NCFE Active IQ Level 2 Certificate in Improving Personal Exercise, Health and Nutrition
QN: 603/2831/9



Qualification Specification

Version 2.3 November 2026

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v2.2	June 2022	Information regarding the well-being and safeguarding of learners added to the learning resources in Section 1 Information to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal added to the entry guidance in Section 1 Information regarding how to access the support handbook added to the support for centres in Section 1 Further information 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 added to how the qualification is assessed in Section 3
v2.3	November 2026	Qualification title changed and template updated to new version.

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 2 Certificate in Improving Personal Exercise, Health and Nutrition.

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 footers 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 Active IQ Level 2 Certificate in Improving Personal Exercise, Health and Nutrition.

Qualification summary

Qualification title	**NCFE Active IQ Level 2 Certificate in Improving Personal Exercise, Health and Nutrition**
Ofqual qualification number (QN)	603/2831/9
Guided learning hours (GLH)	110
Total qualification time (TQT)	135
Minimum age	Pre-16
Qualification purpose	This qualification is designed for learners who wish to develop knowledge and understanding of how to improve their own personal exercise, health and nutrition.
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.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/2831/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/2831/9.

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.

Qualification purpose

This qualification is designed for learners who wish to develop knowledge and understanding of how to improve their own personal exercise, health and nutrition.

Qualification objectives

The objectives of this qualification are to help learners gain an understanding of:

- the impact of diet, nutrition and exercise on their personal health
- safe and appropriate exercise
- the importance of personal motivation and setting goals and targets.

Achieving this qualification

To be awarded the Level 2 Certificate in Improving Personal Exercise, Health and Nutrition, learners are required to successfully complete 3 mandatory units.

Mandatory units

Unit No	Unit title
Unit 01	Understand health, well-being and exercise
Unit 02	Understand the role of nutrition in exercise
Unit 03	Plan and prepare for personal exercise and nutrition

The learning outcomes for each unit are provided in Section 2 (page 13).

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

To achieve the Level 2 Certificate in Improving Personal Exercise, Health and Nutrition, 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 have achieved at least one whole unit.

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.

Direct Claim Status

Direct Claim Status will be transferred for this qualification for centres already delivering NCFE Active IQ Level 2 Award in Improving Personal Exercise, Health and Nutrition (500/8516/5).

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

Entry guidance

This qualification is designed for those who wish to learn how to improve their personal health and well-being.

The qualification enables learners to gain knowledge and understanding of the positive effects of exercise on long-term health and well-being and implementing an exercise plan with the appropriate nutritional requirements.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a level 1 qualification.

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Fitness Instructing
- Level 2 Award/Certificate in Nutrition and Health
- Level 2 and 3 Certificate/Diploma in Sport

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

- health and social care
- hospitality
- leisure.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

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 anticipated 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 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 internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

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 the LETL – you can devise your own evidence-tracking document instead.

Support for centres

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 award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email 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.

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.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- British Nutrition Foundation – www.nutrition.org.uk/
- NHS Healthy eating – www.nhs.uk/LiveWell/healthy–eating/Pages/Healthyeating.aspx
- NHS Health and fitness – www.nhs.uk/livewell/fitness/Pages/Fitnesshome.aspx
- NHS Food and drinks for sport – www.nhs.uk/Livewell/Goodfood/Pages/Sport.aspx
- The Association of UK Dieticians – www.bda.uk.com/

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 well-being and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there is detailed information for each unit containing:

- learning outcomes
- assessment criteria
- 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.

Unit 01 Understand health, well-being and exercise (Y/616/8207)

Unit summary	In this unit learners are introduced to the components of a healthy lifestyle and factors that can improve health and well-being. They'll also look at personal motivation and basic anatomy and physiology.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

understand the concepts of health and well-being

The learner can:

1.1 define health and well-being
1.2 describe positive effects of exercise and nutrition on health and well-being
1.3 outline the connection between physical health and mental well-being
1.4 outline current guidance on ideal levels of physical activity for a healthy lifestyle
1.5 identify current initiatives to improve health and well-being
1.6 describe how technology can impact health and well-being

Delivery and assessment

1.1, 1.2
Learners could consider the following information as part of health and well-being:

- a definition of health as a state of complete physical, mental and social well-being (World Health Organisation)
- the positivity a person feels about themselves and their environment when their needs are met.

1.4
Learners could consider guidance such as the NHS physical activity guidelines for adults (www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-adults.aspx).

1.6
Learners could look at technology that supports health and well-being (fitness trackers, online groups, ready-made diet and exercise plans, recipes etc) and also how technology can contribute to a sedentary lifestyle (online shopping, ill advice, cyber bullying, gaming etc).

Types of evidence

Evidence could include:

- learner report
- group discussion
- annotated notes/diagrams
- case study
- centre-devised workbook.

Unit 01 Understand health, well-being and exercise (Y/616/8207) (cont'd)

Learning outcome 2

The learner will:

understand factors that could have a negative impact on health and well-being

The learner can:

2.1 explain the short- and long-term effects of a sedentary lifestyle on health and well-being
2.2 describe the effects of lifestyle diseases associated with a lack of physical activity and poor diet
2.3 describe the short- and long-term effects of substance misuse on an individual's health and well-being
2.4 outline other factors that could have a negative impact on health and well-being

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Delivery and assessment
2.2 Learners could consider: • obesity • type 2 diabetes • high blood pressure. 2.4 Learners could consider: • lack of sleep • extreme dieting, exercising • lack of recovery time • stress.
Types of evidence
Evidence could include: • learner report • group discussion • annotated notes/diagrams • case study • centre-devised workbook.

Unit 01 Understand health, well-being and exercise (Y/616/8207) (cont'd)

Learning outcome 3

The learner will:

understand factors affecting personal motivation

The learner can:

3.1 describe reasons why individuals are motivated to lead a healthy lifestyle
3.2 describe barriers that may prevent individuals from choosing a healthy lifestyle
3.3 outline strategies to improve personal motivation to lead a healthy lifestyle
3.4 identify the role of targets and goals in motivating individuals
3.5 describe how reflection on progress can impact motivation

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Delivery and assessment
3.3 Learners could consider: • moderation • consistency • technology. 3.4 Learners could look at the role of short- and long-term targets and goals and the importance of making them SMART (specific, measurable, attainable, relevant and timely).
Types of evidence
Evidence could include: • learner report • group discussion • annotated notes/diagrams • case study • centre-devised workbook.

Unit 01 Understand health, well-being and exercise (Y/616/8207) (cont'd)

Learning outcome 4

The learner will:

understand basic anatomy and physiology

The learner can:

4.1 describe the basic structure of the following systems:
- musculoskeletal
- circulatory
- respiratory
- nervous
- digestive.

4.2 describe the function of the following systems:
- musculoskeletal
- circulatory
- respiratory
- nervous
- digestive.

Types of evidence
Evidence could include: • learner report • group discussion • annotated notes/diagrams • case study • centre-devised workbook.

Unit 02 Understand the role of nutrition in exercise (D/616/8208)

Unit summary	This unit covers diet and nutrition for exercise including looking at how technology can support individuals to track their nutritional intake. Learners will also look at the importance of hydration.
Guided learning hours	35
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

understand diet and nutrition for exercise

The learner can:

1.1 describe current government guidance on diet and nutrition
1.2 describe how food choices can impact performance
1.3 describe how cooking methods can affect the nutritional value of foods
1.4 explain the function of the following:
- carbohydrates
- fat
- protein
- vitamins and minerals

1.5 outline the effects supplements and stimulants can have on performance
1.6 outline the impact of 'fad' diets
1.7 explain how technology can help individuals to monitor and track nutritional intake

Delivery and assessment

1.1
At the time of publication learners should consider the Eat Well Guide www.gov.uk/government/publications/the-eatwell-guide.

Government guidance may be subject to change and the most relevant up-to-date information should be covered.

1.5
Learners should consider the potential positive and negative effects of supplements and stimulants on performance.

1.6
'Fad' diets – diets which promote rapid, unsustainable weight loss.

Types of evidence

Evidence could include:
- learner report
- group discussion
- annotated notes.

Unit 02 Understand the role of nutrition in exercise (D/616/8208) (cont'd)

Learning outcome 2

The learner will:

understand energy requirements for exercise

The learner can:

2.1 describe what is meant by:
- calories
- metabolism

2.2 describe sources of energy from food
2.3 outline energy systems and how they function
2.4 identify the factors affecting an individual's energy requirements
2.5 describe the relationship between energy intake, energy expenditure and weight
2.6 calculate own energy requirements
2.7 describe ways to monitor energy intake and expenditure

Delivery and assessment
2.1 Metabolism – all the chemical processes of the body. 2.3 Energy systems – different ways of producing energy for different types of exercise. 2.6 When looking at an individual's energy requirements, learners could consider the following: • age • gender • body composition • level of exercise. 2.7 For example, using mobile apps eg MyFitnessPal.
Types of evidence
Evidence could include: • learner report • group discussion • annotated notes.

Unit 02 Understand the role of nutrition in exercise (D/616/8208) (cont'd)

Learning outcome 3

The learner will:

understand fluid replacement for exercise

The learner can:

3.1 explain why the body needs regular fluid intake
3.2 describe why fluid replacement is important
3.3 describe the effect of dehydration on the body
3.4 outline when the use of sports performance drinks may be beneficial in relation to sustained and/or high intensity exercise

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Delivery and assessment
3.1–3.3 Dehydration is when the body does not have enough fluid to carry out body processes, strain on kidneys, constipation and inability to regulate body temperature.
Types of evidence
Evidence could include: • learner report • group discussion • annotated notes.

Unit 03 Plan and prepare for personal exercise and nutrition (H/616/8209)

Unit summary	In this unit learners will assess their current fitness levels, set targets and devise an appropriate exercise/nutrition plan, and maintain a diary over a period of time. They'll then evaluate the programme and their progress and set new targets.
Guided learning hours	35
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

understand the importance of exercising safely

The learner can:

1.1 describe how pre-existing medical conditions may affect exercise choices
1.2 describe the principles of safe and appropriate exercise
1.3 explain the importance of the FITT principle
1.4 describe the importance of warm up and cool down
1.5 describe why it's important to exercise within ability and fitness levels
1.6 explain how to avoid injury through safe exercise techniques

Delivery and assessment
1.3 FITT – frequency, intensity, time and type. The FITT principle is used to guide the development of fitness plans that cater for an individual's specific needs.
Types of evidence
Evidence could include: • learner report • group discussion.

Unit 03 Plan and prepare for personal exercise and nutrition (H/616/8209) (cont'd)

Learning outcome 2

The learner will:

know how to measure personal fitness levels

The learner can:

2.1 explain the components of fitness
2.2 identify own suitability to participate in fitness activities
2.3 measure own baseline fitness levels
2.4 compare different ways of measuring body composition
2.5 explore ways in which technology and data can support individuals to measure fitness levels and achieve targets and goals

Delivery and assessment

2.1
Learners could consider the following basic information relating to components of fitness:

- cardio-respiratory endurance
- muscular strength
- flexibility and body composition
- muscular endurance.

2.3
Learners could use a series of tests to include health-related and physical tasks. This could include:

- heart rate
- blood pressure
- body composition
- sit up/push up tests
- sit and reach test
- grip strength.

2.4
Learners could consider the following ways of measuring body composition, and the pros and cons of each:

- BMI
- body fat/calipers
- scales
- body measurements
- how clothes fit.

2.5
Mobile applications and devices – route planners and trackers, exercise/workout plans, step trackers.

Unit 03 Plan and prepare for personal exercise and nutrition (H/616/8209) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence
Evidence could include: • learner report • group discussion • results from fitness tests.

Unit 03 Plan and prepare for personal exercise and nutrition (H/616/8209) (cont'd)

Learning outcome 3

The learner will:

know how to follow an appropriate personal programme of exercise and nutrition

The learner can:

3.1 set appropriate short- and long-term goals and targets
3.2 plan a personal exercise programme that addresses the goals and targets set
3.3 devise a nutrition plan to support the personal exercise programme
3.4 follow and record progress towards the personal exercise programme and nutrition plan

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Delivery and assessment
3.1 Learners can choose personal goals and set appropriate specific, measurable, achievable, relevant, and time-bound (SMART) targets. 3.2 Learners should include exercise that is appropriate to their personal fitness levels identified in LO2. It is recommended that learners design a programme that is a minimum of 4 weeks in length.
Types of evidence
Evidence could include: • learner report • nutrition plan/diary • personal exercise plan/diary.

Unit 03 Plan and prepare for personal exercise and nutrition (H/616/8209) (cont'd)

Learning outcome 4

The learner will:

know how to evaluate the personal programme of exercise and nutrition

The learner can:

4.1 outline progress against targets
4.2 measure current fitness levels and compare to original levels
4.3 evaluate the personal exercise programme
4.4 evaluate the nutrition plan
4.5 review and amend targets and exercise programme and nutrition plan

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Delivery and assessment
4.2 Learners should re-test using the same measures as in 2.3.
Types of evidence
Evidence could include: • learner report • results from fitness tests • nutrition plan/diary • personal exercise plan/diary.

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 2 Certificate in Improving Personal Exercise, Health and Nutrition is internally assessed and externally quality assured.

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 and the learner must declare that the work is their own.

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 – Joe Bloggs (brown hair, front of stage)
Drummer – Tom Smith
Guitar 1 – Dan Brown (blonde hair, blue jumper)
Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:
Lead male – John Smith
Lead female – Ann Jones
Choir:
Kay Bell (brown hair, back row 3rd from left)
Jane Pattison (blonde hair, back row 5th from left)
Michael Davies (brown hair, front row 3rd from right)

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

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.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading 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.

Section 4

Explanation of terms

Explanation of terms

Explanation of terms used at Level 2. Not all verbs are used in this qualification.

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

Explanation of terms (cont'd)

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

Contact us

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Version 2.3 November 2026
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