

# all you need to know.

## Qualification Specification

NCFE Level 1 Certificate in Health and  
Fitness (601/4662/X)

Issue 9 April 2018

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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 the qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Certificate in Health and Fitness.

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

To ensure that you are 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 the NCFE 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 Certificate in Health and Fitness.

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### About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4662/X.

This qualification forms part of a suite of qualifications which 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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### Things you need to know

- Qualification number (QN): 601/4662/X
  - Aim reference: 6014662X
  - Total Qualification Time (TQT):180
  - Guided learning hours (GLH): 120 plus a 1 hour 30 minutes external assessment
  - Level: 1
  - 25% of the qualification's content is externally assessed
  - Assessment requirements:
    - Internally assessed and externally moderated portfolio of evidence and externally set and assessed question paper .
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### Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### Qualification purpose

This qualification is designed for learners with an interest in health and fitness. It will give learners a basic understanding of how fitness contributes to a healthy lifestyle. It will also provide them with the opportunity to develop and experience their own fitness programme.

This qualification aims to:

- focus on an applied study of the health and fitness sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- produce a personal fitness plan
- understand how to develop a personal fitness programme
- understand the importance of a healthy diet
- plan for the delivery of an exercise session, including health and safety considerations
- understand the effects of exercise on the body.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- communication
  - problem-solving skills
  - research skills
  - planning
  - health and safety.
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## 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 learners post-16.

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 assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

For learners who have already achieved at Level 1 and then progress to a Level 2 qualification with the same discount code, **the first entry only** will be the one that counts in the performance tables. Centres should be mindful of this in their planning.

If a learner has undertaken the majority of the Level 2 qualification, but for any reason is not able to fully achieve it, centres can transfer the learner to the corresponding Level 1 qualification and map prior learning from the Level 2. For more information please contact the External Quality Assurance team.

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## Achieving this qualification

This qualification consists of:

Unit number and title	Mandatory/Optional	Assessment
Unit 01 Introduction to health, fitness and exercise	Mandatory	Internally assessed portfolio of evidence
Unit 02 Understanding a healthy lifestyle	Mandatory	Externally assessed
Unit 03 Planning an exercise session	Mandatory	Internally assessed portfolio of evidence
Unit 04 Understanding a personal fitness programme	Mandatory	Internally assessed portfolio of evidence

To be awarded the NCFE Level 1 Certificate in Health and Fitness, learners are required to successfully complete **4** mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 30).

To achieve the NCFE Level 1 Certificate in Health and Fitness, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

Learners must achieve a minimum of a Pass in all assessment criteria within a unit in order to pass the unit as a whole.

If a minimum of a Pass is not achieved in one or more of the assessment criteria, the learner will receive a grade of 'Not Yet Achieved' for the unit. If a learner does not achieve a minimum of a Pass in all units, they will receive a grade of 'Not Yet Achieved' for the overall qualification.

A Unit 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 3 (page 25).

### Progression opportunities

Learners who achieve this qualification could progress onto other V Cert qualifications such as:

- NCFE Level 2 Certificate in Food and Cookery
- NCFE Level 2 Certificate in Health and Fitness

or further Level 2 qualifications and GCSEs:

- Physical Education or Sport GCSE
- Level 2 Diploma in Health and Fitness
- Level 2 Diploma in Health, Fitness, and Exercise Instruction

It may also be useful to those studying qualifications in the following sectors/subjects:

- sport
  - nutrition
  - exercise
  - food and cookery.
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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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## 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 internal 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 the assessment criteria. NCFE does not stipulate the equipment that centres should use. However, centres must offer learners access to equipment appropriate to health and fitness.

These might typically include (as available within centres):

- multi-stage fitness test (bleep test)
- hand-grip dynamometer
- stopwatches
- metronomes
- sit and reach box
- disc cones.

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## Support for learners

### Evidence and Grading Tracker

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

They 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 criterion 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 Moderators to authenticate evidence and achievement for each unit.
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## Support for centres

There are a number of documents available that you might find useful. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Centre Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

## Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

## Assessment and Moderation Handbook for Schools

This guide describes the moderation 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).

### Useful websites

Teachers may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- [www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx](http://www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx)
- <http://www.afpe.org.uk/>
- <http://www.who.int/en/>
- <http://www.teachpe.com/>
- <http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx>

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### Training and support

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

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### Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 6 (page 56) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 6 (page 56).

### Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 1 Certificate in Health and Fitness has been mapped against the relevant health and fitness standards. More detailed mapping is provided in Section 7 (page 59).

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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 <http://register.ofqual.gov.uk/> for further information.

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### 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:

- <http://www.bbc.co.uk/careers/work-experience/>
  - <http://creativeskillset.org/>
  - <http://www.hse.gov.uk/youngpeople/workexperience/index.htm>
-

## Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information please go to our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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# Section 2

## Assessment and moderation

## Assessment and moderation

### 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.

The assessment for the NCFE Level 1 Certificate in Health and Fitness consists of 2 types:

- internal assessment – portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE
- external assessment – written examination. This will be graded by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve a unit, this applies to both internal and external assessments. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

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### Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

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. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. 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 4 (page 30).

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 Teacher. 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 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 portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- 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 the [Internal assessment writing and delivery: Guide for centres](#) on our website.

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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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## Presenting evidence

### Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

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 assessment criteria must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Moderator for advice prior to using them. If, on your moderation visit, your External Moderator identifies that a word frame/template has been used which gives learners an advantage in achieving the assessment criteria, 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 Examiner/Moderator.

The recorded evidence should allow the learner to demonstrate the assessment criteria 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/Moderator will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

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

- the exact timing of the start and finish times, or the on-going numbered record of the recorded evidence, so that the Examiner/Moderator 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/Moderator 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 – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row, 3rd from left)

Jane Pattison (blond hair, back row, 5th from left)

Michael Davies (brown hair, front row, 3rd from right)

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

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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

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

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

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected the centre must resubmit the grades discussed and agreed with the External Moderator at the moderation visit. The External Moderator will then accept these new grades in line with their discussion. This will count as the learner's first submission for the unit. The work must then be standardised within the centre to ensure Assessors and Internal Moderators are clear on the standard required.

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

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

This would occur if the External Moderator 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 resubmit grades as agreed at the Moderation visit.

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## 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 based on Unit 02 of the qualification.

Learners must be taught the unit content prior to sitting the external assessment.

The external assessment should be independent from the teaching of the unit. 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 is administered under specified assessment conditions and will last for 1 hour 30 minutes.

There will be specific tasks that learners must complete within this time. These tasks must be done under timed external assessment conditions and must be invigilated in accordance with the Regulations for Conduct of External Assessment – V Certs.

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

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for the specific dates.

Centres are free to choose the specific assessment date which best fits in with their delivery model.

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 Centre 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 cannot be accepted.**

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

You must return all learner work and associated paperwork to NCFE one working day after the chosen external assessment date. The last date that NCFE will accept learner work for a specified assessment date is the next working day. Please refer to the assessment arrangements document on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for the specific dates.

Learners are entitled to one resit, which will be chargeable. This means that learners can have a total of 2 attempts at the external 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 the Conduct of External Assessments - V Certs, available from our website [www.ncfe.org.uk](http://www.ncfe.org.uk), or contact the Quality Assurance team on 0191 239 8000.

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## Moderation

### Internal moderation

Internal moderation 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 Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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

### External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

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# Section 3

## Grading

## Grading

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve that unit. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

### Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 8 (page 61).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as ‘banking’ units.

### Grading the external assessment

NCFE will assess and award the learner’s external assessment grade using grading descriptors similar to those used for other units.

### Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

A Distinction\* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates the learners’ high standard of knowledge, understanding and skill at Level 1.

Learners are required to successfully achieve 4 mandatory units. This equates to 4 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M

P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

### Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from learners at each grade.

<b>Not Yet Achieved</b>
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
<b>Pass</b>
To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
<b>Merit</b>
To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

### Overall qualification grading descriptors (cont'd)

<b>Distinction</b>
To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
<b>Distinction*</b>
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

# Section 4

## Structure and content

## Structure and content

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

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- level
- whether a unit is mandatory or optional
- how the unit is assessed.

Following the unit summary there's detailed information for each unit containing:

- the unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- range (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulated unit reference number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

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

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## Unit summaries

### **Unit 01 Introduction to health, fitness and exercise (A/506/7537)**

This unit aims to give learners an introduction to health, fitness and exercise. It introduces learners to the main body systems and basic anatomy in relation to fitness. Learners will look at the short-term effects of exercise on the body.

Guided learning hours: 30

Level: 1

This unit is **mandatory**

This unit is **internally** assessed

---

### **Unit 02 Understanding a healthy lifestyle (F/506/7538)**

This unit aims to give learners an idea of the role of diet and how this can impact on health and fitness. They will understand the effects of diet on health and fitness.

Guided learning hours: 30

Level: 1

This unit is **mandatory**

This unit is **externally** assessed

---

### **Unit 03 Planning an exercise session (J/506/7539)**

This unit aims to introduce learners to the safety factors they need to consider when planning an exercise session. They will produce a plan for the delivery of an exercise session.

Guided learning hours: 30

Level: 1

This unit is **mandatory**

This unit is **internally** assessed

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### Unit summaries (cont'd)

#### **Unit 04 Understanding a personal fitness programme (A/506/7540)**

This unit aims to provide learners with the understanding of how personal exercise programmes are developed. They will review the programme for a specific session.

Guided learning hours: 30

Level: 1

This unit is **mandatory**

This unit is **internally** assessed

---

### Unit 01 Introduction to health, fitness and exercise (A/506/7537)

The learner will:

- 1 Know about health, fitness and exercise

The learner can:

- 1.1 Define what is meant by the terms 'health', 'fitness' and 'exercise'
  - 1.2 Identify activities that are part of **active daily living**
  - 1.3 Produce a record of their own active daily living activities
  - 1.4 Give examples of different **types of exercise**
  - 1.5 Identify the **health benefits** of exercise
- 

The learner will:

- 2 Know basic anatomy in relation to fitness

The learner can:

- 2.1 Define the **main body systems**
  - 2.2 Identify the location of the main muscles used in **movement**
- 

The learner will:

- 3 Understand the effects of exercise on the main body systems

The learner can:

- 3.1 State the short-term **effects** of exercise on the main body systems
  - 3.2 Demonstrate the short-term effects of exercise on the main body systems
-

**Unit 01 Introduction to health, fitness and exercise (A/506/7537)  
(cont'd)**

**Range**

- 1.2 active daily living:** eg day-to-day functions, walking up and down the stairs, cleaning, dressing, shopping, going to school, going to work
  - 1.4 types of exercise:** eg walking, running, exercise to music, cycling, yoga
  - 1.5 health benefits:** eg lower risk of stroke, diabetes, coronary heart disease (CHD), cancer, depression, dementia
  - 2.1 main body systems:** skeletal, muscular, respiratory, cardiovascular
  - 2.2 movement:** eg biceps and triceps, quads and hamstrings, abdominals, pectorals
  - 3.1 effects:** eg raised pulse and heart rate, raised body temperature, deeper or faster breathing
-

## Unit 01 Introduction to health, fitness and exercise (A/506/7537) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, task sheet, question and answer, diagram, presentation

**Assessment criteria:** 1.1–3.2

**Additional information:** learners should follow industry-accepted definitions such as those used by the World Health Organisation.

Learners should consider the following:

- skeletal system – supports and protects the body while giving it shape, form and mobility
- muscular system – responsible for the movement of the human body
- cardiovascular/circulatory system – the system that moves blood around the body
- respiratory system – the system that enables you to breathe.

Learners should produce a record of their own active daily living activities over a period of one week.

---

**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.**

---

**Grading descriptors – Unit 01 Introduction to health, fitness and exercise (A/506/7537)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Define what is meant by the terms ‘health’, ‘fitness’ and ‘exercise’</b>	Learners will define what is meant by the terms ‘health’, ‘fitness’ and ‘exercise’	Learners will clearly define what is meant by the terms ‘health’, ‘fitness’ and ‘exercise’	No Distinction for this AC
<b>1.2 Identify activities that are part of active daily living</b>	Learners will identify a limited range of active daily living activities	Learners will identify a range of active daily living activities	Learners will identify a wide range of active daily living activities
<b>1.3 Produce a record of their own active daily living activities</b>	Learners will produce a basic record of their active daily living activities	Learners will produce a clear record of their active daily living activities	Learners will produce a detailed record of their active daily living activities
<b>1.4 Give examples of different types of exercise</b>	Learners will give a limited range of examples of different types of exercise	Learners will give a range of examples of different types of exercise	Learner will give a wide range of examples of different types of exercise
<b>1.5 Identify the health benefits of exercise</b>	Learners will identify a limited range of health benefits of exercise	Learners will identify a range of health benefits of exercise	Learners will identify a wide range of health benefits of exercise

Grading descriptors – Unit 01 Introduction to health, fitness and exercise (A/506/7537) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>2.1 Define the main body systems</b>	Learners will define the main body systems	Learner will clearly define the main body systems	Learners will provide a detailed definition of the main body systems
<b>2.2 Identify the location of the main muscles used in movement</b>	Learners will identify the location of the main muscles used in movement	Learners will clearly identify the location of the main muscles used in movement	Learners will identify in detail the location of the main muscles used in movement
<b>3.1 State the short-term effects of exercise on the main body systems</b>	Learners will state the short-term effects of exercise on the main body systems	Learners will clearly state the short-term effects of exercise on the main body systems	Learners will state realistic short-term effects of exercise on the main body systems
<b>3.2 Demonstrate the short-term effects of exercise on the main body systems</b>	Learners will demonstrate the short-term effects of exercise on the main body systems	Learners will clearly demonstrate the short-term effects of exercise on the main body systems	Learners will effectively demonstrate the short-term effects of exercise on the main body systems

## Unit 02 Understanding a healthy lifestyle (F/506/7538)

The learner will:

- 1 Understand the importance of a healthy diet

The learner can:

- 1.1 Identify what is meant by a **healthy diet**
  - 1.2 Give examples of an **unhealthy diet**
  - 1.3 Identify everyday **factors** that could affect diet
  - 1.4 Outline how an unhealthy diet can **affect health**
- 

The learner will:

- 2 Understand the energy balance equation

The learner can:

- 2.1 Define the **energy balance equation**
  - 2.2 Apply knowledge of the energy equation to a specific purpose
- 

The learner will:

- 3 Understand the effects of diet on health and fitness

The learner can:

- 3.1 Outline how diet affects exercise **performance**
- 

**The assessment for this unit is externally set and marked by NCFE.**

---

## Unit 02 Understanding a healthy lifestyle (F/506/7538) (cont'd)

### Range

- 1.1 **healthy diet:** eating the right combination of different goods eg carbs, fats, minerals and proteins, five-a-day, eat well plate, food pyramid
  - 1.2 **unhealthy diet:** eg not enough fruit and vegetables, too much fat and sugar etc
  - 1.3 **factors:** eg money, culture, religion, health, peer pressure, location, mobility, time
  - 1.4 **affect health:** eg coronary heart disease, eating disorders, diabetes, prone to infection, obesity, cancer
  - 2.1 **energy balance equation:** energy intake (food intake) minus energy used (number of calories burned through Active Daily Living (ADL), physical activity, exercise etc)
  - 3.1 **performance:** how effectively an exercise activity is carried out
-

### **Unit 02 Understanding a healthy lifestyle (F/506/7538) (cont'd)**

The content of this unit must be delivered to the learners so that they are familiar with the underpinning knowledge of the unit that they're being externally assessed on. It is not necessary for any evidence to be generated throughout the teaching of the unit and any evidence that is produced cannot be used in the external assessment.

The external assessment will test learners on their knowledge, understanding and skills associated with this unit.

For further information about the external assessment, please see Section 2 (page 16).

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**Grading descriptors – Unit 02 Understanding a healthy lifestyle (F/506/7538)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Identify what is meant by a healthy diet</b>	Learners will identify what is meant by a healthy diet	Learners will clearly identify what is meant by a healthy diet	Learners will identify in detail what is meant by a healthy diet
<b>1.2 Give examples of an unhealthy diet</b>	Learners will give a limited range of examples of an unhealthy diet	Learners will give a range of examples of an unhealthy diet	Learners will give a wide range of examples of an unhealthy diet
<b>1.3 Identify everyday factors that could affect diet</b>	Learners will identify everyday factors that could affect diet	Learners will clearly identify factors that could affect diet	Learners will identify in detail factors that could affect diet
<b>1.4 Outline how an unhealthy diet can affect health</b>	Learners will outline how an unhealthy diet can affect health	Learners will outline how an unhealthy diet can affect health showing a clear understanding	Learners will give a detailed outline of how an unhealthy diet can affect health
<b>2.1 Define the energy balance equation</b>	Learners will give a basic definition of the energy balance equation	Learners will confidently define the energy balance equation	Learners will give a detailed definition of the energy balance equation

**Grading descriptors – Unit 02 Understanding a healthy lifestyle (F/506/7538) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
2.2 Apply knowledge of the energy equation to a specific purpose	Learners will apply knowledge of the energy equation to a specific purpose	Learners will confidently apply knowledge of the energy equation to a specific purpose	Learners will effectively apply knowledge of the energy equation to a specific purpose
3.1 Outline how diet affects exercise performance	Learners will outline how diet affects exercise performance	Learners will clearly outline how diet affects exercise performance	Learners will effectively outline how diet affects exercise performance

*Further guidance on how to meet the grading descriptors can be found in the Mark Schemes and Chief Examiners Reports, which are available on [Qualhub.co.uk](http://Qualhub.co.uk)*

*The Mark Scheme demonstrates the requirements of the external assessment and how examiners standardised their marking of it.*

*The Chief Examiner Report provides feedback on the overall performance of learners in the external assessment, highlighting strengths and weaknesses with recommendations for improvement.*

### Unit 03 Planning an exercise session (J/506/7539)

The learner will:

- 1 Know how to plan the delivery of an exercise session

The learner can:

- 1.1 Outline the **factors** to consider when planning an exercise session
  - 1.2 Identify the **components** of an exercise session
  - 1.3 Outline the purpose of each component of an exercise session
- 

The learner will:

- 2 Understand the importance of a risk assessment for an exercise session

The learner can:

- 2.1 Identify the **potential risks and hazards** of an exercise session
  - 2.2 Outline the **requirements** of a risk assessment
  - 2.3 Identify the **people** involved in reporting risks
- 

The learner will:

- 3 Be able to plan for the delivery of an exercise session

The learner can:

- 3.1 Produce a **plan** for the delivery of an exercise session
  - 3.2 Demonstrate the plan
  - 3.3 Identify the strengths and weaknesses of the plan
-

### Unit 03 Planning an exercise session (J/506/7539) (cont'd)

#### Range

- 1.1 **factors:** eg equipment needed, fitness levels of participants, the building itself, type of floor, the weather, health and safety, emergency exits, first aid equipment
  - 1.2 **components:** warm-up, cardiovascular, resistance training, cool down, stretches
  - 2.1 **potential risks and hazards:** eg likelihood of injury; anything in the training environment that could cause harm. This could include playing surface, broken equipment, weather extremes, and incorrect equipment for activity
  - 2.2 **requirements:** eg safety procedures and protocols, risk assessment documentation
  - 2.3 **people:** eg fitness instructor, centre manager, cleaner, deputy manager, receptionist, participants
  - 3.1 **plan:** the purpose of the session, the type, who it's for, how many people, age range
-

## Unit 03 Planning an exercise session (J/506/7539) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, checklists, worksheet, observation reports and witness testimonies

**Assessment criteria:** 1.1–3.3

**Additional information:** learners could refer to the BAALPE guidelines for information about safety within a training environment. Learners should consider the equipment, the environment and participants when carrying out safety checks.

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**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further information about internal assessment, please see guidance on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or contact the Quality Assurance Team.**

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**Grading descriptors – Unit 03 Planning an exercise session (J/506/7539)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Outline the factors to consider when planning an exercise session</b>	Learners will outline the basic factors to consider when planning an exercise session	Learners will clearly outline factors to consider when planning an exercise session	Learners will outline in detail factors to consider when planning an exercise session
<b>1.2 Identify the components of an exercise session</b>	Learners will identify the components of an exercise session	Learners will identify confidently the components of an exercise session	Learners will identify in detail the components of an exercise session
<b>1.3 Outline the purpose of each component of an exercise session</b>	Learners will outline the purpose of each component of an exercise session	Learners will clearly outline the purpose of each component of an exercise session	Learners will effectively outline the purpose of each component of an exercise session
<b>2.1 Identify the potential risks and hazards of an exercise session</b>	Learners will identify potential risks and hazards of the delivery of an exercise session	Learners will clearly identify potential risks and hazards of the delivery of an exercise session	Learners will effectively identify potential risks and hazards of the delivery of an exercise session
<b>2.2 Outline the requirements of a risk assessment</b>	Learners will outline the requirements of a risk assessment	Learners will clearly outline the requirements of a risk assessment	Learners will give a detailed outline of the requirements of a risk assessment
<b>2.3 Identify the people involved in reporting risks</b>	Learners will identify the people involved in reporting risks	Learners will identify a range of people involved in reporting risks	Learners will identify a wide range of people involved in reporting risks

**Grading descriptors – Unit 03 Planning an exercise session (J/506/7539) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Produce a plan for the delivery of an exercise session</b>	Learners will produce a basic plan for delivery of an exercise session	Learners will produce a suitable plan for delivery of an exercise session	Learners will produce a realistic plan for delivery of an exercise session
<b>3.2 Demonstrate the plan</b>	Learners will demonstrate the plan	Learners will confidently demonstrate the plan	Learners will fluently demonstrate the plan
<b>3.3 Identify the strengths and weaknesses of the plan</b>	Learners will identify the strengths and weaknesses of the plan	Learners will clearly identify the strengths and weaknesses of the plan	Learners will effectively identify the strengths and weaknesses of the plan

#### Unit 04 Understanding a personal fitness programme (A/506/7540)

The learner will:

- 1 Understand the factors involved in a personal fitness programme

The learner can:

- 1.1 Identify the **factors** to consider when creating a personal fitness programme
  - 1.2 Identify fitness goals
  - 1.3 Indicate how the right types of food can help your fitness programme
- 

The learner will:

- 2 Be able to use progressive overload for exercise

The learner can:

- 2.1 Define what is meant by **progressive overload**
  - 2.2 Give examples of progressive overload for a specific **exercise activity**
  - 2.3 Use progressive overload to develop an exercise
- 

The learner will:

- 3 Be able to produce and review a personal fitness plan for a specific session

The learner can:

- 3.1 Produce a personal fitness plan for a **specific session**
  - 3.2 Demonstrate the personal fitness plan for a specific session
  - 3.3 Review the personal fitness plan
-

**Unit 04 Understanding a personal fitness programme  
(A/506/7540) (cont'd)**

**Range**

- 1.1 factors:** background of the individual – their wants and needs
  - 2.1 progressive overload:** gradually making the exercise harder over a period of time to improve fitness
  - 2.2 exercise activity:** eg football, running, weight lifting, cricket, basketball
  - 3.1 specific session:** eg middle session of a 6-week plan, mid-way through a 5-week plan
-

## Unit 04 Understanding a personal fitness programme (A/506/7540) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, records, log book/diary

**Assessment criteria:** 1.1–2.3

**Additional information:** learners should consider their personal needs and goals when creating a fitness programme. Other considerations: fitness levels; lifestyle; medical conditions and cost.

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**Types of evidence:** observation, witness testimony and video evidence, records

**Assessment criteria:** 3.1–3.3

**Additional information:** the personal fitness plan should include a warm-up, main activity and cool down.

---

**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further information about internal assessment, please see guidance on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or contact the Quality Assurance Team.**

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**Grading descriptors – Unit 04 Understanding a personal fitness programme (A/506/7540)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Identify the factors to consider when creating a personal fitness programme</b>	Learners will identify the factors to consider when creating a personal fitness programme	Learners will confidently identify the factors to consider when creating a personal fitness programme	Learners will effectively identify the factors to consider when creating a personal fitness programme
<b>1.2 Identify fitness goals</b>	Learners will identify fitness goals	Learners will identify suitable fitness goals	Learners will identify realistic fitness goals
<b>1.3 Indicate how the right types of food can help your fitness programme</b>	Learners will indicate how the right types of food can help your fitness programme	Learners will indicate confidently how the right types of food can help your fitness programme	Learners will indicate effectively how the right types of food can help your fitness programme
<b>2.1 Define what is meant by progressive overload</b>	Learners will define what is meant by progressive overload	Learners will define what is meant by progressive overload showing a clear understanding	Learners will define what is meant by progressive overload showing a detailed understanding
<b>2.2 Give examples of progressive overload for a specific exercise activity</b>	Learners will give a limited range of examples of progressive overload for a specific exercise activity	Learners will give a range of examples of progressive overload for a specific exercise activity	Learners will give a wide range of examples of progressive overload for a specific exercise activity

Grading descriptors – Unit 04 Understanding a personal fitness programme (A/506/7540) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Use progressive overload to develop an exercise	Learners will use progressive overload to develop an exercise	Learners will confidently use progressive overload to develop an exercise	Learners will effectively use progressive overload to develop an exercise
3.1 Produce a personal fitness plan for a specific session	Learners will produce a personal fitness plan for a specific session	Learners will produce a clear personal fitness plan for a specific session	Learners will produce a detailed personal fitness plan for a specific session
3.2 Demonstrate the personal fitness plan for a specific session	Learners will demonstrate the personal fitness plan for a specific session	Learners will confidently demonstrate the personal fitness plan for a specific session	Learners will effectively demonstrate the personal fitness plan for a specific session
3.3 Review the personal fitness plan	Learners will provide a basic review of the personal fitness plan	Learners will provide a clear review of the personal fitness plan	Learners will provide a detailed review of the personal fitness plan

# Section 5

## Synoptic assessment

## Synoptic assessment

### What is synoptic assessment?

Synoptic assessment<sup>1</sup> 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 that they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, the NCFE Level 1 Certificate in Health and Fitness 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.

Synoptic assessment is therefore embedded in the later assessment criteria of each of Units 02, 03 and 04 and especially in those which focus on applying knowledge, carrying out reviews and identifying strengths and weaknesses.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like a health and fitness professional' will be evidenced when the learner successfully achieves the qualification.

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<sup>1</sup> The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task'.

# Section 6

## Links to National Skills Standards

## Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

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### English

All units

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### Mathematics

Unit 02  
Unit 04

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### ICT

All units

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### PLTS Independent Enquirers

All units

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### PLTS Creative Thinkers

Unit 04

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### PLTS Reflective Learners

Unit 04

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**PLTS Team Workers**

Unit 03  
Unit 04

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**PLTS Self-managers**

Unit 04

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**PLTS Effective Participators**

All units

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For further information please contact a member of the Research and Product Development team.

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# Section 7

## Links to National Occupational Standards

## Links to National Occupational standards

We've mapped this qualification against the relevant National Occupational Standards (NOS). As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

NCFE unit number/title	NOS unit number/title
Unit 01 Introduction to health, fitness and exercise	No relevant NOS unit number
Unit 02 Understanding a healthy lifestyle	SFJRM5, SKAB113, SKAD462
Unit 03 Planning an exercise session	LANNFAR1, SKAES9, SKLALC22
Unit 04 Understanding a personal fitness programme	SFJRM5, SKAB113, SKAD472, SKAD450

# Section 8

## Grading criteria glossary of terms

## Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 1 V Cert qualifications and may not all appear in this qualification specification.

<b>Pass</b>	
Basic	Simple, not detailed
Limited range	More than one (learner shows no originality in selection)
<b>Merit</b>	
Actively	In an involved manner
Clear understanding	Complete grasp of the meaning
Clearly	Logically and without possibility of misunderstanding
Confidently	With certainty in own ability
Consistent	Done in the same way repeatedly
Give reasons for	Provide information to show why
Range of	More than one (learner may show some originality in selection)
Suitable	Of the right type or quality for a particular purpose
<b>Distinction</b>	
Compare	Examine two or more things in order to discover similarities or differences between them
Detailed	Thorough and in-depth
Effectively	In a manner which achieves a satisfactory solution
Fluently	Smoothly flowing and without apparent effort
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context
Well structured	Demonstrating a good level of planning and organisation
Wide range	Many more than one (learner shows originality in selection)

### Grading criteria glossary of terms (cont'd)

Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Show skills or understanding
Range of	A variety, an assortment
Reflect	Review and evaluate
Relate	Link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

# Section 9

## 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 moderation 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/policies-and-regulations](http://www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations).

### Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

## Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing [qualificationfeedback@ncfe.org.uk](mailto:qualificationfeedback@ncfe.org.uk), giving us a call on 0191 239 8000, responding to the next survey we send you, or completing this form <http://www.ncfe.org.uk/qualifications/qualification-feedback/> - the link to this is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

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