

Scheme of Work

NCFE Level 2 Certificate in Health and Fitness (602/4534/1)

Sample Scheme of work

Example 2

Scheme of work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 2 Certificate in Health and Fitness (602/4534/1).

- It should be read alongside the Sample Delivery and Assessment Plan.
- It is designed to offer centres some ideas for delivery of the qualification; it does not represent the detail of lesson planning necessary in many schools eg starter/plenary activities, homework tasks, literacy and numeracy.
- All activities are examples only and can be substituted to suit the individual situation of the school, teacher and learners.
- The assessment shown is only that required for the qualification and does not include formative assessment and marking as these will be according to the school policy.

This Scheme of Work is based on delivery over 2 years, allowing flexibility with 2 opportunities to sit the external assessment for Unit 03 on 3 possible occasions. The 120 GLH is split up over 63 weeks with 2 hours delivery each week with an additional 3 weeks timetabled in for the external assessments.

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
Year 1 Spring Term – 1st Half of Term					
1	01	1.1 Explain the terms 'health' and 'fitness'	This could be a research activity where resources are posted on a VLE for learners to download and read through in order to learn about what health and fitness means.	<p>Research file to provide information for a sports centre website about the principles of health and fitness. This should be targeted in 2 ways: towards attracting new members and information that is appealing to existing members of the sports centre.</p> <p>The research file could include a poster or leaflet to support evidence found and a visit to a local leisure centre. Alternatively learners could be taken through a virtual tour of a leisure centre online.</p> <p>The research file could also include written information about principles of training, tables of fitness tests and results, and video recordings of learners conducting the tests and demonstrating how to train the different principles of training.</p> <p>Continued in week 8.</p>	
2	01	1.2 Describe the benefits of exercise	Learners could work in small groups of 2-3 and design a poster to communicate the benefits of exercise. Each group could be given one of the following so that each group supports peer learning: physical, social, psychological		
3	01	1.3 Describe the health-related components of fitness	Over 3 sessions learners could be put into groups of 2-3 with each group having one of the health and skill related components of fitness.		
4	01				
5	01	1.4 Describe the skill-related components of fitness	Groups have to find a suitable definition from a reputable website, reference it and give an example/practical demonstration to communicate their component. Groups could feedback in the form of a presentation, using multimedia clips. Peer assessment could be used with set questions to test knowledge.		

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
6	01	1.5 Describe tests that measure components of health- and skill-related fitness	Learners could take part in each of the fitness tests, recording their results in a table they have designed and having reflection time at the end of each test to describe the protocols they followed in their own words. This could be recorded in writing or through peer video recording		
7	01	1.6 Describe the principles of training	Learners could be given crib sheets that guide them through practical examples of each of the principles of training (in a sports hall or gym environment). They would then put their experiences into their own words during a theory session that follows. This could again be written or through peer video recordings		
Year 1 Autumn Term – 2nd Half of Term					
8	01	1.7 Describe the appropriate methods of training for each of the components of fitness	Practical sessions showing how to train for given components of fitness. This will support learners building up a bank of ideas that they can call upon or adapt for their assessment	Continued from weeks 1 - 7	

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
9	01	2.1 Describe the structure and function of the main body systems	In small groups of 2-3 each group is given a body system. Using card and other resources groups have to make a life sized model of their body system. Groups then present back their body system one at a time describing the structure and function. Presentations can take the form of peer assessments with the tutor facilitating questions for learners to be able to demonstrate their knowledge and understanding.	Poster to communicate information to new members about how the body functions. In addition this could contain some of the photographs from the peer assessment task for eye catching displays.	
10	01				
11	01	2.2 Describe the long-term and short-term effects of exercise on the main body systems	Practical session where learners are split into groups of 2-3. Each group takes part in a circuit of exercise stations where they have to describe how they feel after the exercise on a task sheet or through peer video recording. This will help capture the effects of exercise on the main body systems.		

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
12	01	3.1 Describe measures for body composition	Practical session where learners run through tests for body composition including BMI, waist-to-hip ratio, skinfold test. Learners then answer questions on a task sheet following each test to capture key procedures for the test protocols.	Electronic diary consisting of learners introducing and carrying out the tests for body composition, health-related and skill-related components of fitness. A written section for 3.5 needs to include the positives and negatives of the measures within the electronic diary. This could also be recorded to demonstrate effective feedback for those aiming for high grades (continued in weeks 15 and 16).	
13	01	3.1 Describe measures for body composition			
14	01	3.3 Carry out tests to measure components of health-related fitness	Practical session where learners run through tests for body composition including BMI, waist-to-hip ratio, skinfold test. Learners then answer questions on a task sheet following each test to capture key procedures for the test protocols for each (continued in week 15).		
Year 1 Spring Term – 1st Half of Term					
15	01	3.4 Carry out tests to measure components of skill-related fitness	Continued from week 14.	Continued from weeks 12, 13 and 14.	
16	01	3.5 Assess the positives and negatives of these measures	Using norm charts groups will have to reflect on their test results and assess whether they are above or below average.		

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
17	03	1.1 Describe the purpose of a PARQ (Physical Activity Readiness Questionnaire)	In small groups of 2-3 learners could be given a range of different PARQs and asked how they differ and why there is no one set format. Learners could then be encouraged to think about the overall purpose of a PARQ and what it's designed to do.	Practice assessment (AC 1.1, 1.2, 1.3, 1.4, 2.1, 3.1) in preparation for the externally assessed unit where learners can be given information with questions to encourage them to search for key words and points. The practice assessment will consist of - <ul style="list-style-type: none"> • an initial assessment • a one on one covering guidance on how to prepare for practical sessions • initial fitness tests • one on one delivering the exercise programme. 	
18	03	1.2 Assess the suitability for an individual to participate in fitness activities	In pairs learners could conduct a consultation and initial assessment on each other using a crib sheet to assess their suitability to participate in fitness activities.		
19	03				
20	03	1.3 Describe the preparation needed for a specific purpose	Learners could produce a poster to illustrate what should be followed/ considered in preparation for taking part in exercise.		
Year 1 Spring Term – 2nd Half of Term					
21	03	1.4 Assess an individual's base level of fitness	Working in pairs learners could apply a range of fitness tests using protocol sheets and knowledge from unit 01, record the results using tables from unit 01 and compare their results to norms charts used in unit 01, drawing conclusions about each other's level of fitness.	Continued from weeks 17 -20	
22	03				

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
23	03	2.1 Produce an individual exercise programme for a specific purpose	Drawing on their experiences and bank of ideas from Unit 01, learning outcome 1.7, learners could be supported in designing their own exercise programme for their partner based on the areas for improvement from their fitness tests in learning outcome 1.4. For example it could be to improve flexibility or muscular endurance.		
24	03				
25	03	2.2 Produce a nutrition plan for the period of the personal exercise programme	Based on the areas for improvement from the fitness tests previously learners could be supported with identifying key nutrients needed to support a training programme focussed on developing those areas for improvement. For example they need to develop muscular endurance so a good balance of complex carbohydrates would support this.		
26	03				

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
27	03	3.1 Assess the effectiveness of the exercise programme	In pairs learners could train each other through their planned exercise programmes then sit down after each one to reflect on strengths and weakness of the programme.	Practice assessment (AC 2.1, 2.2, 3.1, 3.2, 3.3) in preparation for the externally assessed unit where learners can be supported highlighting and discussing key points: <ul style="list-style-type: none"> • how to design an exercise plan • how to design a nutrition plan • how to review of the exercise plan • how to improve the exercise plan • how to improve the nutrition plan Continued in week 28.	
Year 1 Summer Term – 1st Half of Term					
28	03	3.2 Describe how to improve the exercise programme 3.3 Describe how to improve the nutrition plan	With support learners could discuss how they think the exercise programme could be improved based on the feedback from their peers. For example does the frequency of the programme need increasing or does the time need reducing. With support learners could discuss how they think the nutrition plan could be improved based on the feedback from their peers. For example, is a greater intake of water needed.	Continued from week 27.	

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
29	03	External assessment practice paper	External assessment practice paper	External assessment practice paper	
30	03	External assessment practice paper	External assessment practice paper	External assessment practice paper	
31	03	Unit 03 external assessment: 1 st occasion	Unit 03 external assessment: 1 st occasion	Unit 03 external assessment: 1 st occasion Unit 03 2 hour assessment	Please check dates and times for external assessments as they may vary from year to year. They can be found here www.ncfe.org.uk/v-certs/assessment-windows/
32			Mop-up session for internal assessments.		
Year 1 Summer Term – 2nd Half of Term					
33	02	1.1 Describe how each of the main food groups contribute to a healthy lifestyle	This could be a learner led discovery session where the tutor poses a number of questions to the group including; 'what does the term healthy diet mean', 'what do you think it should include', 'why'. The teacher could then focus on some of the answers from the questions posed asking: 'how does bread/cereal/rice contribute to a healthy diet, what is its role', 'why are colours important' etc. Information could be captured on an interactive whiteboard and posted on the VLE for learners to use when working on their assessment.	Multimedia video assessment that will be shown to the school/college to promote healthy lifestyles.	
34	02				

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
35	02	1.2 Describe what is meant by a balanced diet	This could be a practical session where learners are encouraged to bring in some basic food groups. Each learner/ group is given a category by the Teacher. Learners then put their foods together to visually illustrate what is meant by a balanced diet. Pictures could be again posted on the VLE for learners to use when working on their assessment.		
36	02				
37	02	1.3 Describe how non-nutrients contribute to a healthy diet	Based on their knowledge gained, learners could be encouraged to research what 'non-nutrients' are so they begin to understand how energy forms part of a balanced, healthy diet.		
38					
Year 2 Autumn Term – 1st Half of Term					
1	02	2.1 Describe lifestyle diseases related to lack of physical activity and poor diet	This could be a learner led session where learners are put into small groups of 2-3 and given a different case study, each based on a lifestyle disease. Groups would then feedback knowledge gained to the rest of the group one at a time. Through peer learning each individual would then have a range of lifestyle diseases related to lack of physical activity and poor diet in preparation for their assessment.	Presentation pitched at secondary school learners and college students about healthy lifestyles.	

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
2	02	2.2 Explain the effects of a long-term sedentary lifestyle on health and well-being	This could be a learner led session where learners are put into small groups of 2-3 and supported with designing a questionnaire to capture people's views (staff and learners at school/college) about what they think are the effects of a long-term sedentary lifestyle on health and well-being and reasons why people do not take part in physical activity. This would support further research where groups investigate actual reasons. This approach would support those working towards higher grades, comparing people's views to proven research.		
3	02				
4	02	2.3 Explain reasons why people do not take part in physical activity			
5	02	3.1 Explain reasons why people are motivated to take part in physical activity	This could be a learner led session where learners are supported in setting up a 'google docs' survey that is sent out to staff at school/ college about motivation for taking part in physical activity. Learners could then be supported in pulling together this information to make tables/charts thereby drawing clear conclusions about motivation to do activity.	Blog to demonstrate learners progress in getting people motivated to follow a healthier lifestyle - continued in weeks 8 ,9 and 10.	
6	02				

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
7	02	3.2 Describe ways to improve individual motivation	Based on results from the previous sessions survey learners could interview individuals that have identified low motivation to find out how motivation could be improved.		
Year 2 Autumn Term – 2nd Half of Term					
8	02	3.3 Demonstrate ways to improve individual motivation	This could be a learner led session where learners are building on the information gained from the previous session and applying ideas such as giving those interviewed a lifestyle plan to follow that incorporated an increase in physical activity (walking to work etc.).	Continued from weeks 5, 6 and 7	
9	02				
10	02				3.4 Review ways to improve individual motivation
11			Revision for external assessment if needed and mop-up time for internal assessments.	Practice external assessments	
12					
13					
14	03	Unit 03 external assessment: 2 nd occasion (if necessary)	Unit 03 external assessment: 2 nd occasion (if necessary).	Unit 03 2 hour Assessment	Please check dates and times for external assessments as they may vary from year to year. They can be found here www.ncfe.org.uk/v-certs/assessment-windows/

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
Year 2 Spring Term – 1st Half of Term					
15	04	1.1 Describe the Frequency, Intensity, Time and Type (FITT) principles	This could be a teacher led session where learners are taught about the (FITT) principles. Learners could then be given a range of examples in new situations to test learners understanding and application of the (FITT) principles	Presentation for a job interview pitched at an adult football team to help them understand how they can improve their training	
16	04	1.2 Describe health and fitness goals	This could be a teacher led session where multimedia case studies are used to illustrate examples of health and fitness goals. Learners would then be given time to reflect on the information seen and identify their own health and fitness goals. These could be shared with the group to confirm understanding.	Practical assessment and written fitness programme about fitness testing and effective programme planning	
17	04	1.3 Carry out fitness tests	Practical session where learners are split into groups of 2-3. Each group takes part in a circuit of fitness tests. This would be building on unit 01, LO 3.3 & 3.4 so learners would be offered less support in doing the tests and encouraged to use their own electronic diary to record test protocols and results.		
18	04				

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
19	04	1.4 Assess fitness test results against normative data	Using norm charts groups will have to reflect on their test results and assess whether they are above or below average. This would be building on Unit 01, learning outcome 3.5 so learners would be offered less support in interpreting results, thereby encouraging more independent learning.		
20	04	1.5 Design an individual health and fitness programme using the FITT principles	This could be an IT session where learners draw upon their knowledge and resources from Unit 03 and with support design an individual health and fitness programme using the FITT principles.		
Year 2 Spring Term – 2nd Half of Term					
21	04	2.1 Demonstrate appropriate preparation for the fitness programme	These could be practical sessions where learners work in pairs and have to demonstrate on 2-3 different occasions competence in preparing and delivering a fitness programme session that conforms to the principles of exercise and fitness. The Teacher would complete formative assessments for each learner, giving them feedback so to prepare them for their summative assessment.	Practical assessment of the delivery of a fitness programme	
22	04				
23	04	2.2 Demonstrate the techniques of warm-up and cool-down			
24	04				
25	04	2.3 Carry out the fitness programme			
26	04				
27	04				
Year 2 Summer Term – 1st Half of Term					

Week	Unit number	Learning outcome(s)	Teaching and Learning activities	Assessment	Notes
28	04	3.1 Evaluate the effectiveness of the health and fitness programme	These could be a Teacher led sessions where the Teacher feeds back observations from the previous formative assessment sessions and encourages learners to reflect on their sessions delivered. This would support learners in preparation for their professional discussion summative assessment.	Professional discussion about the effectiveness of the fitness programme delivered and recommendations for improvement.	
29	04	3.2 Describe changes to the fitness programme to improve their personal health and fitness			
30	03	Unit 03 external assessment: 3 rd occasion (if necessary)	Unit 03 external assessment: 3 rd occasion (if necessary)	Unit 03 2 hour assessment	<p>Please note learners can only have 2 attempts at the external assessment</p> <p>Please check dates and times for external assessments as they may vary from year to year. They can be found here www.ncfe.org.uk/v-certs/assessment-windows/</p>