



# Qualification specification

**NCFE Level 1 Award in Exercise Studies**  
**QN: 500/7997/9**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 3.2 July 2021). Please check the NCFE website for the most recent version.

Version	Publication Date	Summary of amendments
v3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v3.2	July 2021	NCFE Contact information updated. Changes made to the band description in <a href="#">Presenting Evidence</a> in the Assessment and Quality Assurance section.
v3.3	June 2022	Further information added to the <a href="#">achieving this qualification</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.  Information added to the <a href="#">entry guidance section</a> to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.  Information added to the <a href="#">support for centres</a> section about how to access support handbooks.

# Section 1

## Qualification overview

## **Qualification overview**

### **Introduction**

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Exercise Studies.

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

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Exercise Studies.

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## Things you need to know

Qualification number (QN)	<b>500/7997/9</b>
Aim reference	50079979
Total Qualification Time (TQT)	120
Guided Learning Hours (GLH)	90
Credit value	12
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

### Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Centres can decide how to allocate the TQT across the units of a qualification.

### Credit

The credit value is equal to the Total Qualification Time divided by 10, rounded to the nearest whole number.

### **About this qualification**

This is a regulated qualification. The regulated number for this qualification is 500/7997/9.

This qualification is supported by the Sector Skills Council, SkillsActive.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

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### **Qualification purpose**

This qualification will:

- focus on the study of exercise and fitness
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical skills
- enable learners to progress to further study and/or career development.

### **Qualification objectives**

The objectives of this qualification are to:

- understand the principles of exercise and fitness
  - demonstrate an understanding of safety factors relating to exercise
  - apply the principles of a training programme
  - enable learners to identify and improve their own levels of fitness.
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## Achieving this qualification

To be awarded the Level 1 Award in Exercise Studies, learners are required to successfully complete 3 mandatory units.

### Mandatory units

Unit No	Unit title
Unit 01	Understand the principles of exercise and fitness
Unit 02	Demonstrate an understanding of safety factors relating to exercise
Unit 03	Apply the principles of a training programme

The learning outcomes for each unit are provided in Section 2.

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

To achieve the Level 1 Award in Exercise Studies, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

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.

### Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as teamworking, independent learning and problem solving, to more tricky-to-measure skills such as:

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

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### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

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### **Credit transfer**

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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### **Direct Claim Status**

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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### **Entry guidance**

This qualification is designed for anyone with any level of sports ability who is interested in improving their performance, enhancing their personal development and gaining an understanding of the benefits of exercise and fitness.

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

There are no specific recommended prior learning requirements for this qualification.

This qualification is suitable for learners aged pre-16 and above.

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

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## Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE vocationally-related qualifications in Sport and Recreation
  - Level 2 NVQ in Sport, Recreation and Allied Occupations
  - NCFE Certificates in Employability Skills
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## Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Resource requirements

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

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## Support for learners

### Learner Evidence Tracking Log

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use this document – you can devise your own evidence-tracking document instead."

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## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested from the Customer Support team on 0191 239 8000.

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.

### **Customer Support team**

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact the Customer Support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

### **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

### **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

### **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

### **Training and support**

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

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### **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.

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.

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### **Third party products**

Products to support the delivery of this qualification are offered by the following third party suppliers:

- The Skills Network
- Hallmark Education

For more information about these resources and how to access them please visit the NCFE website.

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### **Links to National Skills Standards**

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

This qualification can be used to develop learners':

- English skills
- mathematics skills
- information and communication technology skills.

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

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page 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 unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

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

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 the Quality Assurance team at NCFE.

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

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**Unit 01 Understand the principles of exercise and fitness (A/600/6246)**

<b>Unit summary</b>	This unit starts by preparing learners to participate in exercise activities. They will find out what fitness is and how it is achieved, then consider the importance of correct diet and nutrition. Learners will look at the effect of exercise on the body's systems, including rest, stress and substance abuse.
<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Prepare to participate in exercise activities by investigating the various demands that a regular fitness activity programme places upon the body

The learner must:

- 1.1 Identify types of exercise activities
- 1.2 Identify reasons for exercising
- 1.3 State components of fitness including:
  - four 'S's' of fitness: speed, stamina, strength, suppleness
  - what fitness is
  - what health is
- 1.4 Outline how a range of factors affects fitness
- 1.5 Identify nutritional guidelines referring to each of the following:
  - basic principles of diet eg recommended quantities of components
  - breakdown of a good diet (including carbohydrates, fats, proteins, vitamins, minerals, fibre and water)
- 1.6 Identify dietary requirements underpinning a fitness programme referring to:
  - balanced diet
  - energy from food
  - energy equation
  - modern trends
  - recommended guidelines
- 1.7 Outline basic anatomy and physiology ie the primary functions of the following body systems:
  - skeletal
  - muscular
  - respiratory
  - circulatory
  - digestive
  - nervous system

**Unit 01 Understand the principles of exercise and fitness (A/600/6246) (cont'd)**

- 1.8 Identify effects of exercise on anatomy and physiology including:
- immediate effects
  - long-term effects
  - introduction to energy systems

**Delivery and assessment**

1.1 - Learners could consider the following basic information:

- general fitness training activities, step, aerobics, spinning, pilates, running, cycling, swimming, weights, circuits
- CV resistance training
- sports coaching
- game sports
- racket sports
- field sports
- martial arts training
- outdoor activities

1.2 - Learners could consider the following basic information:

- general health
- mental well-being
- specific sports training
- social and recreation

1.4 - Learners could consider the following basic information:

- diet and nutrition
- amount of exercise
- amount of rest
- ability level
- motivation
- financial
- stress levels
- legal and illegal substance abuse
- age
- social/cultural norms
- support of others

1.5 - Learners could consider the following basic information:

- current guidelines from British Nutrition Foundation and Food Standards Agency
- basic principles of diet: carbohydrates, fats, proteins, vitamins, minerals, fibre and water

**Unit 01 Understand the principles of exercise and fitness (A/600/6246) (cont'd)**

1.6 - Learners could consider the following basic information:

- balanced diet
- energy from food
- energy equation
- modern trends
- recommended guidelines from [www.eatwell.gov.uk](http://www.eatwell.gov.uk)

**Types of evidence**

Evidence must include:

- learner report - 1.1–1.4
- poster - 1.5
- poster or diagram - 1.6–1.8

**Unit 02 Demonstrate an understanding of safety factors relating to exercise (F/600/6247)**

<b>Unit summary</b>	In this unit, learners will learn about the safety factors they need to consider when taking part in exercise activities. They will carry out safety checks on their exercise environment. Learners will find out how to select appropriate clothing and footwear for their chosen activities and how to avoid potentially damaging exercise.
<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Demonstrate an understanding of safety factors relating to exercise

The learner must:

- 1.1 Plan a safe exercise session
- 1.2 Carry out safety checks of the exercise environment, including examples from each of the following:
  - equipment
  - conditions of floor
  - temperature
  - size
  - space
  - personal pre-exercise questionnaires
  - activities
  - potential hazards
- 1.3 Identify and follow safe dress and footwear recommendations
- 1.4 Demonstrate safe and effective techniques during exercise activity ensuring the following are addressed:
  - correct posture for chosen activities
  - variety of activities to help avoid injury
- 1.5 Outline the structure and content of a safe exercise session referring to the following:
  - components of a safe exercise session (warm up, main activity and cool down)
  - pulse raising exercises
  - mobility exercises
  - stretching exercises (ensuring these are safe)
  - strength and stamina developing activities

## Unit 02 Demonstrate an understanding of safety factors relating to exercise (F/600/6247) (cont'd)

- 1.6 Suggest recommendations for pre-exercise screening including examples from:
- general health
  - current medication
  - regularity of current exercise
  - specific illnesses/health problems
  - family medical history
  - specific sports injuries
- 1.7 Describe Health and Safety considerations for exercise activities
- 1.8 Identify features and importance of correct clothing and footwear for exercise activities
- 1.9 Identify the correct posture for a range of activities
- 1.10 Distinguish between controversial/contra-indicated exercises

### Delivery and assessment

1.4 - Learners could consider the following basic information from their chosen range of activities:

- correct posture
- variety of activities to avoid injury

1.5 - Learners could consider the following basic information:

- warm up - mobility, pulse raising and stretching exercises
- main activity - develop stamina and strength
- cool down - guidelines for safe stretching, relaxation exercises

1.8 - Learners could consider the following basic information:

- stability
- cushioning
- comfort and durability
- safe and protective
- clean and comfortable
- appropriate for the chosen activity
- layer system

1.10 - Learners could consider the following basic information from:

- straight leg sit ups
- squat thrusts
- hurdle stretch
- back extensions
- double leg lifts
- deep knee bends

### Types of evidence

Evidence must include:

- exercise activity - 1.1–1.4, 1.9
- witness testimony - 1.1–1.5, 1.9
- learner report - 1.5–1.8, 1.10

**Unit 03 Apply the principles of a training programme (L/600/6249)**

<b>Unit summary</b>	Learners will measure their current fitness levels and use the results to plan a 'Personal Fitness Profile'. This will enable them to design an appropriate exercise programme designed to improve their personal fitness levels. Learners should be encouraged to identify, within their training objectives, measurable goals, for example, to lose 6lbs in weight, to be able to run 1 mile in less than 7 minutes. They will review their progress by re-evaluating fitness levels, planning future exercise sessions by applying the F.I.T.T. principle and recommending any changes to improve their fitness.
<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Apply the principles of a training programme

The learner must:

- 1.1 Complete a personal fitness profile including static fitness tests for:
  - height
  - weight
  - body mass index (BMI)
  - heart rate
  - maximum heart rate (MHR)
  - resting heart rate (RHR)
 and dynamic tests for:
  - stamina
  - strength
  - suppleness
- 1.2 Design an appropriate personal training programme for a minimum of three weeks' duration. This must include the specific training objective for the exercise programme.
- 1.3 Follow the personal training programme
- 1.4 Measure and record change to fitness profile
- 1.5 Assess the effectiveness of the chosen programme by:
  - re-testing fitness levels
  - identifying improvements by comparing test results
- 1.6 Recommend changes to the chosen programme
- 1.7 Identify the content of a personal fitness profile
- 1.8 Explain how to measure fitness components
- 1.9 Suggest exercise activities to improve each component of fitness

**Unit 03 Apply the principles of a training programme (L/600/6249) (cont'd)**

- 1.10 Explain the following principles of exercise:
- specificity
  - progression
  - overload
  - reversibility
- 1.11 Define F.I.T.T. principles:
- frequency
  - intensity
  - time
  - type
- 1.12 Explain how to evaluate the effectiveness of a personal training programme

**Types of evidence**

Evidence must include:

- exercise activity - 1.1–1.5
- witness testimony - 1.1–1.5
- learner report - 1.6–1.12



# Section 3

## Assessment and quality assurance

## **Assessment and quality assurance**

### **How the qualification is assessed**

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

The Level 1 Award in Exercise Studies is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 1 learner and against the learning outcome.

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### **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. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 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 and the learner must declare that the work is their own.

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

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged

### **Supervision of learners and your role as an Assessor**

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

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## Feedback to learners

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

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## Presenting evidence

### Written

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

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

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

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

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

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

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

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

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## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

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### **External quality assurance**

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

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# Section 4

## Glossary of terms

## Explanation of terms

This table explains how the terms used at Level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>List</b>	Make a list of words, sentences or comments.
<b>Locate</b>	Find or identify.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.

# Section 5

## General information



## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see 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.***