

NCFE Level 2 Certificate in Health and Fitness (601/4534/1)

Assessment date: 18 October 2016

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window. The aim is to highlight where learners generally performed well as well as any areas where further development may be required.

Key points:

- administering the external assessment
- standard of learner work
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria (AC)
- planning in the external assessment.

It's important to note that learners shouldn't sit the external assessment until they've taken part in the relevant teaching of the unit to ensure they are well prepared for the external assessment.

Administering the external assessment

The external assessment must be independent from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Any stimulus materials used by the centre during the teaching of the unit cannot be used in the external assessment. Learners must complete all of the tasks independently.

The completion of the timed tasks must be invigilated and sat in accordance with the [Regulations for the Conduct of External Assessment - V Certs.](#)

Standard of learner work

The quality and standard of the work varied enormously between learners and a range of outcomes were seen across the Distinction, Merit, Pass and Not Yet Achieved grading criteria in this first assessment window. There were some excellent responses, which demonstrated that learners had a solid understanding of the unit content and were able to contextualise it appropriately to answer the tasks in relation to the scenario provided.

However there have also been some weak responses highlighting that some learners may be working at the wrong level. Centres are reminded that they “are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfill the requirements of the assessment criteria of this qualification”, as per the NCFE Level 2 Certificate in Health and Fitness (601/4534/1) qualification specification, issue 6 October 2016, page 6. Most learners were attempting every question and higher performing learners were using the grading criteria to access the grading descriptors for higher levels.

Any unanswered assessment criteria will result in a Not Yet Achieved for that assessment criteria and an overall Not Yet Achieved awarded for the unit.

Some learners in this assessment window answered the questions generically. In this situation, learners provided a token answer, which had no relevance to either the task or the case study associated with the exam. At Level 2 learners must be able to demonstrate skills such as describe, explain, evaluate and compare as per the assessment criteria.

It was evident that some learners were under prepared for the external assessment as the quality of their answers did not reflect a secure understanding of the range, which is published in the qualification specification. Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success. Evidently, some Level 1 learners had been entered for the Level 2 paper, and as a result were unable to access the Pass criteria, producing simplistic answers.

Referencing of external assessment tasks

The assessment criteria are clearly visible for each task and learners must be encouraged to refer to the grading criteria throughout the assessment to ensure that their answer fully meets this. This is especially important for learners hoping to achieve Merit or Distinction grades.

Evidence creation

Learners should use the answer booklet, using the space provided, to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Interpretation of the tasks and associated assessment criteria

Task 1

A.C 1.1 Describe the purpose of a PAR-Q (Physical Activity Readiness Questionnaire)

Many learners met this criterion well. They were able to articulate the purpose of a PAR-Q and the different reasons why it is important for the fitness instructor to complete it. Learners who accessed the higher grades were able to explain what would happen if a client had different conditions.

A.C 1.3 Describe the preparation needed for a specific purpose

This was generally answered well. Learners who did well on this aspect of the task offered a wide range of things that the individual in the case study could do in order to prepare properly for their exercise programme. A good proportion of learners demonstrated a critical understanding by describing how this would benefit Alasdair.

Task 2

A.C 1.4 Assess an individual's base level of fitness

This assessment criterion focuses on the learner's ability to interpret fitness test results and break these down into strengths and weaknesses. Learners who achieved the higher grades demonstrated a greater understanding and clearly assessed these results, looking at reasons why these results were how they were in relation to the information provided in the case study.

Quite a few learners simply regurgitated the results table and didn't actually provide any assessment of Alasdair's base level of fitness. This led to an NYA as there was no evidence of understanding or interpreting the results.

A.C 1.2 Assess the suitability of an individual to participate in fitness activities

Most learners answered this question reasonably well; however few learners accessed the higher grades. Learners provided a basic assessment of suitability; however few learners demonstrated critical judgement in relation to the data provided in the case study. In order to achieve the higher grades, learners should be looking to take all of the information from the case study into consideration and provide a clear description as to how Alasdair is suitable for exercise, being as specific as possible.

Too many learners stated that Alasdair was unable to participate in any form of exercise due to the fact that he was obese. This obviously is not the case and should be revisited with learners.

Task 3

A.C 2.1 Produce an individual exercise programme for a specific purpose

This criterion generally split learners. Too many learners did not appear to understand the structure and activities required within an exercise programme. There were lots of examples of inappropriate and insufficient warm ups, main activities and cool downs. Learners should take into consideration all of the information provided within the case study as well as within the task itself in order to provide an appropriate exercise programme.

Where this was answered well, learners had a clear, methodical approach to their exercise programme and were able to provide a range of appropriate exercises, both in the type of exercise planned as well as the duration that these were completed for. Learners also applied these well in relation to a 7 day exercise programme, providing a range of suitable rest days and progressing the plan appropriately using the FITT principle.

A.C 2.2 Produce a nutrition plan for the period of the personal exercise programme

Much like 2.1, the answers provided for this task were very mixed. Learners who answered the task well provided a balanced diet plan, with a range of foods from different food groups. They took into consideration the client and his needs. Learners were specific in their food choices and those that accessed the Merit and Distinction criteria demonstrated an excellent understanding of nutritional demands placed upon individuals during exercise programmes. Some learners demonstrated an excellent grasp of different cooking methods, portion control and timing of meals.

Where this was answered poorly, learners demonstrated a lack of understanding of healthy food choices, the importance of the different food groups as well as the appropriate amount of food for an individual to consume.

Task 4

A.C 3.1 Assess the effectiveness of the exercise programme

Many learners were able to review the results of the exercise programme and assess the effectiveness appropriately. Learners reviewed the results accurately and most learners began to draw conclusions as to the reasons why the improvements had occurred. In order to achieve the higher grades, learners are required to look further at the improvements and explore the reasons for the improvement in fitness test results.

A.C 3.2 Describe how to improve the exercise programme

Learners demonstrated some interesting exercise programme improvement ideas. Both this and 3.3 were criterion where some learners provided vague and generic responses. The task required learners to review their exercise programme and provide some alternate exercises for Alasdair to take forward. Some learners did this very well, reviewing their programme and suggesting a range of alternate exercises. Learners who achieved the higher grades clearly described these improvements, demonstrating a critical understanding/judgement by looking at both positives and negatives of these improvements.

Where this wasn't answered well, learners did not review their programme and failed to answer the task which informed them that Alasdair was 'getting bored doing similar exercises'. Learners either were not aware of how to improve the exercise programme or did not read the task correctly.

A.C 3.3 Describe how to improve the nutrition plan

This task was answered in a similar manner to 3.2. Learners were asked to improve the nutrition plan in order to keep Alasdair motivated due to the fact that he found it repetitive and boring, and wanted more variety. Where this was answered well learners reviewed their own diet plan and suggested a range of alternative foods, cooking methods or meals. Those learners that achieved the higher grades could then articulate the reasons for this and any positives and negatives associated with the change. For example including a range of different types of protein, however negatives may be aspects such as cost and time.

Where this wasn't answered so well, learners focused on including a cheat day, smaller portions, missing meals and unhealthy improvements.

Planning in the external assessment

Centres are reminded to give due attention to the assessment windows of the external assessment. It's not advisable for learners to sit the external assessment early in their programme. It is far more appropriate to enter learners once they have taken part in the relevant teaching to ensure they are well prepared. Centres would be in a better position to prepare their learners for the external assessment following the support of an external quality assurance visit for the internally assessed units.

Chief Examiner: Jonny Rees

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