NCFE Active IQ Level 3 Certificate in Physical Activity, Exercise and Referral for People with Long-Term Conditions
QN: 610/8000/7



Qualification Specification

Qualification summary

Qualification title	**NCFE Active IQ Level 3 Certificate in Physical Activity, Exercise and Referral for People with Long-Term Conditions**
Ofqual qualification number (QN)	610/8000/7
Guided learning hours (GLH)	155
Total qualification time (TQT)	260
Credit value	26
Minimum age	16
Qualification purpose	This qualification aims to develop the knowledge and skills required to safely and effectively support people living with one or more long-term conditions to become and remain physically active. The qualification develops learners' understanding of the UK long-term condition health context, prevalent long-term conditions, comorbidities and multimorbidities, and the implications of medical management for physical activity. Learners will also develop knowledge and skills in evidence-informed practice, behaviour change and self-management, screening and assessment, and the planning and adaptation of safe and effective physical activity programmes for people with long-term conditions. Learners will gain the skills and knowledge to support individuals to improve their health, wellbeing and functional capacity through appropriate physical activity and exercise, while working within their professional scope of practice in collaboration with other health referral professionals, where appropriate.
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.
Occupational standards	The qualification is linked to the following occupational standards: The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Professional Standard: • Population Specialism – Working with People with Long-term Conditions.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.

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 610/8000/7.
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 NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of physical activity, exercise and referral for people with long-term conditions
- 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 and registration

This qualification is designed for qualified exercise professionals wishing to develop the knowledge and skills required to support people living with one or more long-term conditions to participate safely and effectively in physical activity and exercise.

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

Learners should have achieved one of the following:

- a suitable Level 2 qualification in fitness/gym instructing (not including instructing children)
- a suitable Level 3 qualification in personal training
- Level 3 Diploma in Instructing Pilates Matwork
- Level 3 Diploma in Teaching Yoga
- an equivalent qualification recognised by NCFE.

And:

- a suitable Level 3 Anatomy and Physiology unit covering the structure and function of the cardiorespiratory, musculoskeletal, nervous and endocrine systems, together with relevant functional kinesiology and biomechanics (this requirement may be met where Level 3 Anatomy and Physiology forms part of one of the prerequisite qualifications listed above, or through a suitable Level 3 Anatomy and Physiology unit achieved separately).

Centres are responsible for ensuring that all learners are capable of achieving the units and 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 **4** 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 NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - roles supporting people with long-term conditions to participate in physical activity and exercise within fitness, leisure, community and health-related settings
  - physical activity or exercise referral roles working with people with long-term conditions, subject to the requirements and scope of the employing or referring service
- further education:
  - specialist qualifications relating to exercise and specific long-term conditions or population groups
  - higher-level qualifications in physical activity, exercise, health, wellbeing or rehabilitation.

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

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 or 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 3 Certificate in Physical Activity, Exercise and Referral for People with Long-Term Conditions.

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 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 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).

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

Unit 01 Understanding the long-term condition health context and professional practice (F/652/3897)

Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand long-term conditions and the UK health landscape	1.1 Define the term long-term condition
	1.2 Identify the **prevalence and current trends** of people living with long-term conditions in the UK
	1.3 Describe the potential socio-economic impact of increasing numbers of people living with long-term conditions
	1.4 Identify the prevalence of relevant **lifestyle behaviours** associated with long-term conditions
	1.5 Explain the **wider determinants of health**
	1.6 Explain the relationship between the UK's ageing population and long-term condition prevalence
	1.7 Identify how ageing can affect **functional capacity and independence**
2. Understand the health and care context for physical activity	2.1 Describe current health and social care **policy and guidance** relating to physical activity
	2.2 Identify the function of primary, secondary and tertiary health care in relation to people with long-term conditions
	2.3 Identify the key **health organisations and roles** involved in supporting people with long-term conditions
	2.4 Describe key **care and referral pathways** available to support people with long-term conditions
3. Understand professional practice when working with people with long-term conditions	3.1 Identify the responsibilities of **exercise professionals** when working with people with long-term conditions
	3.2 Identify **professional boundaries and scope of practice** when working with people with long-term conditions
	3.3 Identify the responsibilities of **other professionals** involved in supporting people with long-term conditions
	3.4 Explain when to take **appropriate action/seek clinical advice** for people with long-term conditions
	3.5 Describe the **purpose of relevant professional codes of conduct and ethical standards**
	3.6 Identify the **requirements for maintaining confidentiality, appropriate records and professional insurance**
	3.7 Explain the importance of continuing professional development (CPD) and reflective practice
	3.8 Identify appropriate sources and opportunities for **professional development**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand how to source and evaluate information to support evidence-informed practice	4.1 Identify reputable and applicable **sources of information** relating to long-term conditions, medication and physical activity
	4.2 Explain the **factors** to consider when evaluating the relevance and quality of information
	4.3 Explain how reputable **information** can be used to inform safe and effective physical activity programme design and adaptation
	4.4 Explain when information should be verified with, or further advice sought from, an appropriate healthcare professional

Range

1. Understand long-term conditions and the UK health landscape

1.2 Prevalence and current trends must include:

- people living with one long-term condition
- people living with two or more long-term conditions
- variation associated with age
- variation associated with socio-economic circumstances.

1.4 Lifestyle behaviours must include:

- physical inactivity and sedentary behaviour
- poor diet
- stress
- sleep deprivation
- smoking
- alcohol and substance misuse.

1.5 Wider determinants of health must include:

- social and economic environment
- physical environment
- individual characteristics and behaviours.

1.7 Functional capacity and independence must include:

- mobility
- muscular strength
- balance
- cardiorespiratory capacity
- cognition
- activities of daily living.

2. Understand the health and care context for physical activity

2.1 Policy and guidance must include:

- promotion of physical activity
- prevention of inactivity and sedentary behaviour

Range

- management of long-term conditions
- personalised care and supported self-management.

2.3 Health organisations and roles must include:

- exercise/physical activity professionals
- clinicians and referring professionals
- allied health professionals
- dietitians
- social care/community or third-sector services.

2.4 Care and referral pathways may include:

- NHS Health Checks
- diabetes prevention
- NHS Talking Therapies
- weight-management services
- cardiac rehabilitation
- pulmonary rehabilitation
- cancer rehabilitation/support
- musculoskeletal rehabilitation
- neurological rehabilitation
- falls services
- social prescribing.

Learners to cover a minimum of four pathways.

3. Understand professional practice when working with people with long-term conditions

3.1 Exercise professionals must include:

- facilitator
- coach
- assessor
- administrator
- support.

3.2 Professional boundaries and scope of practice must include:

- qualifications
- knowledge
- competence
- limitations and boundaries of scope
- responsibilities shared with or delegated by other professionals
- processes and protocols for delegated responsibility (for example, reporting arrangements).

3.3 Other professionals must include:

- clinicians

Range
• referring professionals • dietitians • allied health professionals • service management/co-ordinator roles. **3.4 Appropriate action/seek clinical advice** must include: • seeking clinical advice • referral back to a referring professional • signposting • temporary deferment • emergency escalation where required. **3.5 Purpose of relevant professional codes of conduct and ethical standards** must include: • ethical behaviour • inclusivity • professional boundaries • safeguarding • duty of care. **3.6 Requirements for maintaining confidentiality, appropriate records and professional insurance** must include: • confidentiality • appropriate handling of personal and medical information • public liability insurance • professional indemnity insurance. **3.8 Professional development** may include: • recognised qualifications/courses • workshops and seminars • peer-reviewed research • professional-body guidance • NICE and other recognised evidence-based sources • reflective review of own practice.
4. Understand how to source and evaluate information to support evidence-informed practice
4.1 Sources of information must include: • official health and public-health guidance • national clinical guidance • recognised medicines references • peer-reviewed scientific literature and research databases • recognised professional bodies • recognised condition-specific organisations.

Range
4.2 Factors must include: • authority • evidence base • currency • purpose and bias • consistency. **4.3 Information** must include: • long-term condition characteristics and exercise considerations • medication action, side effects and precautions relevant to physical activity • contraindications and precautions • physical activity and exercise guidelines • screening and risk considerations • programme design, adaptation and monitoring.

Unit 02 Understanding and managing long-term conditions (H/652/3898)

Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 4**	**7 credits**	**38 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand prevalent long-term conditions	1.1 Identify the prevalence and relevance of specified **long-term conditions** in the UK
	1.2 Explain the main aetiology and **risk factors** associated with specified long-term conditions
	1.3 Describe the essential pathophysiology of specified long-term conditions relevant to physical activity and exercise
	1.4 Identify the key signs and symptoms associated with specified long-term conditions
	1.5 Analyse how characteristics of specified long-term conditions may **affect** an individual's functional, cognitive and biopsychosocial capacity
2. Understand comorbidities and multimorbidities	2.1 Define the terms comorbidity and multimorbidity
	2.2 Identify common **combinations of comorbidities and multimorbidities** associated with long-term conditions
	2.3 Explain how comorbidity and multimorbidity can **affect** health outcomes and functional capacity
	2.4 Analyse the implications of comorbidity and multimorbidity for physical activity planning and management
3. Understand medical management and its implications for physical activity	3.1 Describe **medical management approaches** for long-term conditions
	3.2 Identify the action of common **medication classes** used to manage specified long-term conditions
	3.3 Analyse the actions, side effects and precautions of common medication classes for physical activity and exercise
	3.4 Describe relevant investigations, treatments, interventions and surgical procedures associated with specified long-term conditions
	3.5 Analyse the potential impacts of medical management on quality of life, functional capacity, mental capacity and exercise tolerance
4. Understand physical activity considerations for long-term conditions	4.1 Explain the protective and management **benefits** of physical activity for people with long-term conditions
	4.2 Analyse how functional, cognitive and biopsychosocial **limitations** may affect participation in physical activity
	4.3 Explain the physiology and psychology of pain and how pain can affect functional and mental capacity
	4.4 Describe the additional considerations needed for physical activity and exercise when working with people with long-term conditions
	4.5 Explain the implications of relative and absolute contraindications associated with physical activity and exercise
	4.6 Identify signs and symptoms that may indicate an adverse response to physical activity or exercise

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.7 Determine the appropriate **action** required in response to adverse signs and symptoms

Range
1. Understand prevalent long-term conditions
1.1–1.5 Long-term conditions must include: • musculoskeletal: ○ osteoporosis   ○ osteoarthritis   ○ rheumatoid arthritis   ○ low back pain • cardiovascular and respiratory: ○ cardiovascular disease (includes hypertension, coronary heart disease/angina and myocardial infarction/heart attack)   ○ COPD   ○ asthma • diabetes and metabolic: ○ obesity   ○ type 2 diabetes • mental health: ○ depression   ○ anxiety disorders • neurological: ○ stroke   ○ multiple sclerosis   ○ dementia-related conditions • cancer. **1.2 Risk factors** must include: • modifiable risk factors • non-modifiable risk factors. **1.5 Affect** may include: • mobility • strength • balance • fatigue • cardiorespiratory capacity • cognition • pain • mental wellbeing • social participation • activities of daily living.

Range
2. Understand comorbidities and multimorbidities
2.2 Combinations of comorbidities and multimorbidities must include: • multiple physical long-term conditions • physical and mental health conditions • conditions with shared lifestyle or physiological risk factors. **2.3 Affect** must include: • physical function • cognition, where relevant • mental wellbeing • exercise tolerance.
3. Understand medical management and its implications for physical activity
3.1 Medical management approaches must include: • medication • investigations • treatment/intervention • surgery, where relevant. **3.2–3.3 Medication classes** must include: • analgesics and anti-inflammatory medicines • anti-resorptive medicines • DMARDs (disease-modifying anti-rheumatic drugs) and biological therapies • antihypertensives • antiplatelets/anticoagulants • lipid-lowering medicines • anti-anginal medicines • bronchodilators and inhaled corticosteroids • glucose-lowering medicines • weight-management medicines • antidepressants and anxiolytics • neurological disease-modifying/symptom-management medicines • systemic anticancer therapies.
4. Understand physical activity considerations for long-term conditions
4.1 Benefits must include: • physiological • biochemical • anatomical • psychological responses and adaptations. **4.2 Limitations** may include: • functional:

Range
○ mobility ○ balance ○ fatigue ○ breathlessness ○ pain • cognitive: ○ cognitive impairment • biopsychosocial: ○ anxiety/fear ○ confidence ○ social isolation. Learners must cover a minimum of one limitation from each category. **4.7 Action** must include: • adapting activity • stopping activity • deferring participation • seeking clinical advice • referral • emergency action where appropriate.

Unit 03 Supporting behaviour change and self-management for people with long-term conditions (M/652/3909)

Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**27 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand behaviour change and self-management	1.1 Describe **theories and models** of behaviour change relevant to physical activity
	1.2 Explain how behaviour-change theories and models can support people at different **stages of readiness** to change
	1.3 Explain **principles of self-management** for people living with long-term conditions
2. Understand person-centred behaviour-change approaches	2.1 Identify communication skills used to support person-centred behaviour change
	2.2 Describe **behaviour-change approaches and techniques** that can support people with long-term conditions
	2.3 Explain how behaviour-change support should be adapted to an individual's needs, preferences and circumstances
3. Understand barriers, motivators and different forms of support	3.1 Identify examples of barriers and motivators to physical activity
	3.2 Explain how long-term conditions, multimorbidity and wider determinants of health can influence barriers and motivators
	3.3 Identify the benefits and limitations of one-to-one, group and peer-based behaviour-change support
	3.4 Compare face-to-face and remote methods of behaviour-change support
	3.5 Explain strategies that can **support** maintenance of behaviour change and management of relapse
4. Understand lifestyle advice and self-management	4.1 Identify current **physical activity guidelines** relevant to adults, older adults and people living with long-term conditions
	4.2 State how evidence-based **healthy eating guidance** may be used by an exercise professional within their scope of practice
	4.3 Outline evidence-based smoking-cessation advice and signposting
	4.4 Explain how SMART goals can support behaviour change and self-management
	4.5 Explain how to educate and support people to self-manage physical activity and lifestyle behaviours post intervention

Range
1. Understand behaviour change and self-management
1.1 Theories and models must include: • Health Belief Model • Self-Determination Theory • COM-B

Range
• Transtheoretical Model. **1.2 Stages of readiness** must include: • pre-contemplation • contemplation • preparation • action • maintenance • relapse. **1.3 Principles of self-management** must include: • understanding and managing symptoms • self-monitoring • goal-setting • accessing appropriate support • maintaining physical activity and lifestyle change.
2. Understand person-centred behaviour-change approaches
2.2 Behaviour-change approaches and techniques must include: • motivational interviewing • solution-focused approaches • cognitive behavioural therapy principles • positive psychology.
3. Understand barriers, motivators and different forms of support
3.5 Support must include: • accessibility • levels of support • level of motivation.
4. Understand lifestyle advice and self-management
4.1 Physical activity guidelines must include: • current UK Chief Medical Officers' physical activity guidelines • relevant NICE guidance • recommended levels of physical activity for people with long-term conditions. **4.2 Healthy eating guidance** must include: • current UK healthy eating guidance • boundaries of the exercise professional • referral for condition-specific dietary advice where appropriate.

Unit 04 Screening, planning and adapting physical activity for people with long-term conditions (F/652/3913)

Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**11 credits**	**70 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand pre-exercise screening and clinical information	1.1 Describe **screening methodologies** used when working with people with long-term conditions
	1.2 Identify the advantages and limitations of different pre-exercise screening methodologies
	1.3 Identify **appropriate screening methodology selection** to support a person-centred approach
	1.4 Describe the purpose of obtaining health, personal and condition-specific **information** required to inform safe physical activity
	1.5 Explain the purpose and use of risk stratification
	1.6 Explain how to interpret relevant medical and **clinical information** contained within a healthcare referral
	1.7 Identify the importance of **clarifying or referring back** to healthcare professionals
2. Understand functional and clinical assessment	2.1 Identify the purpose of physical, functional and clinical **assessments** for people with long-term conditions
	2.2 Explain how to **select safe and appropriate assessments** based on individual needs and circumstances
	2.3 Summarise considerations for the safe and reliable administration of assessments
	2.4 Explain how assessment results can be interpreted and used to establish baseline measurements
	2.5 Explain how reassessment can be used to monitor meaningful change over time
3. Be able to collect and interpret participant information as part of a consultation	3.1 Interpret relevant medical and clinical information provided by the individual and/or referring healthcare professional
	3.2 Collect detailed and accurate health, lifestyle and condition-specific **information**
	3.3 Obtain informed consent for screening, assessment and physical activity participation
	3.4 Apply **risk stratification** processes based on information and screening to determine suitability for participation
	3.5 Select and conduct safe and appropriate physical, functional and/or clinical assessments
	3.6 Interpret assessment results and consider their application to physical activity programme planning
	3.7 Agree SMART goals that reflect the individual's long-term condition(s), needs, capabilities and preferences

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
4. Understand programme design and adaptation to support people with long-term conditions	4.1 Identify equipment and **activity types** appropriate for people with long-term conditions
	4.2 Explain the **factors** that should inform physical activity programme design and adaptation
	4.3 Explain how activities of daily living and other independent physical activity opportunities can be incorporated into a programme
	4.4 Identify how physical activity can be adapted for different non-gym-based **environments**
	4.5 Explain **safety considerations** associated with programme design for people with long-term conditions
5. Be able to plan physical activity programmes for people with long-term conditions	5.1 Plan safe and effective physical activity **programme(s)** appropriate to an individual's long-term condition(s), medication and functional capability
	5.2 Apply consultation, screening and assessment information to physical activity programme planning
	5.3 Select appropriate activities, equipment and environments to meet individual needs and goals
	5.4 Apply recognised physical activity and condition-specific guidance to programme planning
	5.5 Carry out appropriate **risk assessments** for the planned activities, equipment, environment and participant
	5.6 Plan appropriate adaptations, progressions, regressions and contingencies
	5.7 Plan appropriate activities of daily living and independent/community physical activity that align with individual goals and motivators
	5.8 Identify and justify reputable and applicable sources of information used to inform the planned physical activity programme
6. Understand monitoring, progression and review of a physical activity programme	6.1 Describe appropriate **methods for monitoring** individuals before, during and after physical activity
	6.2 Explain the benefits and limitations of different monitoring methods for people with long-term conditions
	6.3 Identify signs and symptoms that indicate activity should be adapted, stopped or deferred
	6.4 Explain how changes in physical and emotional status could influence physical activity participation
	6.5 Explain how progress should be reviewed and programmes adapted for progression, regression or maintenance
	6.6 Determine when subsequent clinical advice, referral or **emergency action** may be needed when working with people with long-term conditions
7. Understand opportunities for ongoing physical activity and support	7.1 Identify a range of physical activity opportunities that can support continued participation beyond a structured programme
	7.2 Identify how community and health services can support ongoing physical activity, health and wellbeing
	7.3 Explain when and how to signpost or refer individuals to appropriate physical activity, health or community services

Range
1. Understand pre-exercise screening and clinical information
1.1 Screening methodologies must include: • general pre-exercise screening • screening suitable for people with long-term conditions • condition-specific screening where appropriate. **1.3 Appropriate screening methodology selection** must include: • underpinning evidence. **1.4 Information** must include: • current health status • medical history • diagnosis and stage/severity where relevant • signs and symptoms • condition stability • medication • surgery/treatment • comorbidities/multimorbidities • physical activity history • lifestyle behaviours • psychosocial information • goals and preferences. **1.6 Clinical information** must include: • diagnosis • relevant medical terminology • medication • treatment/surgery • clinical measurements • functional limitations • precautions/restrictions. **1.7 Clarifying or referring back** must include: • information is incomplete, inconsistent or outdated • symptoms or condition status have changed • medication has changed • participation falls outside professional scope.
2. Understand functional and clinical assessment
2.1 Assessments must include: • anthropometric/body-composition indicators • cardiovascular indicators • functional exercise capacity

Range
• mobility and balance • muscular strength/endurance • range of movement • appropriate sub-maximal assessments/tests. **2.2 Select safe and appropriate assessments** must consider: • health condition(s) • risk status • functional capability • goals • symptoms • medication • psychological needs • suitability and safety.
3. Be able to collect and interpret participant information as part of a consultation
3.2 Information must include: • health screening • current and previous medical conditions • comorbidities/multimorbidities • medication • surgery/treatment • stage/severity where relevant • current signs and symptoms • lifestyle behaviours • physical activity history • barriers • motivators • goals/preferences. **3.4 Risk stratification** must include: • suitability for participation • monitoring/supervision requirements • need for further clinical information • need for referral or deferment.
4. Understand programme design and adaptation to support people with long-term conditions
4.1 Activity types must include: • cardiovascular • resistance • mobility/flexibility • balance • functional activity • mind-body activities.

Range
4.2 Factors must include: • condition(s) • comorbidities/multimorbidities • medication • clinical information • screening and assessment results • functional capacity • psychological needs • barriers • goals • preferences • recognised guidelines • individual or group-based participation. **4.4 Environments** must include: • home • community setting • outdoor environment. **4.5 Safety considerations** must include: • environment • equipment • activity • participants • emergency procedures.
5. Be able to plan physical activity programmes for people with long-term conditions
5.1–5.4 Programme(s) must consider: • all long-term conditions identified • interaction between the conditions • medication • screening and assessment information • functional capability • barriers and motivators • goals • personal preference • accepted good practice and recognised guidelines. **5.5 Risk assessments** must include: • environment • equipment • activities • participant • emergency considerations.

Range
6. Understand monitoring, progression and review of a physical activity programme
6.1 Methods for monitoring must include: • heart rate • rate of perceived exertion • talk test • observation • questioning • condition-specific monitoring methods • evidence-based technologies **6.6 Emergency action** must include: • emergency first-aid procedures, including CPR • escalations for mental health concerns.

Delivery and assessment guidance
LO3 The portfolio of evidence must exemplify: • a minimum of two long-term conditions from the specified long-term conditions covered within this qualification • how the interactions between each long-term condition identified has been considered throughout the consultation, screening, assessment and programme-planning process • a minimum of two appropriate physical, functional and/or clinical assessments, with results interpreted to inform programme planning. **LO5** The portfolio of evidence must exemplify: • a 12-week physical activity programme for the same individual used for LO3 • appropriate progression, regression and/or adaptation across the 12-week period   ○ a midpoint review, to inform appropriate adaptations for the remaining programme • a minimum of two session plans: ○ one representing the initial programme   ○ one representing the programme following review and adaptation.   ○ each session plan must include: ▪ warm-up   ▪ main component   ▪ cool-down   ▪ activity/exercise selection   ▪ duration   ▪ intensity   ▪ equipment, where applicable   ▪ monitoring methods   ▪ individual considerations.

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 which 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: 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 down the subject 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.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing or applying knowledge in a practical context.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	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 two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement 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.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

Section 4: 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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To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

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	F/652/3897	Understanding the long-term condition health context and professional practice	3	4	20
Unit 02	H/652/3898	Understanding and managing long-term conditions	4	7	38
Unit 03	M/652/3909	Supporting behaviour change and self-management for people with long-term conditions	3	4	27
Unit 04	F/652/3913	Screening, planning and adapting physical activity for people with long-term conditions	3	11	70

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Change history record

Version	Publication date	Description of change
AIQ007283	September 2026	First publication.
v2.0	November 2026	Qualification title changed and template updated to new version.