</b> for reporting concerns		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
6 Understand the key elements involved in planning and preparing for a sport or physical activity session	6.1 Identify <b>methods</b> to gather insight from participants which are appropriate to their working environment 6.2 Explain how to <b>analyse</b> the data and adapt proposals to meet group/individual needs 6.3 Understand the <b>C System</b> and why it needs to be used in the planning of sport or physical activity sessions with adult participants 6.4 Provide examples of different <b>approaches</b> to promote activities 6.5 State where to find other <b>local provision</b> to help signpost individuals to physical activity or sport outside of the workplace 6.6 Provide accessible and practical ideas on how to implement <b>sport and physical activity initiatives</b> within the workplace for a target group		
7 Understand how to measure the success of a sport or physical activity session	7.1 Understand the importance of being able to measure the success of a session 7.2 Explain how to <b>utilise insight</b> to gauge satisfaction of participants on a regular basis		

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## Assessment guidance

Learning outcome	Assessment guidance	Suggested assessment method
LO1	<p><b>1.1 Workplace health</b> Promoting and managing the health and wellbeing of staff. An initiative taken by employers to address absenteeism, motivation and productivity and increase physical and mental wellbeing in the workplace.</p> <p><b>1.2 Impact</b></p> <ul style="list-style-type: none"> <li>• absenteeism</li> <li>• presenteeism (for example, decreased productivity, lack of engagement with colleagues/withdrawn, lack of motivation).</li> </ul> <p><b>1.3 Benefits</b></p> <ul style="list-style-type: none"> <li>• improved immune system</li> <li>• greater self-esteem</li> <li>• positive outlook</li> <li>• can do attitude</li> <li>• better quality of sleep</li> <li>• improved ability to manage stress.</li> </ul> <p><b>1.4 Workplace Health in different workplaces</b></p> <p>If learners are in employment, they could discuss workplace health in their own workplace. If not, case studies could be provided.</p> <ul style="list-style-type: none"> <li>• What do they do currently?</li> <li>• What else they would like to see?</li> <li>• assets/existing opportunity for workplace health initiatives (for example, space, time, equipment, people, outdoor areas, qualified individuals).</li> </ul> <p><b>1.5 Positive Workplace Health Culture</b></p> <ul style="list-style-type: none"> <li>• leadership <ul style="list-style-type: none"> <li>○ top down focus on health</li> <li>○ leading by example</li> </ul> </li> <li>• co-design process (for example, bringing staff and wider team with you on the journey)</li> <li>• behaviour change so that it becomes the norm</li> <li>• additional time to engage in activities</li> <li>• workplace health charter</li> <li>• health checks</li> <li>• wellbeing policy</li> <li>• training plans</li> <li>• appraisals</li> <li>• workplans.</li> </ul> <p><b>National campaigns</b> (including but not limited to):</p> <ul style="list-style-type: none"> <li>• Dementia Friends</li> <li>• Time to Talk</li> <li>• We are Undefeatable</li> <li>• International Women's Day</li> <li>• Men's Health Week</li> <li>• Be Clear on Cancer</li> <li>• other national cancer campaigns <ul style="list-style-type: none"> <li>○ Breast</li> </ul> </li> </ul>	<p>Workbook Written assessment Question and answer Observation from the tutor Case study</p>

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>○ Lung</li> <li>○ Bowel</li> <li>○ Colon Cervical</li> <li>● National Walking Month</li> <li>● Mental Health Awareness Day/Week</li> <li>● World Mental Health Day</li> <li>● National Walking Month</li> <li>● National Volunteer Week</li> <li>● National Suicide Awareness Day</li> <li>● Dry January</li> <li>● Stoptober.</li> </ul>	
<p><b>LO2</b></p>	<p><b>2.1 Role</b>                      A Workplace Health Champion is a member of staff who will promote the importance of physical/mental health across the workplace, through organised activities for employees.</p> <p>Workplace Health Champions work closely with management and staff to develop accessible activities in line with an organisation's wellbeing agenda.</p>	<p>Workbook                      Written assessment                      Question and answer</p>
<p><b>LO3</b></p>	<p><b>3.1 Health</b>                      The World Health Organisation (WHO) defines health as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.'</p> <p><b>3.2 Positive factors</b></p> <ul style="list-style-type: none"> <li>● balanced diet</li> <li>● physical activity</li> <li>● connection with friends</li> <li>● positive outlook</li> <li>● trying new hobbies</li> <li>● mindfulness</li> <li>● relaxation.</li> </ul> <p><b>3.3 Negative factors</b></p> <ul style="list-style-type: none"> <li>● work pressures and expectations</li> <li>● existing physical and mental conditions</li> <li>● stress, anxiety, depression</li> <li>● lack of time for physical activity (possibly due to work pressures)</li> <li>● sleep deprivation</li> <li>● diet</li> <li>● smoking/drug/alcohol use</li> <li>● relationships</li> <li>● trauma.</li> </ul> <p><b>3.4 Links</b>                      Physical and mental health go hand in hand; positive physical health can lead to positive mental health and the other way around. Link to:</p> <ul style="list-style-type: none"> <li>● Five ways to wellbeing                             <ul style="list-style-type: none"> <li>○ Connect</li> <li>○ Learn new skills</li> <li>○ Be physically active</li> <li>○ Give</li> <li>○ Mindful</li> </ul> </li> <li>● positive impact of exercise on mental health</li> </ul>	<p>Written assessment</p>

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>○ combat depression and/or low mood</li> <li>● components of fitness and their impact on physical and mental health</li> <li>● cardio-vascular fitness                             <ul style="list-style-type: none"> <li>○ weight management</li> <li>○ lowered risk of CVD</li> <li>○ less risk of certain cancers</li> <li>○ cholesterol control</li> <li>○ lowered risk of type 2 diabetes</li> </ul> </li> <li>● flexibility                             <ul style="list-style-type: none"> <li>○ increased suppleness</li> <li>○ freedom of movement</li> <li>○ functional benefits (for example, tying shoelaces)</li> <li>○ pain management</li> </ul> </li> <li>● muscular strength/endurance                             <ul style="list-style-type: none"> <li>○ improved body composition</li> <li>○ increased strength around the joints</li> <li>○ functional benefits (eg carrying shopping)</li> <li>○ pain management.</li> </ul> </li> </ul>	
<p><b>LO4</b></p>	<p><b>4.1 Behaviour change</b></p> <ul style="list-style-type: none"> <li>● routine (for example, if something within the routine is missing then it throws us out of sync)</li> <li>● creating a new habit for life                             <ul style="list-style-type: none"> <li>○ physical activity</li> <li>○ dietary changes</li> <li>○ lifestyle changes</li> </ul> </li> <li>● Transtheoretical Model of Behaviour Change:                             <ul style="list-style-type: none"> <li>○ pre-contemplation</li> <li>○ contemplation</li> <li>○ preparation</li> <li>○ action</li> <li>○ maintenance/relapse prevention</li> </ul> </li> <li>● Social Cognitive Theory</li> <li>● Theory of Planned Behaviour</li> <li>● Health Belief Model.</li> </ul> <p><b>4.2 Barriers</b></p> <ul style="list-style-type: none"> <li>● time</li> <li>● location</li> <li>● family commitment</li> <li>● accessibility</li> <li>● finance</li> <li>● health</li> <li>● own self-worth</li> <li>● motivation.</li> </ul> <p><b>4.3 Strategies</b> (including but not limited to):</p> <ul style="list-style-type: none"> <li>● EAST                             <ul style="list-style-type: none"> <li>○ Easy (fits into lifestyle, reduces hassle)</li> <li>○ Attractive (relevant and appealing)</li> <li>○ Social (it's about making commitments to others and using social networks as a norm)</li> <li>○ Timely (prompting when individuals are likely to be most receptive)</li> </ul> </li> </ul>	<p>Use of scenarios within written Assessment Workbook Question and answer</p>

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• Make Every Contact Count (MECC).</li> </ul>	
LO5	<p><b>5.1 Safeguarding</b> An approach in promoting individuals' wellbeing whilst keeping them free and safe from abuse. Role whereby employees may disclose information which the champion may need to act on. Safeguarding should be taught in the context of local/regional legislation and/or policy, including but not limited to:</p> <ul style="list-style-type: none"> <li>• The Care Act 2014</li> <li>• The Mental Capacity Act 2005 (amended 2009)</li> <li>• The Social Services and Well-being (Wales) Act 2014</li> <li>• Adult Safeguarding Policy for Northern Ireland.</li> </ul> <p><b>5.2 Principles of safeguarding adults</b></p> <ul style="list-style-type: none"> <li>• empowerment</li> <li>• protection</li> <li>• prevention</li> <li>• proportionality</li> <li>• partnership</li> <li>• accountability.</li> </ul> <p><b>5.3 Categories of abuse</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• sexual</li> <li>• emotional</li> <li>• financial</li> <li>• neglect and acts of omission</li> <li>• discriminatory</li> <li>• organisational</li> <li>• self neglect</li> <li>• domestic abuse</li> <li>• modern slavery.</li> </ul> <p><b>5.4 Process</b> Check if there is a welfare or safeguarding lead in own workplace who will confirm the process. Or, contact Active Partnership, Local Children's or Adult Safeguarding Board (LSCB) or the MASH Team (Multi Agency Safeguarding Hub):</p> <ul style="list-style-type: none"> <li>• adult social care</li> <li>• children's social services.</li> </ul>	Written assessment Workbook
LO6	<p><b>6.1 Methods</b></p> <ul style="list-style-type: none"> <li>• surveys</li> <li>• 1-2-1 consultations</li> <li>• focus groups (co-design of activity)</li> <li>• confidentiality</li> <li>• in accordance with GDPR</li> <li>• ensuring method chosen is appropriate for the information required (for example, weight management).</li> </ul>	Observation/Scenario Written assessment Question and answer Workbook

Learning outcome	Assessment guidance	Suggested assessment method
	<p><b>6.2 Analyse results</b></p> <ul style="list-style-type: none"> <li>• identify trends in data/reports for management/targeted campaigns</li> <li>• observe and reflect on participants' behaviour</li> <li>• observe and track attendance</li> <li>• case studies/testimonies</li> <li>• ascertain why people drop off</li> <li>• is the session too competitive/too difficult/not challenging enough?</li> </ul> <p><b>6.3 C System</b> A method through which a Workplace Health Champion could build rapport with employees before, during and after activities:</p> <ul style="list-style-type: none"> <li>• connection                         <ul style="list-style-type: none"> <li>○ building relationships for all</li> </ul> </li> <li>• confidence</li> <li>• competence                         <ul style="list-style-type: none"> <li>○ developing activities with easier or harder activities</li> </ul> </li> <li>• character and caring                         <ul style="list-style-type: none"> <li>○ get to know participants</li> </ul> </li> <li>• creativity                         <ul style="list-style-type: none"> <li>○ participants create new activities and games.</li> </ul> </li> </ul> <p><b>6.4 Approaches</b></p> <ul style="list-style-type: none"> <li>• create social media events (for example, facebook events)</li> <li>• communication campaign that engages people to get in touch directly with the organiser and sign them up via chat/telephone</li> <li>• offline campaign                         <ul style="list-style-type: none"> <li>○ posters</li> <li>○ leaflets</li> </ul> </li> <li>• involvement in challenges (for example, plank challenge, steps challenge)</li> <li>• create teams with team leaders and leader boards.</li> </ul> <p><b>6.5 Other Local Provision</b></p> <p>(Please note, these links are provided as sources of potentially useful information for delivery/learning in this subject area. NCFE does not explicitly endorse any resources available on these websites)</p> <ul style="list-style-type: none"> <li>• checkfit - To find a local gym, club or class: <a href="https://www.checkfit.co.uk/">https://www.checkfit.co.uk/</a></li> <li>• Exercise Movement and Dance Partnership - To find a dance or fitness class: <a href="https://portal.emduk.org/find-a-class">https://portal.emduk.org/find-a-class</a></li> <li>• races - local running, triathlon, swimming and cycling races: <a href="https://findarace.com/">https://findarace.com/</a></li> </ul>	

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• walking - to find health walk schemes closest to you: <a href="http://www.walkingforhealth.org.uk/walkfinder">http://www.walkingforhealth.org.uk/walkfinder</a></li> <li>• cycling - to find the nearest cycle ride, route, buddy or group: <a href="http://www.letsride.co.uk">www.letsride.co.uk</a></li> <li>• running - to find the nearest running routes and group <a href="http://www.runtogether.co.uk">www.runtogether.co.uk</a> or for organised, free 5k runs at your nearest park: <a href="http://www.parkrun.org.uk">www.parkrun.org.uk</a></li> <li>• swimming - To find your nearest swimming pool or club: <a href="http://www.swimming.org/poolfinder">www.swimming.org/poolfinder</a></li> <li>• Active Partnerships <a href="https://www.activepartnerships.org/active-partnerships">https://www.activepartnerships.org/active-partnerships</a>.</li> </ul> <p><b>6.6 Activities</b> Accessible and practical ideas and options, could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• pop up archery</li> <li>• badminton</li> <li>• table tennis</li> <li>• hula hoops</li> <li>• sports day</li> <li>• boules</li> <li>• walking/running groups</li> <li>• free online classes.</li> </ul>	
LO7	<p><b>7.2 Utilise insight</b></p> <ul style="list-style-type: none"> <li>• participant journey/engagement within activities (for example, improvements in mental health/physical health)</li> <li>• improved engagement with work colleagues</li> <li>• training purposes</li> <li>• best practice</li> <li>• self-reflection</li> <li>• adapting sessions appropriately.</li> </ul>	

**Learner declaration of authenticity:**  
I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: Unit Number F/618/6099**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login

**Unit 2: Skills for Workplace Health Champions (K/618/6100)**

<b>Unit summary</b>	This unit explains how you can act as a Workplace Health Champion in your own work setting, to promote good health in the workplace. The learner will run a workplace health campaign and facilitate a sport/physical activity session.
<b>Guided Learning Hours</b>	6
<b>Total unit time</b>	11
<b>Level</b>	3

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand different mental health conditions and how to identify them in them workplace	1.1 Describe different types of <b>mental health conditions</b> 1.2 Explain <b>factors</b> that can affect mental health 1.3 Identify <b>signs and symptoms</b> of mental health conditions 1.4 Know how to <b>improve mental health</b>		
2. Understand the importance of healthy eating and consider this in the context of the workplace	2.1 Describe the functions of the <b>7 essential nutrients</b> 2.2 Explain what contributes to a <b>balanced diet</b> 2.3 Explain the <b>importance of hydration</b> and the impact of dehydration 2.4 Understand the principles of the <b>energy balance</b> equation and how it is calculated 2.5 Identify <b>healthy eating strategies</b> an individual can utilise in the workplace		
3. Demonstrate how to conduct research and gather insight into the needs of the workforce relating to sport or physical activity	3.1 Conduct research into the needs of the workforce relating to sport or physical activity and describe the <b>approach</b> taken 3.2 Evaluate <b>research outcomes</b> 3.3 Utilise the insight to <b>plan</b> a sport and/or physical activity session 3.4 Identify and describe what other <b>factors</b> may need to be considered when planning a session		
4. Plan and run a workplace health campaign	4.1 Understand what a <b>workplace health campaign</b> is 4.2 Describe the <b>benefits</b> of running a workplace health campaign 4.3 <b>Plan and run the campaign</b> in a way that will reach a maximum target audience 4.4 <b>Review the success</b> of the campaign using appropriate methods 4.5 Identify areas for improvement/change to inform future planning of campaigns		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
5 Understand the elements of health and safety needed whilst planning a sport/physical activity session	5.1 Conduct a risk assessment for the session, identifying any possible hazards 5.2 Explain the procedure to follow for the reporting of: <ul style="list-style-type: none"> <li>• <b>an incident</b></li> <li>• <b>an accident</b></li> </ul>	Completion of a risk assessment	
6 Understand the importance of developing Fundamentals of Movement for participants	6.1 Understand the concept of the <b>fundamentals of movement</b> 6.2 Identify <b>3 fundamental movement skills</b> 6.3 Identify the different <b>stages of fundamental skills</b> 6.4 Explain how the fundamentals of movement would support development of sports specific skills 6.5 Understand how these can be applied in sport and physical activity		
7 Facilitate a sport or physical activity session	7.1 Demonstrate the facilitation of a <b>safe and engaging</b> sport or physical activity session 7.2 Apply and demonstrate Fundamental Movement Skills 7.3 Demonstrate how you would develop adults in the workplace through application of the <b>C System</b> 7.4 Apply and demonstrate the <b>STEPS</b> model to ensure inclusivity when delivering sessions 7.5 <b>End the session</b> safely, seek participant feedback and evaluate the outcome	Practical assessment  Simulation is permitted and this session may be delivered to peers in a classroom setting.	

**Assessment guidance**

<b>Delivery and assessment</b>
<p>When delivering this award, please note that this <b>not</b> a coaching qualification. The student will only be qualified to facilitate activities within their scope of practice as well as the skills taught on this course.</p> <p>This qualification will equip the student with the skills to research and implement a sport or physical activity, such as a football/netball match/mini tournament. The student will be able to assess the need for such an activity, as well as publicise it and encourage participants to take part. The student will not be able to coach nor officiate the event, however they will be able to offer general advice on health, fitness, basic nutrition, and sign-post participants for further support where needed.</p> <p>This qualification will also equip the student to aid participants to access online/web-based activities, for example yoga Pilates meditation. It may also lead to the student furthering their skills in other specialised non-coaching progressions (for example, boxing for fitness, walk leader, leaders in running fitness, dance activator, parks activator).</p>

<b>Learning Outcome</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
LO1	<p><b>1.1 Mental health conditions</b></p> <ul style="list-style-type: none"> <li>• stress</li> <li>• depression</li> <li>• anxiety</li> <li>• eating disorders</li> <li>• self-harm</li> <li>• suicide</li> <li>• psychosis</li> <li>• schizophrenia</li> <li>• drug or alcohol addiction</li> <li>• PTSD (post-traumatic stress disorder)</li> <li>• OCD (obsessive compulsive disorder).</li> </ul> <p><b>1.2 Factors affecting mental health</b></p> <ul style="list-style-type: none"> <li>• trauma</li> <li>• bereavement</li> <li>• loss of job</li> <li>• break down of marriage/relationship</li> <li>• isolation</li> <li>• long term physical health problems</li> <li>• domestic violence</li> <li>• drug/alcohol abuse</li> <li>• homelessness/poverty.</li> </ul> <p><b>1.3 Signs and symptoms of poor mental</b></p> <ul style="list-style-type: none"> <li>• losing interest in things – hobbies, activities with family, work</li> <li>• not achieving or completing tasks at work</li> <li>• isolating themselves from family and friends</li> <li>• changes in eating habits – over (binge eating) or undereating</li> <li>• weight gain/weight loss</li> <li>• mood changes</li> <li>• irritable</li> <li>• problems thinking or retaining information</li> <li>• not sleeping or sleeping too much</li> <li>• lack of energy/motivation</li> </ul>	Portfolio of evidence Workbook

Learning Outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• panic attacks</li> <li>• catastrophising.</li> </ul> <p><b>1.4 Improve mental health</b></p> <p><b>5 Ways to wellbeing</b></p> <ul style="list-style-type: none"> <li>• Connect – connect to those around you, build friendships</li> <li>• Be Active – being active generates endorphins which helps raise the mood and makes you feel good</li> <li>• Learn - take time to learn something new. Online course, learn to paint, take up a new hobby</li> <li>• Give – volunteer and give some time to others</li> <li>• Take Notice – be in the here and now, Listen, smell, feel, see what is around you.</li> </ul>	
LO2	<p><b>2.1 Essential nutrients</b></p> <ul style="list-style-type: none"> <li>• fats (insulation)</li> <li>• carbohydrates (energy)</li> <li>• proteins (growth and repair)</li> <li>• vitamins (bodily function)</li> <li>• minerals (bodily function)</li> <li>• water (hydration and transportation)</li> <li>• fibre (gut function).</li> <li>•</li> </ul> <p><b>2.2 Healthy Diet</b></p> <ul style="list-style-type: none"> <li>• 5 a day</li> <li>• eatwell guide.</li> </ul> <p><b>2.3 Benefits of hydration</b></p> <ul style="list-style-type: none"> <li>• improves concentration</li> <li>• increases potential for performance</li> <li>• improves complexion</li> <li>• regulation of temperature.</li> </ul> <p><b>2.4 Energy balance</b></p> <ul style="list-style-type: none"> <li>• calories in vs calories out</li> <li>• Kcal/g value of each essential nutrient</li> <li>• basal metabolic rate (BMR).</li> </ul> <p><b>2.5 Healthy eating strategies</b></p> <ul style="list-style-type: none"> <li>• sugar swaps</li> <li>• wholegrain switches</li> <li>• food challenges within the workplace (balanced options in meetings for example fruit replacing biscuits)</li> <li>• cooking methods (eg boil and grill)</li> <li>• don't shop when hungry</li> <li>• drink water before meals</li> <li>• pre-prepare meals</li> <li>• plan weekly shop</li> <li>• healthy options when eating out/at work.</li> </ul>	Portfolio of evidence Workbook
LO3	<p><b>3.1 Approach</b></p> <ul style="list-style-type: none"> <li>• online survey</li> </ul>	Viva during final assessment

Learning Outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• 1-1 consultation</li> <li>• focus groups.</li> </ul> <p><b>3.2 Research outcomes</b></p> <ul style="list-style-type: none"> <li>• which activities are popular?</li> <li>• where would they like to attend?</li> <li>• when is the most popular time - before work, lunchtime, after work?</li> </ul> <p><b>3.3 Plan</b></p> <ul style="list-style-type: none"> <li>• choice of activity and rationale</li> <li>• location and rationale</li> <li>• time and rationale</li> <li>• means of communication (for example access to email).</li> </ul> <p><b>Sport activity</b></p> <ul style="list-style-type: none"> <li>• badminton</li> <li>• table Tennis</li> <li>• indoor Archery</li> <li>• any sport activity the student already holds a qualification in</li> </ul> <p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>• walking</li> <li>• team building games</li> <li>• online/web-based activity (yoga/stretch)</li> <li>• app guided activity (couch to 5K)</li> </ul> <p><b>3.4 Factors</b></p> <ul style="list-style-type: none"> <li>• religious beliefs</li> <li>• single sex sessions</li> <li>• privacy</li> <li>• gender identity.</li> </ul>	
LO4	<p><b>4.1 Workplace health campaign</b></p> <ul style="list-style-type: none"> <li>• created using an organisation's own staff</li> <li>• costs are usually paid in staff time</li> <li>• an opportunity to raise awareness and understanding about critical health issues and mobilise support for action within the workplace</li> </ul> <p><b>4.2 Benefits</b></p> <ul style="list-style-type: none"> <li>• better understanding of the target market</li> <li>• organisation /its values /its internal branding</li> <li>• low costs to the organisation</li> <li>• higher control over the messaging and campaign contents</li> <li>• quickly implemented</li> <li>• saves time</li> <li>• employees become more motivated and productive</li> <li>• employee absence reduces – healthy, motivated workers are less likely to take sick days</li> <li>• reduced staff turnover</li> <li>• an enhanced reputation as a positive, caring organisation.</li> </ul>	Portfolio of evidence Workbook

Learning Outcome	Assessment guidance	Suggested assessment method
	<p><b>4.4 Plan the campaign:</b></p> <ul style="list-style-type: none"> <li>• who is the audience (target-market)?</li> <li>• use insight to co-create/design it with them</li> <li>• use appropriate channels to reach identified audience</li> <li>• adjust the messages so they are native to each channel and resonate with your target audience</li> <li>• plan the messages so they are timely, and the audience does not miss them.</li> <li>• use <b>SMART</b> methodology:                             <ul style="list-style-type: none"> <li>○ specific aim an theme of the campaign</li> <li>○ measuring the need for the campaign</li> <li>○ is the campaign achievable?</li> <li>○ is it a realistic campaign?</li> <li>○ how long is the campaign going to run? (eg consider time)</li> </ul> </li> </ul> <p><b>4.5 Review success:</b></p> <ul style="list-style-type: none"> <li>• dedicating a specific period of time to monitor campaign’s outcomes (which are measured against the SMART goals)</li> <li>• evaluate the outcomes to inform future activities</li> <li>• return on investment tools such as:                             <ul style="list-style-type: none"> <li>○ tally charts</li> <li>○ individual case studies</li> <li>○ group case studies</li> <li>○ register of attendance at sessions</li> <li>○ methods of tracking individuals - app tracking eg mayathon/fitbit/garmin</li> <li>○ recording of sign posting opportunities</li> <li>○ amount of leaflets taken (recorded)</li> <li>○ conversations had (recorded as evidence)</li> <li>○ recognisable campaign – internal campaign recognised in the workplace</li> <li>○ staff adopted and embraced the campaign</li> <li>○ improvement in attendance of work against current attendance (benchmark)</li> <li>○ improvement in performance (dependant on industry)</li> <li>○ follow up surveys.</li> </ul> </li> </ul>	
<p>LO5</p>	<p><b>5.1 Risk Assessment</b>                      Checks of area prior to the session including:</p> <ul style="list-style-type: none"> <li>• potential hazards</li> <li>• lighting</li> <li>• ventilation</li> <li>• room temperature</li> <li>• clear fire exits</li> <li>• checks of equipment prior to the session</li> <li>• checks of participant’s clothing prior to session.</li> </ul> <p><b>5.2 Incident</b>                      an unexpected event that may result in property or equipment damage but does not result in injury or illness</p>	<p>Portfolio of evidence                      Workbook</p>

Learning Outcome	Assessment guidance	Suggested assessment method
	<p><b>Accident</b> an unexpected event that results in injury or illness to a participant</p>	
LO6	<p><b>6.1 Stages of fundamental skills</b></p> <ul style="list-style-type: none"> <li>• balance</li> <li>• agility</li> <li>• co-ordination</li> </ul> <p><b>6.2 Key fundamental movement skills</b></p> <ul style="list-style-type: none"> <li>• body management skills</li> <li>• locomotor skills</li> <li>• object control skills.</li> </ul> <p><b>6.3 Support development of fundamental skills</b></p> <ul style="list-style-type: none"> <li>• locomotor Skills                             <ul style="list-style-type: none"> <li>○ running or walking</li> <li>○ jumping</li> <li>○ skipping</li> <li>○ dribbling</li> </ul> </li> <li>• body management skills                             <ul style="list-style-type: none"> <li>○ turning</li> <li>○ bending</li> <li>○ stretching</li> <li>○ rotating/twisting</li> </ul> </li> <li>• object control skills                             <ul style="list-style-type: none"> <li>○ kicking</li> <li>○ striking</li> <li>○ throwing</li> <li>○ catching.</li> </ul> </li> </ul>	Portfolio of evidence Workbook
LO7	<p>Please note that the centre will need to ensure they have adequate resources available for this LO, to allow for a range of sport and physical activities to be delivered, if this unit is to be simulated and delivered to peers.</p> <p><b>7.1 Safe and engaging</b></p> <ul style="list-style-type: none"> <li>• Introducing self to the group.</li> <li>• Explaining the purpose of the session</li> <li>• Demonstrating the activities that are included within the session</li> <li>• Providing support and advice during the session</li> <li>• Demonstrating good observation and correction skills during the session</li> <li>• Ending the session safely and evaluating the outcome</li> </ul> <p><b>7.2 Show basic understanding of effective body position when ready to play or take part in an activity eg – width of feet on stance, Centre of gravity and posture. Counterbalance. To enable effective movement during the activity</b></p> <p><b>7.3 C-system</b></p> <ul style="list-style-type: none"> <li>• confidence</li> <li>• competence</li> <li>• connection</li> </ul>	Practical assessment Observation Simulation Expert witness testimony Reflective account

Learning Outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• creativity</li> <li>• compassion</li> <li>• character</li> </ul> <p><b>7.4 STEPS</b></p> <ul style="list-style-type: none"> <li>• space</li> <li>• task</li> <li>• equipment</li> <li>• people</li> <li>• success</li> </ul> <p><b>7.5 Ending the session</b></p> <ul style="list-style-type: none"> <li>• self-reflection</li> <li>• evaluate overall delivery</li> <li>• assess 360 feedback</li> <li>• how would feedback be used to strengthen future delivery.</li> </ul>	

**Learner declaration of authenticity:**  
I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: K/618/6100**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	n/a	n/a
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	Yes	Yes
L	Scenario or case study	Yes	Yes
M	Task set by CACHE (for knowledge learning outcomes)	NA	NA
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

\*\* **Simulation**. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

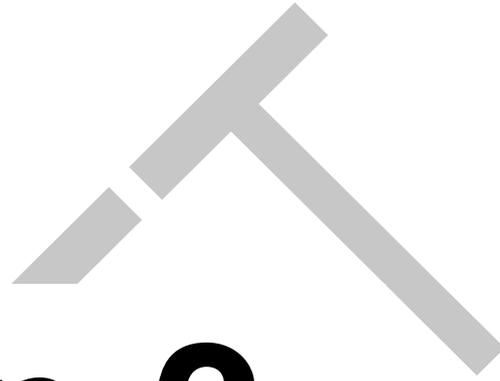
### **Assessment strategy**

#### **Knowledge learning outcomes**

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

#### **Competence/Skills learning outcomes**

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.



# Section 3

## Explanation of terms



**Explanation of terms**

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgment using previous knowledge or considering other information.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).

<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.



# Section 4

## Additional information



**Additional information****Resource requirements**

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes. Please note in particular that centres will need to have adequate resources available to allow for a range of sport/physical activity sessions to be delivered for learning outcome 7, if this is to be simulated and delivered to peers.

**Support for centres****Qualification Factsheet**

This document outlines the key information of this qualification for the centre, learner and employer.

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**Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on QualHub for more information and to see what is available for this qualification.

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**Contact us**

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Websites: [www.qualhub.co.uk](http://www.qualhub.co.uk)  
[www.cache.org.uk](http://www.cache.org.uk)

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