

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Award in Introduction for  
Workplace Health Champions  
QN: 603/7027/0**

# Contents

<b>Summary of changes</b>	<b>3</b>
<b>Section 1</b>	<b>4</b>
<b>About this qualification</b>	<b>4</b>
Introduction	5
Support handbook	5
Entry guidance	8
Achieving this qualification	8
Units	9
How the qualification is assessed	10
Internal assessment	10
<b>Section 2</b>	<b>12</b>
<b>Unit content and assessment guidance</b>	<b>13</b>
Unit 01: Introduction for workplace health champions (F/618/6099)	14
Assessment guidance	16
Recommended assessment methods	23
Assessment strategy	24
<b>Section 3</b>	<b>25</b>
<b>Explanation of terms</b>	<b>26</b>
<b>Section 4</b>	<b>28</b>
<b>Additional information</b>	<b>29</b>
Resource requirements	29
Support for centres	29
Learning resources	29
Contact us	30

## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	April 2021	First publication
v1.1	June 2022	<p>Further information added to <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
v1.2	July 2023	Information regarding <a href="#">UCAS</a> added to About this qualification, Qualification Summary.

# Section 1

## About this qualification

## Introduction

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

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Reproduction by **approved** centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release
- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials

---

## Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

---

<b>Qualification summary</b>	
<b>Qualification title</b>	NCFE CACHE Level 2 Award in Introduction for Workplace Health Champions
<b>Qualification number (QN)</b>	603/7027/0
<b>Aim reference</b>	60370270
<b>Total qualification time (TQT)</b>	6
<b>Guided learning hours (GLH)</b>	6
<b>Minimum age</b>	16
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Qualification purpose</b>	<p>This qualification provides learners with the underpinning knowledge required to become a health champion within the workplace.</p> <p>The qualification is designed for learners who have responsibility for promoting health choices within the workplace, or who would like to get involved in championing workplace health.</p> <p>This qualification is designed in partnership with Active Lancashire and there is a particular focus on physical activity.</p>
<b>Aims and objectives</b>	<p>This qualification aims to introduce the concept of workplace health and the role of the workplace health champion. Learners will also understand how to plan a physical activity in the workplace.</p> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• introduce the concept of workplace health and the role of the workplace health champion</li> <li>• recognise the leading factors affecting physical and mental health</li> <li>• understand key behaviour change principles</li> <li>• recognise the need to safeguard adults as a workplace health champion</li> <li>• understand how to plan a physical activity in the workplace</li> </ul>
<b>Work placement experience</b>	This qualification is a knowledge only qualification. Work placement is not essential however all of the knowledge is specific to the workplace so it would be preferable.
<b>Rules of combination</b>	In order to achieve the Level 2 Award in Introduction for Workplace Health Champions, learners must achieve the one mandatory unit within this qualification.

<b>Grading</b>	Achieved/not yet achieved  All criteria within the one mandatory unit must be achieved in order to gain the qualification.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Progression</b>	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"> <li>• NCFE Level 3 Award in Skills for Workplace Health Champions (603/7028/2)</li> <li>• NCFE CACHE Level 2 Certificate in Awareness of Mental Health Problems (601/3438/0)</li> <li>• NCFE CACHE Level 2 Certificate in Mental Health Awareness (600/6134/0)</li> <li>• NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace (603/5148/2)</li> <li>• NCFE Level 2 Certificate in Sport (Sports Coaching) (601/3037/4/COA)</li> <li>• NCFE Level 2 Diploma in Sport (Sports Coaching) (601/3038/6/COA)</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/7027/0.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Entry guidance

This qualification is designed for individuals that have an interest in health improvement as well as physical activity and wish to embed this into everyday life within the workplace. As the qualification is knowledge only then the learner does not have to be working at the time of study however all of the knowledge is specific to the workplace so it would be preferable.

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

- health and social care
- sport and physical activity

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification.

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

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

---

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve the one mandatory unit.

Please refer to the unit list below or the unit summary in section 2 for further information.

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

---



## Units

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.



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

### Mandatory unit



Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	F/618/6099	Introduction for workplace health champions	2	6

## How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (IQA must still be completed by the centre as usual)

Learners must be successful in **this** component to gain the Level 2 Award in Introduction for Workplace Health Champions.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

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

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

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

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

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website

## Supervision of learners and your role as an assessor

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

### **Feedback to learners**

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

# Section 2

## Unit content and assessment guidance

## **Unit content and assessment guidance**

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

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

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

For further information or guidance about this qualification, please contact our customer support team.

---

## Unit 01: Introduction for workplace health champions (F/618/6099)



<b>Unit summary</b>	This unit aims to introduce the concept of workplace health and the role of the workplace health champion. Learners will also understand how to plan a physical activity in the workplace.
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
1. Understand the importance of workplace health to employers and their employees	1.1 Define what is meant by <b>workplace health</b> 1.2 Identify the <b>impact</b> of physical and mental health on workplace productivity 1.3 Identify the <b>benefits</b> of good mental and physical health for the employee 1.4 Discuss <b>workplace health in different workplaces</b> 1.5 Identify effective ways to contribute to a <b>positive workplace health culture</b> linked to <b>national campaigns</b>		
2. Understand the role of a workplace health champion	2.1 Explain the <b>role</b> of a workplace health champion 2.2 Identify the knowledge, skills, and attributes of a workplace health champion		
3. Understand the factors affecting physical and mental health	3.1 Define the terms: <ul style="list-style-type: none"> <li>• <b>physical health</b></li> <li>• <b>mental health</b></li> </ul> 3.2 List <b>positive factors</b> affecting: <ul style="list-style-type: none"> <li>• physical health</li> <li>• mental health</li> </ul> 3.3 List <b>negative factors</b> affecting: <ul style="list-style-type: none"> <li>• physical health</li> <li>• mental health</li> </ul> 3.4 Identify <b>links</b> between physical and mental health, including components of fitness		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
4. Understand key behaviour change principles	4.1 Define the concept of <b>behaviour change</b> 4.2 State the <b>barriers</b> of physical activity to individuals 4.3 Provide examples of <b>strategies</b> that can be used to influence behaviour change and motivate colleagues		
5. Understand the need to safeguard adults as a workplace health champion	5.1 Describe the importance of <b>safeguarding</b> adults within the workplace 5.2 Explain and understand the <b>principles of safeguarding adults</b> 5.3 Identify and understand <b>categories of abuse</b> 5.4 Explain the <b>process</b> for reporting concerns		
6. Understand the key elements involved in planning and preparing for a sport or physical activity session	6.1 Identify <b>methods</b> to gather insight from participants that are appropriate to their working environment 6.2 Explain how to <b>analyse</b> the data and adapt proposals to meet group/individual needs 6.3 Understand the <b>C system</b> and why it needs to be used in the planning of sport or physical activity sessions with adult participants 6.4 Provide examples of different <b>approaches</b> to promote activities 6.5 State where to find <b>other local provision</b> to help signpost individuals to physical activity or sport outside of the workplace 6.6 Provide accessible and practical ideas on how to implement <b>sport and physical activity initiatives</b> within the workplace for a target group		
7. Understand how to measure the success of a sport or physical activity session	7.1 Understand the importance of being able to measure the success of a session 7.2 Explain how to <b>utilise insight</b> to gauge satisfaction of participants on a regular basis		

**Assessment guidance**

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



Learning outcome	Assessment guidance	Suggested assessment method
	<p><b>1.5 National campaigns:</b></p> <ul style="list-style-type: none"> <li>• Dementia Friends</li> <li>• Time to Talk</li> <li>• We Are Undefeatable</li> <li>• International Women’s Day</li> <li>• Men’s Health Week</li> <li>• Be Clear on Cancer</li> <li>• other national cancer campaigns:               <ul style="list-style-type: none"> <li>○ breast</li> <li>○ lung</li> <li>○ bowel</li> <li>○ colon</li> <li>○ cervical</li> </ul> </li> <li>• National Walking Month</li> <li>• Mental Health Awareness Week</li> <li>• World Mental Health Day</li> <li>• Volunteers’ Week</li> <li>• World Suicide Prevention Day</li> <li>• Dry January</li> <li>• Stoptober</li> </ul>	
LO2	<p><b>2.1 Role:</b> A workplace health champion is a member of staff who will promote the importance of physical/mental health across the workplace, through organised activities for employees.</p> <p>Workplace health champions work closely with management and staff to develop accessible activities in line with an organisation’s wellbeing agenda.</p>	<p>Workbook Written assessment Question and answer</p>
LO3	<p><b>3.1 Physical and mental health:</b> The World Health Organisation (WHO) defines health as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.'</p> <p><b>3.2 Positive factors:</b></p> <ul style="list-style-type: none"> <li>• balanced diet</li> <li>• physical activity</li> <li>• connection with friends</li> <li>• positive outlook</li> <li>• trying new hobbies</li> <li>• mindfulness</li> <li>• relaxation</li> </ul> <p><b>3.3 Negative factors:</b></p> <ul style="list-style-type: none"> <li>• work pressures and expectations</li> <li>• existing physical and mental conditions</li> <li>• stress, anxiety, depression</li> </ul>	<p>Written assessment</p>

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• lack of time for physical activity (possibly due to work pressures)</li> <li>• sleep deprivation</li> <li>• poor diet</li> <li>• smoking/drug/alcohol use</li> <li>• difficult relationships</li> <li>• trauma</li> </ul> <p><b>3.4 Links:</b> Physical and mental health go hand in hand; positive physical health can lead to positive mental health and the other way around. Link to:</p> <ul style="list-style-type: none"> <li>• five ways to wellbeing: <ul style="list-style-type: none"> <li>○ connect</li> <li>○ learn new skills</li> <li>○ be physically active</li> <li>○ give</li> <li>○ mindful</li> </ul> </li> <li>• positive impact of exercise on mental health: <ul style="list-style-type: none"> <li>○ combat depression and/or low mood</li> </ul> </li> <li>• components of fitness and their impact on physical and mental health</li> <li>• cardio-vascular fitness: <ul style="list-style-type: none"> <li>○ weight management</li> <li>○ lowered risk of cardiovascular disease (CVD)</li> <li>○ less risk of certain cancers</li> <li>○ cholesterol control</li> <li>○ lowered risk of type 2 diabetes</li> </ul> </li> <li>• flexibility: <ul style="list-style-type: none"> <li>○ increased suppleness</li> <li>○ freedom of movement</li> <li>○ functional benefits (for example, tying shoelaces)</li> <li>○ pain management</li> </ul> </li> <li>• muscular strength/endurance: <ul style="list-style-type: none"> <li>○ improved body composition</li> <li>○ increased strength around the joints</li> <li>○ functional benefits (for example, carrying shopping)</li> <li>○ pain management</li> </ul> </li> </ul>	
<b>LO4</b>	<p><b>4.1 Behaviour change:</b></p> <ul style="list-style-type: none"> <li>• routine (for example, if something within the routine is missing then it throws us out of sync)</li> <li>• creating a new habit for life: <ul style="list-style-type: none"> <li>○ physical activity</li> <li>○ dietary changes</li> <li>○ lifestyle changes</li> </ul> </li> <li>• transtheoretical model of behaviour change: <ul style="list-style-type: none"> <li>○ pre-contemplation</li> <li>○ contemplation</li> </ul> </li> </ul>	Use of scenarios within written assessment Workbook Question and answer

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>○ preparation</li> <li>○ action</li> <li>● maintenance/relapse prevention</li> <li>● social cognitive theory</li> <li>● theory of planned behaviour</li> <li>● health belief model</li> </ul> <p><b>4.2 Barriers:</b></p> <ul style="list-style-type: none"> <li>● time</li> <li>● location</li> <li>● family commitment</li> <li>● accessibility</li> <li>● finance</li> <li>● health</li> <li>● own self-worth</li> <li>● motivation</li> </ul> <p><b>4.3 Strategies:</b></p> <ul style="list-style-type: none"> <li>● EAST: <ul style="list-style-type: none"> <li>○ easy (fits into lifestyle, reduces hassle)</li> <li>○ attractive (relevant and appealing)</li> <li>○ social (it is about making commitments to others and using social networks as a norm)</li> <li>○ timely (prompting when individuals are likely to be most receptive)</li> </ul> </li> <li>● make every contact count (MECC)</li> </ul>	
LO5	<p><b>5.1 Safeguarding:</b> An approach in promoting individuals' wellbeing whilst keeping them free and safe from abuse. Role whereby employees may disclose information that the champion may need to act on. Safeguarding should be taught in the context of local/regional legislation and/or policy, including but not limited to:</p> <ul style="list-style-type: none"> <li>● Care Act 2014</li> <li>● Mental Capacity Act 2005 (amended 2009)</li> <li>● Mental Health Act 2007</li> <li>● Social Services and Well-being (Wales) Act 2014</li> <li>● adult safeguarding policy for Northern Ireland</li> <li>● Domestic Abuse Act 2021</li> <li>● Human Rights Act 1998</li> <li>● Equality Act 2010</li> </ul> <p><b>5.2 Principles of safeguarding adults:</b></p> <ul style="list-style-type: none"> <li>● empowerment</li> <li>● protection</li> <li>● prevention</li> <li>● proportionality</li> <li>● partnership</li> </ul>	Written assessment Workbook

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• accountability</li> </ul> <p><b>5.3 Categories of abuse:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• sexual</li> <li>• emotional</li> <li>• financial</li> <li>• neglect and acts of omission</li> <li>• discriminatory</li> <li>• organisational</li> <li>• self-neglect</li> <li>• domestic abuse</li> <li>• modern slavery</li> </ul> <p><b>5.4 Process:</b> Check if there is a welfare or safeguarding lead in own workplace who will confirm the process. OR Contact Active Partnerships, Local Safeguarding Children Board (LSCB), Safeguarding Adults Board (SAB) or the Multi-agency Safeguarding Hub (MASH) team:</p> <ul style="list-style-type: none"> <li>• adult social care</li> <li>• children's social services</li> </ul>	
<b>LO6</b>	<p><b>6.1 Methods:</b></p> <ul style="list-style-type: none"> <li>• surveys</li> <li>• 1-2-1 consultations</li> <li>• focus groups (co-design of activity)</li> <li>• confidentiality</li> <li>• in accordance with GDPR</li> <li>• ensuring method chosen is appropriate for the information required (for example, weight management)</li> </ul> <p><b>6.2 Analyse the data:</b></p> <ul style="list-style-type: none"> <li>• identify trends in data/reports for management/targeted campaigns</li> <li>• observe and reflect on participants' behaviour</li> <li>• observe and track attendance</li> <li>• case studies/testimonies</li> <li>• ascertain why people drop off</li> <li>• is the session too competitive/too difficult/not challenging enough?</li> </ul> <p><b>6.3 C system:</b> A method through which a workplace health champion could build rapport with employees before, during and after activities:</p> <ul style="list-style-type: none"> <li>• connection: <ul style="list-style-type: none"> <li>○ building relationships for all</li> </ul> </li> <li>• confidence:</li> </ul>	Observation/scenario Written assessment Question and answer Workbook

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>○ gain trust and empower the participants</li> <li>• competence: <ul style="list-style-type: none"> <li>○ developing activities with easier or harder activities</li> </ul> </li> <li>• character and caring: <ul style="list-style-type: none"> <li>○ get to know participants</li> </ul> </li> <li>• creativity: <ul style="list-style-type: none"> <li>○ participants create new activities and games</li> </ul> </li> </ul> <p><b>6.4 Approaches:</b></p> <ul style="list-style-type: none"> <li>• create social media events (for example, Facebook events)</li> <li>• communication campaign that engages people to get in touch directly with the organiser and sign them up via chat/telephone</li> <li>• offline campaign: <ul style="list-style-type: none"> <li>○ posters</li> <li>○ leaflets</li> </ul> </li> <li>• involvement in challenges (for example, plank challenge, steps challenge)</li> <li>• create teams with team leaders and leader boards</li> </ul> <p><b>6.5 Other local provision:</b>  (Please note, these links are provided as sources of potentially useful information for delivery/learning in this subject area. NCFE does not explicitly endorse any resources available on these websites).</p> <ul style="list-style-type: none"> <li>• checkfit – to find a local gym, club or class: <a href="http://www.checkfit.co.uk">www.checkfit.co.uk</a></li> <li>• races – local running, triathlon, swimming and cycling races: <a href="http://www.findarace.com">www.findarace.com</a></li> <li>• walking – to find health walk schemes closest to you: <a href="http://www.walkingforhealth.org.uk/walkfinder">www.walkingforhealth.org.uk/walkfinder</a></li> <li>• cycling – to find the nearest cycle ride, route, buddy or group: <a href="http://www.letsride.co.uk">www.letsride.co.uk</a></li> <li>• running – to find the nearest running routes and group <a href="http://runtogether.co.uk">runtogether.co.uk</a> or for organised, free 5k runs at your nearest park: <a href="http://www.parkrun.org.uk">www.parkrun.org.uk</a></li> <li>• swimming – to find your nearest swimming pool or club: <a href="http://www.swimming.org/poolfinder">www.swimming.org/poolfinder</a></li> <li>• Active Partnerships – <a href="http://www.activepartnerships.org/active-partnerships">www.activepartnerships.org/active-partnerships</a></li> </ul> <p><b>6.6 Sport and physical activity initiatives:</b>  Accessible and practical ideas and options, could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• pop-up archery</li> <li>• badminton</li> <li>• table tennis</li> <li>• hula hoops</li> </ul>	

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> <li>• sports day</li> <li>• boules</li> <li>• walking/running groups</li> <li>• free online classes</li> </ul>	
<b>L07</b>	<p><b>7.2 Utilise insight:</b></p> <ul style="list-style-type: none"> <li>• participant journey/engagement within activities (for example, improvements in mental health/physical health)</li> <li>• improved engagement with work colleagues</li> <li>• training purposes</li> <li>• best practice</li> <li>• self-reflection</li> <li>• adapting sessions appropriately</li> </ul>	

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 01**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

## Recommended assessment methods

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

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

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes associated with each unit.

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

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> <li>by an assessor who meets the relevant sector skills council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	N/A	Yes
B	Professional discussion	N/A	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> <li>when directed by the sector skills council or other assessment strategy/principles</li> </ul>	N/A	Yes
D	Learner's own work products	N/A	Yes
E	Learner log or reflective diary	N/A	Yes
F	Activity plan or planned activity	N/A	Yes
G	Observation of children, young people or adults by the learner	N/A	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	N/A	Yes
I	Recognition of prior learning	N/A	Yes
J	Reflection on own practice in real work environment	N/A	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by CACHE (for knowledge learning outcomes)	N/A	N/A
N	Oral questions and answers	N/A	Yes

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

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

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

### Assessment strategy

#### Knowledge learning outcomes

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence/skills learning outcomes

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions



# Section 3

## Explanation of terms

## Explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between 2 or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 4

## Additional information

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

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

---

**Support for centres****Qualification factsheet**

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

---

**Learning resources**

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

---

## Contact us

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

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Websites: [www.ncfe.org.uk](http://www.ncfe.org.uk)

## NCFE © Copyright 2023 All rights reserved worldwide

Version 1.2 July 2023

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

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