



Qualification specification

**NCFE CACHE Level 3 Award in Skills for
Workplace Health Champions
QN: 603/7028/2**

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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 how the qualification is assessed 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 entry guidance 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 support handbook section about how to access support handbooks.</p>
v1.2	July 2023	Information regarding UCAS 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.

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- 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 of the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 3 Award in Skills for Workplace Health Champions
Qualification number (QN)	603/7028/2
Aim reference	60370282
Total qualification time (TQT)	17
Guided learning hours (GLH)	12
Minimum age	16
UCAS	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.
Qualification purpose	<p>This qualification provides learners with the knowledge and skills they require 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>The aim of this qualification is for the learner to attain the knowledge and practical skills required to become a workplace health champion.</p> <p>This qualification is designed in partnership with Active Lancashire and there is a particular focus on physical activity.</p>
Aims and objectives	<p>This qualification aims to equip the learner with the knowledge and skills required to take on the role of the workplace health champion.</p> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • introduce the concept of workplace health and the role of the workplace health champion • understand the concepts of mental and physical health • plan and deliver a workplace health campaign • plan and deliver a sport and/or physical activity session in the workplace
Work placement experience	This qualification requires learners to be working. They can be working in any setting.
Real work environment (RWE) requirement/ recommendation	Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.
Rules of combination	In order to achieve the Level 3 Award in Skills for Workplace Health Champions, learners must achieve the two mandatory units.

Grading	<p>Achieved/not yet achieved</p> <p>All criteria within the mandatory units must be achieved in order to gain the qualification.</p>
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Delivery	<p>When delivering this award, please note that this is not a coaching qualification. The learner will only be qualified to facilitate activities within their scope of practice, as well as the skills taught on this course.</p> <p>This qualification will equip the learner with the skills to research and implement a sport or physical activity, such as a football/netball match/mini tournament. The learner will be able to assess the need for such an activity, as well as publicise it and encourage participants to take part. The learner will not be able to coach nor officiate the event, however they will be able to offer general advice on health, fitness, basic nutrition, and signpost participants to further support where needed.</p> <p>This qualification will also equip the learner to aid participants to access online/web-based activities (for example, yoga, pilates, meditation). It may also lead to the learner furthering their skills in other specialised non-coaching progressions (for example, boxing for fitness, walk leader, leaders in running fitness, dance activator, parks activator).</p>
Endorsement	This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) and is mapped to the CIMSPA Health Navigator professional standard.
Recognition	 
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • NCFE CACHE Level 2 Certificate in Awareness of Mental Health Problems (601/3438/0) • NCFE CACHE Level 2 Certificate in Mental Health Awareness (600/6134/0) • NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace (603/5148/2) • NCFE Level 2 Certificate in Sport (Sports Coaching) (601/3037/4/COA) • NCFE Level 2 Diploma in Sport (Sports Coaching) (601/3038/6/COA)
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/7028/2.
Funding	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.

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

- 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. However, learners may find it helpful if they have already achieved a level 2 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 two mandatory units.

Please refer to the list of units below or the unit summaries in section 2 for further information.

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

Units

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

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 units



Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	F/618/6099	Introduction for workplace health champions	2	6
Unit 02	K/618/6100	Skills for workplace health champions	3	6

Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher-level studies at university or further education (FE) colleges. The skills required to progress to higher academic studies are different from those required at levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher-level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements

Level 3 criteria can require learners to analyse, draw conclusions, interpret or justify, which are all examples of higher-level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher-level learning skills.

If you need any further information, please refer to the CACHE website.

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 all components to gain the level 3 award in Skills 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)



Unit summary	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.
Guided learning hours	6
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record For example, page number and method	Assessor Initial and date
4. Understand key behaviour change principles	4.1 Define the concept of behaviour change 4.2 State the barriers of physical activity to individuals 4.3 Provide examples of strategies 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 safeguarding adults within the workplace 5.2 Explain and understand the principles of safeguarding adults 5.3 Identify and understand categories of abuse 5.4 Explain the process for reporting concerns		
6. Understand the key elements involved in planning and preparing for a sport or physical activity session	6.1 Identify methods to gather insight from participants that are appropriate to their working environment 6.2 Explain how to analyse the data and adapt proposals to meet group/individual needs 6.3 Understand the C system 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 approaches to promote activities 6.5 State where to find other local provision to help signpost individuals to physical activity or sport outside of the workplace 6.6 Provide accessible and practical ideas on how to implement sport and physical activity initiatives 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 utilise insight to gauge satisfaction of participants on a regular basis		

Assessment guidance

Learning outcome	Assessment guidance	Suggested assessment method
LO1	<p>1.1 Workplace health: 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>1.2 Impact:</p> <ul style="list-style-type: none"> • absenteeism • presenteeism (for example, decreased productivity, lack of engagement with colleagues/withdrawn, lack of motivation) <p>1.3 Benefits:</p> <ul style="list-style-type: none"> • improved immune system • greater self-esteem • positive outlook • can-do attitude • better quality of sleep • improved ability to manage stress <p>1.4 Workplace health in different workplaces: 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"> • what do they do currently? • what else they would like to see? • assets/existing opportunity for workplace health initiatives (for example, space, time, equipment, people, outdoor areas, qualified individuals) <p>1.5 Positive workplace health culture:</p> <ul style="list-style-type: none"> • leadership <ul style="list-style-type: none"> ○ top-down focus on health ○ leading by example • co-design process (for example, bringing staff and wider team with you on the journey) • behaviour change so that it becomes the norm • additional time to engage in activities • workplace health charter • health checks • wellbeing policy • training plans • appraisals • workplans 	<p>Workbook</p> <p>Written assessment</p> <p>Question and answer</p> <p>Observation from the tutor</p> <p>Case study</p>

Learning outcome	Assessment guidance	Suggested assessment method
	<p>1.5 National campaigns:</p> <ul style="list-style-type: none"> • Dementia Friends • Time to Talk • We Are Undefeatable • International Women's Day • Men's Health Week • Be Clear on Cancer • other national cancer campaigns: <ul style="list-style-type: none"> ○ breast ○ lung ○ bowel ○ colon ○ cervical • National Walking Month • Mental Health Awareness Week • World Mental Health Day • Volunteers' Week • World Suicide Prevention Day • Dry January • Stoptober 	
L02	<p>2.1 Role: 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>
L03	<p>3.1 Physical and mental health: 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>3.2 Positive factors:</p> <ul style="list-style-type: none"> • balanced diet • physical activity • connection with friends • positive outlook • trying new hobbies • mindfulness • relaxation 	<p>Written assessment</p>

Learning outcome	Assessment guidance	Suggested assessment method
	<p>3.3 Negative factors:</p> <ul style="list-style-type: none"> • work pressures and expectations • existing physical and mental conditions • stress, anxiety, depression • lack of time for physical activity (possibly due to work pressures) • sleep deprivation • poor diet • smoking/drug/alcohol use • difficult relationships • trauma <p>3.4 Links: 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"> • five ways to wellbeing: <ul style="list-style-type: none"> ○ connect ○ learn new skills ○ be physically active ○ give ○ mindful • positive impact of exercise on mental health: <ul style="list-style-type: none"> ○ combat depression and/or low mood • components of fitness and their impact on physical and mental health • cardio-vascular fitness: <ul style="list-style-type: none"> ○ weight management ○ lowered risk of cardiovascular disease (CVD) ○ less risk of certain cancers ○ cholesterol control ○ lowered risk of type 2 diabetes • flexibility: <ul style="list-style-type: none"> ○ increased suppleness ○ freedom of movement ○ functional benefits (for example, tying shoelaces) ○ pain management • muscular strength/endurance <ul style="list-style-type: none"> ○ improved body composition ○ increased strength around the joints ○ functional benefits (for example, carrying shopping) ○ pain management 	
LO4	<p>4.1 Behaviour change:</p> <ul style="list-style-type: none"> • routine (for example, if something within the routine is missing then it throws us out of sync) • creating a new habit for life: <ul style="list-style-type: none"> ○ physical activity ○ dietary changes 	Use of scenarios within written assessment Workbook Question and answer

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> ○ lifestyle changes • transtheoretical model of behaviour change: <ul style="list-style-type: none"> ○ pre-contemplation ○ contemplation ○ preparation ○ action ○ maintenance/relapse prevention • social cognitive theory • theory of planned behaviour • health belief model <p>4.2 Barriers:</p> <ul style="list-style-type: none"> • time • location • family commitment • accessibility • finance • health • own self-worth • motivation <p>4.3 Strategies:</p> <ul style="list-style-type: none"> • EAST: <ul style="list-style-type: none"> ○ easy (fits into lifestyle, reduces hassle) ○ attractive (relevant and appealing) ○ social (it is about making commitments to others and using social networks as a norm) ○ timely (prompting when individuals are likely to be most receptive) • make every contact count (MECC) 	
LO5	<p>5.1 Safeguarding: 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"> • Care Act 2014 • Mental Capacity Act 2005 (amended 2009) • Mental health Act 2007 • Social Services and Well-being (Wales) Act 2014 • adult safeguarding policy for Northern Ireland • Domestic Abuse Act 2021 • Equality Act 2010 • Human rights Act 1998 <p>5.2 Principles of safeguarding adults:</p> <ul style="list-style-type: none"> • empowerment 	Written assessment Workbook

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

Learning outcome	Assessment guidance	Suggested assessment method
	<p>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"> • connection: <ul style="list-style-type: none"> ○ building relationships for all • confidence: <ul style="list-style-type: none"> ○ gain trust and empower the participants • competence: <ul style="list-style-type: none"> ○ developing activities with easier or harder activities • character and caring: <ul style="list-style-type: none"> ○ get to know participants • creativity: <ul style="list-style-type: none"> ○ participants create new activities and games <p>6.4 Approaches:</p> <ul style="list-style-type: none"> • create social media events (for example, Facebook events) • communication campaign that engages people to get in touch directly with the organiser and sign them up via chat/telephone • offline campaign: <ul style="list-style-type: none"> ○ posters ○ leaflets • involvement in challenges (for example, plank challenge, steps challenge) • create teams with team leaders and leaderboards <p>6.5 Other local provision: (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"> • checkfit – to find a local gym, club or class: www.checkfit.co.uk • races – local running, triathlon, swimming and cycling races: www.findarace.com • walking – to find health walk schemes closest to you: www.walkingforhealth.org.uk/walkfinder • cycling – to find the nearest cycle ride, route, buddy or group: www.letsride.co.uk • running – to find the nearest running routes and group runtogether.co.uk or for organised, free 5k runs at your nearest park: www.parkrun.org.uk • swimming – to find your nearest swimming pool or club: www.swimming.org/poolfinder • Active Partnerships – www.activepartnerships.org/active-partnerships <p>6.6 Sport and physical activity initiatives:</p>	

Learning outcome	Assessment guidance	Suggested assessment method
	Accessible and practical ideas and options could include, but are not limited to: <ul style="list-style-type: none"> • pop-up archery • badminton • table tennis • hula hoops • sports day • boules • walking/running groups • free online classes 	
LO7	7.2 Utilise insight: <ul style="list-style-type: none"> • participant journey/engagement within activities (for example, improvements in mental health/physical health) • improved engagement with work colleagues • training purposes • best practice • self-reflection • adapting sessions appropriately 	

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

Unit 02 Skills for workplace health champions (K/618/6100)

Unit summary	This unit explains how you can act as a workplace health champion in your own work setting, to promote good health in the workplace. The learner will run a workplace health campaign and facilitate a sport/physical activity session.
Guided learning hours	6
Total unit time	11
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record For example, page number and method	Assessor Initial and date
1. Understand different mental health conditions and how to identify them in the workplace	1.1 Describe different types of mental health conditions 1.2 Explain factors that can affect mental health 1.3 Identify signs and symptoms of mental health conditions 1.4 Know how to improve mental health		
2. Understand the importance of healthy eating and consider this in the context of the workplace	2.1 Describe the functions of the 7 essential nutrients 2.2 Explain what contributes to a balanced diet 2.3 Explain the importance of hydration and the impact of dehydration 2.4 Understand the principles of the energy balance equation and how it is calculated 2.5 Identify healthy eating strategies an individual can utilise in the workplace		
3. Demonstrate how to conduct research and gather insight into the needs of the workforce relating to sport or physical activity	3.1 Conduct research into the needs of the workforce relating to sport or physical activity and describe the approach taken 3.2 Evaluate research outcomes 3.3 Utilise the insight to plan a sport and/or physical activity session 3.4 Identify and describe what other factors may need to be considered when planning a session		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record For example, page number and method	Assessor Initial and date
4. Plan and run a workplace health campaign	4.1 Understand what a workplace health campaign is 4.2 Describe the benefits of running a workplace health campaign 4.3 Plan and run the campaign in a way that will reach a maximum target audience 4.4 Review the success of the campaign using appropriate methods 4.5 Identify areas for improvement/change to inform future planning of campaigns		
5. Understand the elements of health and safety needed whilst planning a sport/physical activity session	5.1 Conduct a risk assessment for the session, identifying any possible hazards 5.2 Explain the procedure to follow for the reporting of: <ul style="list-style-type: none"> • an incident • an accident 	Completion of a risk assessment.	
6. Understand the importance of developing fundamentals of movement for participants	6.1 Understand the concept of the fundamentals of movement 6.2 Identify 3 fundamental movement skills 6.3 Identify the different stages of fundamental skills 6.4 Explain how the fundamentals of movement would support development of sports-specific skills 6.5 Understand how these can be applied in sport and physical activity		
7. Facilitate a sport or physical activity session	7.1 Demonstrate the facilitation of a safe and engaging sport or physical activity session 7.2 Apply and demonstrate fundamental movement skills 7.3 Demonstrate how you would develop adults in the workplace through application of the C system 7.4 Apply and demonstrate the STEP model to ensure inclusivity when delivering sessions 7.5 End the session safely, seek participant feedback and evaluate the outcome	Practical assessment. Simulation is permitted and this session may be delivered to peers in a classroom setting.	

Assessment guidance

Learning outcome	Assessment guidance	Suggested assessment method
LO1	<p>1.1 Mental health conditions:</p> <ul style="list-style-type: none"> • stress • depression • anxiety • eating disorders • self-harm • psychosis • schizophrenia • drug or alcohol addiction • post-traumatic stress disorder (PTSD) • obsessive compulsive disorder (OCD) <p>1.2 Factors:</p> <ul style="list-style-type: none"> • trauma • bereavement • loss of job • break down of marriage/relationship • isolation • long-term physical health problems • domestic violence • drug/alcohol abuse • homelessness/poverty <p>1.3 Signs and symptoms:</p> <ul style="list-style-type: none"> • losing interest in things – hobbies, activities with family, work • not achieving or completing tasks at work • isolating themselves from family and friends • changes in eating habits – over (binge eating) or undereating • weight gain/weight loss • mood changes • irritability • problems thinking or retaining information • not sleeping or sleeping too much • lack of energy/motivation • panic attacks • catastrophising <p>1.4 How to improve mental health:</p> <ul style="list-style-type: none"> • five ways to wellbeing: <ul style="list-style-type: none"> ○ connect ○ learn new skills ○ be physically active ○ give ○ mindful 	Portfolio of evidence Workbook

Learning outcome	Assessment guidance	Suggested assessment method
LO2	<p>2.1 7 essential nutrients:</p> <ul style="list-style-type: none"> • fats (insulation) • carbohydrates (energy) • proteins (growth and repair) • vitamins (bodily function) • minerals (bodily function) • water (hydration and transportation) • fibre (gut function) <p>2.2 Balanced diet:</p> <ul style="list-style-type: none"> • 5 a day • Eatwell guide <p>2.3 Importance of hydration:</p> <ul style="list-style-type: none"> • improves concentration • increases potential for performance • improves complexion • regulation of temperature <p>2.4 Energy balance:</p> <ul style="list-style-type: none"> • calories in vs calories out • kcal/g value of each essential nutrient • basal metabolic rate (BMR) <p>2.5 Healthy eating strategies:</p> <ul style="list-style-type: none"> • sugar swaps • wholegrain switches • food challenges within the workplace (balanced options in meetings, for example, fruit replacing biscuits) • cooking methods (for example, boil and grill) • do not shop when hungry • drink water before meals • pre-prepare meals • plan weekly shop • healthy options when eating out/at work 	Portfolio of evidence Workbook
LO3	<p>3.1 Approach:</p> <ul style="list-style-type: none"> • online survey • 1-to-1 consultation • focus groups <p>3.2 Research outcomes:</p> <ul style="list-style-type: none"> • which activities are popular? • where would they like to attend? • when is the most popular time – before work, lunchtime, after work? <p>3.3 Plan:</p> <ul style="list-style-type: none"> • choice of activity and rationale 	Professional discussion during final assessment

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> location and rationale time and rationale means of communication (for example, access to email) <p>3.3 Sport activity:</p> <ul style="list-style-type: none"> badminton table tennis indoor archery any sport activity the learner already holds a qualification in <p>3.3 Physical activity:</p> <ul style="list-style-type: none"> walking team-building games online/web-based activity (for example, yoga/stretch) app-guided activity (for example, Couch to 5K) <p>3.4 Factors:</p> <ul style="list-style-type: none"> religious beliefs single-sex sessions privacy gender identity 	
LO4	<p>4.1 Workplace health campaign:</p> <ul style="list-style-type: none"> created using an organisation's own staff costs are usually paid in staff time an opportunity to raise awareness and understanding about critical health issues and mobilise support for action within the workplace <p>4.2 Benefits:</p> <ul style="list-style-type: none"> better understanding of the target market promotes organisation/its values/its internal branding low costs to the organisation higher control over the messaging and campaign contents quickly implemented saves time employees become more motivated and productive employee absence reduces – healthy, motivated workers are less likely to take sick days reduced staff turnover an enhanced reputation as a positive, caring organisation <p>4.3 Plan and run the campaign:</p> <ul style="list-style-type: none"> who is the audience (target market)? use insight to co-create/design it with them use appropriate channels to reach identified audience adjust the messages so they are native to each channel and resonate with your target audience 	Portfolio of evidence Workbook

Learning outcome	Assessment guidance	Suggested assessment method
	<ul style="list-style-type: none"> plan the messages so they are timely, and the audience does not miss them. use SMART methodology: <ul style="list-style-type: none"> specific – specific aim and theme of the campaign measurable – measuring the need for the campaign achievable – is the campaign achievable? realistic – is it a realistic campaign? time-bound – how long is the campaign going to run? (for example, consider time) <p>4.4 Review the success:</p> <ul style="list-style-type: none"> dedicating a specific period of time to monitor the campaign's outcomes (which are measured against the SMART goals) evaluate the outcomes to inform future activities return on investment tools such as: <ul style="list-style-type: none"> tally charts individual case studies group case studies register of attendance at sessions methods of tracking individuals – app tracking, for example, Fitbit/Garmin recording of sign posting opportunities amount of leaflets taken (recorded) conversations had (recorded as evidence) recognisable campaign – internal campaign recognised in the workplace staff adopted and embraced the campaign improvement in attendance of work against current attendance (benchmark) improvement in performance (dependant on industry) follow-up surveys 	
LO5	<p>5.1 Risk assessment Checks of area prior to the session including:</p> <ul style="list-style-type: none"> potential hazards lighting ventilation room temperature clear fire exits checks of equipment checks of participant's clothing <p>5.2 An incident: An unexpected event that may result in property or equipment damage but does not result in injury or illness.</p> <p>5.2 An accident: An unexpected event that results in injury or illness to a participant.</p>	Portfolio of evidence Workbook

Learning outcome	Assessment guidance	Suggested assessment method
LO6	<p>6.1 Fundamentals of movement:</p> <ul style="list-style-type: none"> • balance • agility • co-ordination <p>6.2 3 fundamental movement skills:</p> <ul style="list-style-type: none"> • body management skills • locomotor skills • object control skills <p>6.3 Stages of fundamental skills:</p> <ul style="list-style-type: none"> • locomotor skills: <ul style="list-style-type: none"> ○ running or walking ○ jumping ○ skipping ○ dribbling • body management skills: <ul style="list-style-type: none"> ○ turning ○ bending ○ stretching ○ rotating/twisting • object control skills: <ul style="list-style-type: none"> ○ kicking ○ striking ○ throwing ○ catching 	Portfolio of evidence Workbook
LO7	<p>Please note that the centre will need to ensure they have adequate resources available for this LO, to allow for a range of sport and physical activities to be delivered, if this unit is to be simulated and delivered to peers.</p> <p>7.1 Safe and engaging:</p> <ul style="list-style-type: none"> • introducing self to the group • explaining the purpose of the session • demonstrating the activities that are included within the session • providing support and advice during the session • demonstrating good observation and correction skills during the session • ending the session safely and evaluating the outcome 	Practical assessment Observation Simulation Expert witness testimony Reflective account

Learning outcome	Assessment guidance	Suggested assessment method
	<p>7.2 Demonstrate fundamental movement skills: Show basic understanding of effective body position when ready to play or take part in an activity:</p> <ul style="list-style-type: none"> • width of feet on stance • lower your centre of gravity and posture • counterbalance to enable effective movement during the activity • <p>7.3 C system: 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"> • connection: <ul style="list-style-type: none"> ○ building relationships for all • confidence: <ul style="list-style-type: none"> ○ gain trust and empower the participants • competence: <ul style="list-style-type: none"> ○ developing activities with easier or harder activities • character and caring: <ul style="list-style-type: none"> ○ get to know participants • creativity: <ul style="list-style-type: none"> ○ participants create new activities and games <p>7.4 STEP:</p> <ul style="list-style-type: none"> • space • task • equipment • people <p>7.5 End the session:</p> <ul style="list-style-type: none"> • self-reflection • evaluate overall delivery • assess 360-degree feedback • how would feedback be used to strengthen future delivery? 	

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 02

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"> 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 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the sector skills council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	N/A	N/A
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	Yes	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
L	Scenario or case study	Yes	Yes
M	Task set by CACHE (for knowledge learning outcomes)	N/A	N/A
N	Oral questions and answers	Yes	Yes
<p>* 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:</p> <ul style="list-style-type: none"> • 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 <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

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 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between 2 or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

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.

Please note in particular that centres will need to have adequate resources available to allow for a range of sport/physical activity sessions to be delivered for Unit 02, learning outcome 7, if this is to be simulated and delivered to peers.

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

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