NCFE Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions
QN: 601/3891/9



Qualification Specification

Qualification summary

Qualification title	**NCFE Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions**
Ofqual qualification number (QN)	601/3891/9
Guided learning hours (GLH)	107
Total qualification time (TQT)	150
Credit value	15
Minimum age	14
Qualification purpose	This qualification is designed to provide learners with the knowledge and skills to plan, prepare and deliver safe and effective activity sessions for a group of participants.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required.
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/3891/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the website.

Aims and objectives

This qualification aims to:

- focus on the study of leading health-related activity sessions
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

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.

Guidance for entry

This qualification is designed for learners aged 14 and over, including school leavers and those returning to education, who are considering a career in the sport and recreation industry, wish to become activity leaders or want to develop their knowledge and skills in delivering activity sessions.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills or knowledge a learner must have for this qualification. However, learners may find it helpful to have basic communication skills, including discussing, presenting, reading, and writing, pitched at level 2.

Centres are responsible for ensuring that all learners are capable of achieving learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/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 **three units** from the mandatory units.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the website.

Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - NCFE Active IQ Level 2 Certificate in Group Training.

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 LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

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 (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 2 Certificate in Leading Health-Related Activity Sessions.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

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.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs 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.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer (EQA).

Unit 01 Promoting healthy lifestyles and physical activity (A/506/5884)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**4 credits**	**26 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the principles of fitness	1.1 Define the components of **total fitness**
	1.2 Define the concept of health
	1.3 Describe the components of **health-related fitness**
	1.4 Describe the components of **skill-related fitness**
	1.5 Describe the **principles of training**
	1.6 Give examples of how a range of activities and environments can be adapted using the principles of training
2. Understand the health benefits of physical activity	2.1 Describe the physiological benefits of activity sessions
	2.2 Describe the psychological and social benefits of participating in activity sessions
3. Understand the importance of healthy eating	3.1 Describe the national food model/guide
	3.2 Describe key healthy eating advice that underpins a healthy diet
	3.3 Explain the importance of adequate hydration
	3.4 Explain the dietary role of the key nutrients
	3.5 Identify the common dietary sources of the key nutrients
	3.6 Explain the health risks of poor nutrition
4. Understand how to promote an active healthy lifestyle	4.1 Describe the role of an activity leader
	4.2 Describe how to promote the **benefits** of an active, healthy lifestyle
	4.3 Identify opportunities for individuals to participate in physical activities
	4.4 Describe how to signpost individuals who wish to participate in physical activities
	4.5 Describe potential barriers to participation
	4.6 Identify strategies to overcome barriers and support individuals to enable participation and lifestyle change

Range

1. Understand the principles of fitness

1.1 Total fitness, to include:

- physical fitness
- mental and emotional fitness
- medical fitness
- nutritional fitness
- social fitness.

1.3 Health-related fitness, to include:

- cardiovascular fitness
- muscular strength
- muscular endurance
- flexibility
- body composition.

1.4 Skill-related fitness, to include: • speed • power • reaction time • coordination • balance • agility. **1.5 Principles of training**, to include: • specificity • progression • overload • reversibility • type.
4. Understand how to promote an active healthy lifestyle
4.2 Benefits, to include: • physical activity • healthy eating • lifestyle advice.

Unit 02 Planning an activity session (F/506/5885)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**5 credits**	**33 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the health and safety requirements for activity sessions	1.1 Identify the types of hazards that can occur during activity sessions
	1.2 Describe the procedures for dealing with identified hazards
	1.3 Describe the importance of health screening prior to delivering an activity session
	1.4 State the levels of personal competence and the types of qualification needed to lead specific activity sessions
	1.5 Describe the procedures that need to be put in place for dealing with emergencies in **different environments**
2. Understand how to safeguard and protect children and vulnerable adults	2.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults
	2.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable adults
	2.3 List the types of abuse
	2.4 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures
	2.5 Outline what to do if concerned about possible abuse
3. Understand how to plan activity sessions	3.1 Describe the **components** of an activity session
	3.2 Identify the factors which will affect the planning of an activity session
	3.3 Describe how to incorporate the rules and techniques required for the activity session
4. Plan an activity session	4.1 Describe the aims of the activity session
	4.2 Describe the rules and/or techniques involved in activity sessions
	4.3 Plan a safe and effective session to include: • warm-up activities • main activity • cool-down activities.
	4.4 Describe the situations where you may have to put a contingency plan in place
	4.5 Describe the importance of finding out about participants' previous experience
	4.6 Describe specific circumstances when it would be necessary to intervene in the activity session

Range
1. Understand the health and safety requirements for activity sessions
1.5 Different environments: • the outdoors • within a leisure facility • within a privately hired facility.

3. Understand how to plan activity sessions
3.1 Components, to include: • warm-up activities • main activity • cool-down activities.

Unit 03 Delivering an activity session (J/506/5886)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**6 credits**	**48 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to prepare for an activity session	1.1 Prepare themselves for the activity session
	1.2 Prepare the equipment and environment for the planned activity session
	1.3 Carry out pre-activity screening
2. Be able to deliver a safe and effective activity session	2.1 Describe the aims and content of the activity session
	2.2 Explain the rules and techniques required for the activity session
	2.3 Lead safe and effective warm-up activities
	2.4 Lead a safe and effective main activity
	2.5 Lead safe and effective cool-down activities
3. Be able to manage participants during an activity session	3.1 Communicate clearly with participants according to their needs
	3.2 Motivate participants appropriately
	3.3 Give clear and supportive feedback to participants
	3.4 Gain feedback from participants about the activities
	3.5 Respond appropriately to participants' feedback and questions about the activities
	3.6 Demonstrate balancing the needs of individual participants with those of the group
	3.7 Demonstrate how to reinforce safe and effective movement techniques during the activity session
4. Bring the activity session to an end	4.1 Prepare the participants to finish their activities
	4.2 Give **feedback** to participants
	4.3 Oversee participants' safe and orderly departure from the activity session
	4.4 Leave equipment and facilities in an orderly fashion following an activity session
5. Be able to evaluate the activity session	5.1 Review the safety and effectiveness of the session
	5.2 Review how motivational the session was for the participants
	5.3 Identify the changes/adaptations that could be made to the activity sessions
	5.4 Complete an evaluation of the session
	5.5 Prepare an action plan for improvement and/or progression of future sessions

Range
4. Bring the activity session to an end
4.2 Feedback, to include: • feedback on performance • information on future sessions.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

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

Competence/skills LOs

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

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	A/506/5884	Promoting healthy lifestyles and physical activity	2	4	26
Unit 02	F/506/5885	Planning an activity session	2	5	33
Unit 03	J/506/5886	Delivering an activity session	2	6	48

Change history record

Version	Publication date	Description of change
AIQ005556	November 2016	Document published
AIQ007199	May 2026	**For use from 1 May 2026 only:** Updates made to assessment methods; the units are assessed by an internally assessed and externally quality assured portfolio of evidence. No other updates made.
v2.0	November 2026	Qualification title changed and template updated to new version.