Tutor Guidance

NCFE Active IQ Level 1/2 Technical Award in Health and Fitness (603/7007/5)

Version: 1.2

Contents

1. Introduction 3
2. Tutor overview 3
3. Scheme of assessment 4
4. Assessment objectives definitions 5
5. Accessibility and fairness 6
6. Examined Assessment (EA) 6
7. Non-Exam Assessment (NEA) 8
8. NEA tasks 11
9. NEA approach to mark schemes and marking 18
10. Regulations for the conduct of the NEA 18
11. Moderation 23
12. Training 24
13. Appendices 25
Appendix A 25

1. Introduction

This guidance has been produced in order to support the delivery of the Level 1/2 Technical Award in Health and Fitness Examined Assessment (EA) and the Non-Exam Assessment (NEA). It is not intended to replace the specification documents but should be used in conjunction with them to support the successful delivery and completion of the qualification and assessments.

The aim of the NEA is to provide learners with the opportunity to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

NCFE provides instructions for each of the assessments, and these must be followed by centres. Centres should ensure that essential resources for the assessments must be purchased prior to the assessments taking place. For further information on the required resources for the course please refer to the Qualification Specification.

2. Tutor overview

Tutors need to familiarise themselves with the content of the assessments to ensure that they have a full understanding of the requirements and that resources required for the assessments are available.

3. Scheme of assessment

The Level 1/2 Technical Award in Health and Fitness qualification is made up of 2 component parts: an Examined Assessment (EA) and a Non-Exam Assessment (NEA).

	Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks*	Assessment conditions	Marking
Health and Fitness Technical Award	Examined Assessment (EA)	1 hour 30 minutes	40%	80	1.000	80	Invigilated	External
	Non-Exam Assessment (NEA)	22 hours (plus 2 hours preparation and research time)	60%	88	1.364	120	Supervised	Internal, with external moderation
	Assessment total	**23 hours 30 minutes** (plus 2 hours preparation and research time)	**100%**					

Although the output of the preparation and research time is not assessed, it will assist learners when undertaking the 22 hours of NEA time. Therefore, centres should ensure that the full 2 hours are allocated.

The practical nature and purpose of the qualification means that it is necessary to assess understanding through 2 means of assessment; an external EA and an internal NEA. The variance in assessment methods used allows for a range of knowledge, understanding and skills that can be assessed using the most fit-for-purpose method.

4. Assessment objectives definitions

The table below shows the definitions of the assessment objectives used for both Examined Assessment (EA) and the Non-Exam Assessment (NEA).

Assessment objective (AO)	
AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding. The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	Demonstrate and apply relevant technical skills, techniques, and processes. The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools, and techniques.
AO5	Analyse and evaluate the demonstration of relevant skills and techniques. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector.

5. Accessibility and fairness

To promote accessibility and fairness for all learners and to ensure diversity and equality, we expect centres to be aware of and meet the requirements of relevant NCFE policies and government legislation. You must ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which learners are familiar and which applies to all learners using our products and services.

Plagiarism may result in the external assessment task being awarded 0 marks. For further guidance, refer to the qualification page on our website

6. Examined Assessment (EA)

6.1 Command words

To support effective teaching and learning the following table provides centres with the command word taxonomy used for the EA. It illustrates the range of command words, associated assessment objective (AO) and their intended use. It is intended to support centres when creating assessment tools. Please note that these cover the full range of Level 1/2 Technical Award qualifications and some may be more appropriate for certain subject areas.

Command Word	Target	Use / requires learners to…
Assess	AO3	Consider information in order to make decisions.
Analyse	AO3	Separate information into component parts. Make logical, evidence-based connections between the components.
Apply	AO2	Link existing knowledge to new or different situations.
Calculate	AO2	Work out the value of something, showing relevant working.
Choose	AO1 AO2	Select from a range of alternatives (MCQ). Select from a range of possible solutions to address a specified problem, ie 'choose the best / cheapest / most appropriate course of action in the given circumstances.'
Classify	AO2	Organise according to specific criteria.
Compare	AO2 AO3	Identify similarities and / or differences. Cannot be used on its own for AO3 as it would not elicit the conclusions and or judgements required of AO3.
Complete	AO1 AO2	Finish a task by adding to given information. Finish a task by applying knowledge, skills and techniques.
Define	AO1	Give a definition or specify meaning of an idea or concept.
Describe	AO1	learners may be asked to recall some facts, events or process in an accurate way.

	AO2	Give an account of or set out characteristics or features in direct response to contexts, concepts, theories and principles.
Estimate	AO2	Perform one or a set of steps or to arrive at an approximate answer / assign an approximate value. This should be a value (not decision/opinion).
Evaluate	AO3	Review information and bring it together to make a decision and come to conclusion.
Explain	AO1 AO2 AO3	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated. This can become AO2 if learners need to apply their knowledge and / or understanding to a particular situation or context, eg, 'using your knowledge of XXXX, explain why / how XXXX.' This can be AO3 if learners need to analyse given information to present reasons or purposes.
Give	AO1 AO2	Recall an answer. Can be AO2 if in relation to a novel situation or context, eg. give **one** reason for XXXX in the situation described above.'
Identify	AO1	Name or otherwise characterise.
Illustrate	AO1	Give clear information using written examples, pictures or diagrams.
Indicate	AO1	Point out or show using words, illustrations or diagrams.
Justify	AO3	Make judgements, provide supporting reasons and reach conclusions to a given context.
Label	AO2	Provide appropriate names on a diagram.
List	AO1	Generate a record of words, sentences or comments.
Locate	AO2	Find or identify.
Name	AO1	Identify using a recognised technical term.
Outline	AO1	Set out main the characteristics or features.
Provide	AO1	Give relevant information about a subject.
Recommend	AO2 AO3	To suggest that someone or something would be good or suitable for a particular purpose (with some rationale for AO3).
Reflect	AO3	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	AO2	Choose or pick from alternatives. Choose for a specific purpose.
Show	AO1 AO2 AO3	Give the main points in brief, clear sentences. Apply the main points in brief, clear sentences

		Provide structured evidence to reach a conclusion.
State	AO1	Express in clear, brief terms.
Suggest (what / why / how) To what extent	AO2 AO3 AO3	Present a possible cause or solution. Apply knowledge to a new situation (to provide a reasoned explanation for AO3). Answers should present a supported judgement about the value of a particular (presented) procedure / solution in context.
Use or Using (Figure 1, Table 2, the information above / in the scenario, your own knowledge and understanding)	AO2 AO3	Answer must be based on information given in the question. In some cases, learners may be asked to use their own knowledge and understanding (with rationale for AO3).
Work out	AO2	Perform one or a set of steps or calculation to arrive at an answer.

7. Non-Exam Assessment (NEA)

The purpose of the NEA is to ensure that learners have the opportunity to recall, apply, analyse and evaluate their knowledge and understanding. Additionally, the NEA also provides learners with the opportunity to demonstrate, analyse and evaluate their own skills to develop a substantial piece of work in response to a set brief. The brief and tasks are contextualised around the Health and Fitness vocational settings.

The NEA will be made available electronically by NCFE on 1 September in the year of certification. This is to support manageability and centre planning. However, the following information is provided to learners in the NEA brief document and must be adhered to :

Learners should not start the NEA until teaching and learning of all the content has been delivered to learners. This will ensure that your learners are in the best position to complete the NEA successfully.

As a result, centres should be mindful when planning the provision and delivery of the qualification in terms of when to administer the NEA, ensuring that learners are suitably prepared for the requirements of the assessment. Section 8 provides an illustrative example of how the NEA tasks could be managed within centres.

Whilst the assessment is live it will only be accessible by selecting the assessment window associated with the year of completion upon registration. All teaching must be complete prior to accessing the assessment and the learner must be booked onto the NEA associated with the year of completion. The live NEA cannot be used as a sample. Only the sample assessment materials on the qualification page on our website may be used for practice assessments, these will be updated annually on related qualification pages. **The submission deadline for learner marks will be the 30 April each session.**

The NEA takes the form of a synoptic project as it requires learners to draw on their knowledge and understanding of the entire qualification content.

The NEA in Health and Fitness is comprised of a series of interconnected tasks. The table below shows the allocation of assessment objectives (AOs) and marks for each task, please refer to section 4 of this document for a full definition of the AOs:

Assessment objective (AO)		Task marks							Total marks (% weightings)
		1	2	3	4 (a)	4 (b)	5	6	
AO1	Recall knowledge and show understanding			2	4				6 marks (7%)
AO2	Apply knowledge and understanding		4	3	4	4			15 marks (17%)
AO3	Analyse and evaluate knowledge and understanding	6	4	3	4	4			21 marks (23.5%)
AO4	Demonstrate and apply relevant technical skills, techniques, and processes	6	4				16	6	32 marks (36%)
AO5	Analyse and evaluate the demonstration of relevant skills and techniques						8	6	14 marks (16.5%)

7.1 Preparation and research time

Prior to commencing the formal 22 hours of NEA time learners should be allocated 2 hours of preparation and research time. During this time learners may have access to the project brief but may not access the NEA tasks. This 2-hour time period is entirely open book where learners can access their teaching and learning materials, textbooks, internet and other published materials. From this, they should develop a research support pack which can be used as their source of information when completing the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instruction) and must be submitted to the tutor at the end of each session and kept secure. The material developed in the planning, preparation and research time may not be submitted as assessment evidence as this will be considered malpractice. Text and images can be copied and pasted into the learner's resource pack; however, if used for reference in learner's work, text should then be in the learner's own words and the source used referenced.

It is also vital that learners cite sources of information within their NEA. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of their own words
- date accessed
- name of source / author.

The research support pack must be retained by the centre and uploaded with learner evidence to NCFE if selected for moderation.

The research pack should be no more than four sides of A4 in font size 12. This can be handwritten or electronic. Where the research pack is electronic the centre is responsible for ensuring this is only accessed within supervised sessions. The support pack must be returned to the supervisor at the end of each task / session and retained with the completed NEA.

7.2 Maximum completion time

NCFE has set the assessment timings as maximum times for each task. The plan can be amended to allow for some flexibility for learners entitled to additional time as part of approved reasonable adjustment and supports centres in the planning and administration of tasks. Tasks are permitted to be timetabled over multiple sessions where necessary.

The following table shows a summary of the NEA assessment times:

Task	Maximum Task Timing
Preparation and research	2 hours
1	2 hours
2	2 hours.30 minutes
3	1 hour 30 minutes
4 (a)	3 hours
4 (b)	1 hour 30 minutes
5	9 hours
6	2 hours 30 minutes

In addition to the above, a declaration of authenticity should also be provided.

The below guidance can be followed unless otherwise stated in the assessment-specific instructions section in the NEA:

- Learners have been provided with a total of **22** hours to complete this NEA. In addition, there are 2 hours allocated to preparation and research time
- Learners should start each individual task at the same time.
- Learners may use some or all of the time provided for each task up to the maximum allowed time.
- To facilitate planning, individual maximum task times are provided. These should be applied to the cohort as a whole. To aid flexibility learners are allowed to use any remaining time allocated to one task to rework previous tasks. However, the maximum NEA time must not be exceeded

The above guidance is provided for learners also, in the learner information section of the NEA for Health and Fitness.

Centres will be required to keep a record of their assessment timetable and learner attendance and make it available to NCFE if requested.

8. NEA tasks

Learners must have access to the appropriate resources required to complete the NEA. The NEA has been designed to allow a fair opportunity for learners and centres (please refer to the Qualification Specification for a list of resources required for the qualification).

Some tasks within the NEA permit the use of internet access to support the completion of the task. Learners will be required to submit a copy of their internet browsing history to ensure that the controls around internet use are adhered to. Internet browsing history can be presented in any of the following formats: printed, screenshot or an IT-based centre report.

Where the NEA allows for research requiring the use of the internet, learners must reference the sources in their work. Learners must cite sources of information within their NEA. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of their own words
- date accessed
- name of source / author.

NEA material must not be uploaded onto any website which would make the material available in the public domain, this includes social networking sites.

Learners and Teachers must not discuss the assessment brief online or post any assessment material online until after the materials have been retired.

Supervisors should also be conscious of their responsibility to ensure each learner's browsing history is captured and not altered or amended in any way by the student. Suitable programmes / browser extensions can be obtained, consult with IT experts or where available, discuss suitable controls with the relevant departments that can either be placed on the network or accessed accurately through alternative means. At the start of each supervised session, browsing history should be cleared, prior to commencing the NEA tasks. At the end of the supervised session, internet browsing history should be obtained by selecting the relevant history tab in the browser toolbar. The internet browsing history can be presented in the following formats: printed, screenshot or an IT-based centre report. This can then be gathered at the end of each supervised session and retained for moderation purposes.

The table below shows, at a glance, which tasks permit the use of the internet; more detail on the tasks is provided later in this section.

Task	Internet use permitted?	Internet browsing history required?
Preparation and research	Yes	No
1	Yes	Yes
2	Yes	Yes
3	No	No
4 (a)	No	No
4 (b)	Yes	Yes
5	No	No
6	No	No

Below is an example of the tasks that may appear in the NEA for Health and Fitness. The inclusion of these tasks is to illustrate the proposed structure and timings, required resources (in addition to the pack developed in the preparation and research time) and any additional

requirements around delivery or controls. Whilst the tasks will remain static for each version of the assessment, in terms of timings, resources, delivery and control conditions, the specified context (as illustrated in the Sample Assessment Materials SAMs) and content sampled will vary from session to session.

For the practical tasks within Health and Fitness, centres are should complete Teacher Observation Forms alongside other forms of evidence to support the application of the mark scheme and moderation process. This form can be found within the Health and Fitness NEA mark scheme document. More details on the requirements of this are provided below for the applicable tasks.

For the practical tasks within the Health and Fitness NEA, centres are also required to complete a Record of Learner Observation form to support their application of the mark scheme and the moderation process. This form can be found within the Health and Fitness NEA mark scheme document. The form is intended to provide validation that the learner completed the task themselves and to substantiate the placement within a band when applying the mark scheme.

Centres should use the form to record examples of the learner's demonstration and application of technical skills. It does not need to be a full account of every action, step and process undertaken by the learner and instead serve as both a prompt when deciding upon a placement within the bands (for teachers within the centre) and to provide context the Moderator when viewing the learner's annotated images. It should not include the specific mark awarded to the learner for the task. This serves 2 functions. First, it supports centres to apply the mark scheme as it is likely that the marking of learner's work will take place after the learner has completed the task. Furthermore, it is used to validate the assessment of the learner's work and can be used to provide examples of how the learner met the assessment objectives.

Preparation and research task

Prior to commencing the NEA tasks, all learners **must** have been provided with the opportunity to undertake 2 hours of research using only the NEA brief as detailed in section 7.1.

Task 1

Required resources:

- laptop or desktop computer
- task 1 materials
- fitness testing equipment
- access to normative data.

Delivery

Learners will be allocated a recommended time of 2 hours for this task.

The maximum time includes reading the requirements of the brief, and task instructions, setting up, administering and clearing away the fitness tests and then writing up the evaluation of fitness test results.

Learners are required to select one appropriate fitness test for each of the identified 2 components of fitness and accurately administer them to the client. Learners should then evaluate the fitness test results and compare them to normative data.

The client should be a classroom peer.

The evidence of administration of the selected fitness tests should be made up of a Fitness Test Results sheet that can be either word-processed or handwritten, but must include the fitness test being administered, the client's result(s) with some form of written evaluation as to how the clients results compare to the normative data.

For this task, the tutor (or another appropriate person within the centre) should supervise the session according to section 10 of this guide.

Additional controls and information

Learners must submit their task evidence at the end of the session to their tutor.

The centre must ensure that responses to the task and any other assessment materials are not taken away by the learner at the end of the session.

Task 2

Required resources:

- PAR-Q template (paper template or electronic)
- lifestyle questionnaire template (paper template or electronic)
- food diary template (paper template or electronic)
- task 2 materials
- laptop or desktop computer.

Delivery

Learners will be allocated a maximum time of 2 hours 30 minutes for this task.

The recommended time includes reading the requirements of the brief, task instructions, approximately 30 to 45 minutes required to administer the 3 assessment methods (PAR-Q, lifestyle questionnaire and food diary), with the remaining time provided to analyse and evaluate the findings of the methods.

Learners are required to acquire and administer a PAR-Q, lifestyle questionnaire and food diary for the client. The 3 fitness analysis tools can be sourced from the internet by each learner or the cohort can be given one sourced by the classroom teacher.

Learners should then administer (ask the questions) each of the fitness analysis tools to their client (classroom peer) and then analyse and evaluate the findings.

The evidence of administration of the 3 fitness analysis tools should be made up of a completed PAR-Q, lifestyle questionnaire and food diary that can be either word-processed or handwritten. There should be some form of written analysis and evaluation of the overall findings from the 3 fitness analysis tools.

For this task, the tutor (or other appropriate person within the centre) should supervise the session according to section 10 of this guide.

Additional controls and information

Learners must submit their task evidence at the end of the session to their tutor.

The centre must ensure that responses to the task, the pack developed in the initial preparation and research time, and any other assessment materials are not taken away by the learner at the end of the session.

Task 3

Required resources:

- laptop or desktop computer
- task 3 materials
- task 1 and 2 feedback.

Delivery

Learners will be allocated a maximum time of 1 hour 30 minutes for this task.

The recommended time includes reading the requirements of the brief, task instructions and time to develop a suitable and appropriate SMART target for each component of fitness.

They are required to give an overview of goal setting and SMART targets.

Learners should use their findings from task 1 and task 2 to set their client (classroom peer) a SMART target for each of the 2 identified components of fitness.

Learners should explain their reasons for setting the 2 SMART targets.

For this task, the tutor (or other appropriate person within the centre) should supervise the session according to section 10 of this guide.

Additional controls and information

Learners must submit their task evidence at the end of the session to their tutor.

The centre must ensure that responses to the task, the pack developed in the initial preparation and research time, and any other assessment materials are not taken away by the learner at the end of the session.

Task 4 (a)

Required resources:

- laptop or desktop computer
- task 4 (a) materials.

Delivery

Learners will be allocated a maximum time of 3 hours for this task.

The recommended time includes reading the requirements of the brief, task instructions and time for learners to generate a 4-week training programme, consisting of 30-minute sessions per week.

Learners must design a 4-week fitness training programme, using at least 2 appropriate training methods for their client (classroom peer).

The client can complete 3 training sessions per week, with each session lasting a minimum of 30 minutes.

Learners must explain the reasons for the fitness training programme design.

For this task, the tutor (or other appropriate person within the centre) should supervise the session according to section 10 of this guide.

Additional controls and information

Learners must submit their task evidence at the end of the session to their tutor.

The centre must ensure that responses to the task, the pack developed in the initial preparation and research time, and any other assessment materials are not taken away by the learner at the end of the session.

Task 4 (b)

Required resources:

- laptop or desktop computer
- task 4 (b) material
- diet plan template.

Delivery

Learners will be allocated a maximum time of 1 hour 30 minutes for this task.

The recommended time includes reading the requirements of the brief, task instructions and responding to the task (developing a diet plan)

Learners are required to design a one-week diet plan for their client (classroom peer).

The one-week diet plan blank template can be sourced from the internet by each learner or the cohort can be given one sourced by the classroom teacher.

Learners must explain the reasons for the one-week diet plan design.

For this task, the tutor (or other appropriate person within the centre) should supervise the session according to section 10 of this guide.

Additional controls and information

Learners must submit their task evidence at the end of the session to their tutor.

The centre must ensure that responses to the task and any other assessment materials are not taken away by the learner at the end of the session.

Task 5

Required resources:

- laptop or desktop computer
- task 5 materials
- task 4 (a) fitness training programme.

Delivery

Learners will be allocated a maximum time of 9 hours for this task.

This recommended time includes 1 x 30-minute observation, 6 hours to complete the 4-week fitness programme and 2 hours 30 minutes to update the evaluations per session.

Please note that the 6 hours of completion of the programme does not require learners to be in controlled conditions but the completion of the training log and the observation will be expected to be supervised. Centres should allow for this when timetabling their assessment windows. Learners will use the fitness training programme from task 4 (a) in order to complete the 4-week fitness training programme with their client (classroom peer), keeping a training log which reviews each training session, and evaluating how each training session went.

The evaluation should reflect on the appropriateness of the training methods and the effectiveness of the learner as a trainee fitness instructor. The training log will be used as evidence of the 4-week plan and learners should complete this after each session. Enough time has been allocated to allow learners the opportunity to fully carry out the 12 x sessions and allow time for evaluation following. It is advised that learners carry out timely evaluations following a session.

The tutor observation should last 30 minutes. Only one of the planned 12 sessions is required to be observed. This is to allow for centre manageability and allows for more focused marking of the demonstration of skills.

For this task, the tutor (or other appropriate person within the centre) should supervise the session according to section 10 of this guide.

Additional controls and information

Learners must submit their task evidence at the end of the session to their tutor.

The centre must ensure that responses to the task, the pack developed in the initial preparation and research time, and any other assessment materials are not taken away by the learner at the end of the session.

Task 6

Required resources:

- laptop or desktop computer
- task 6 materials
- fitness testing equipment
- access to normative data
- results from task 1.

Delivery

Learners will be allocated a recommended time of 2 hours 30 minutes for this task.

This recommended time includes allows for retesting of 2 x fitness tests along with an overall conclusion of the effectiveness of the Health and Fitness programme.

Learners are required to accurately re-administer and record the results for the same fitness test from task 1 with their client, post 4-week fitness training programme.

The client should be the same classroom peer.

The evidence of re-administration of the selected fitness tests, should be made up of a fitness test results sheet that can be either word-processed or handwritten but must include the fitness test being administered, the client's result(s) pre and post 4-week fitness training programme, with some form of written evaluation as to how the clients results compare to the normative data.

Conclusions should then be made about the effectiveness of the learner in completing the Health and Fitness training programme and their ability as a trainer to capture the fitness testing results and make comparisons on the successful completion of the process based on the desired effects with reference to the SMART targets set out in task 3.

For this task, the tutor (or other appropriate person within the centre) should supervise the session according to section 10 of this guide.

Additional controls and information

Learners must submit their task evidence at the end of the session to their tutor.

The centre must ensure that responses to the task, the pack developed in the initial preparation and research time, and any other assessment materials are not taken away by the learner at the end of the session.

9. NEA approach to mark schemes and marking

Application of extended response marking grids

Centres will be provided with training opportunities for how to administer and assess the NEA (including the application of mark schemes). Additionally, the mark schemes provide the following marking guidelines:

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focusing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Although learners can submit their tasks in a range of formats, the mark scheme should be applied equally, regardless of the method of presentation. You should apply the mark scheme to the content of the tasks, rather than the method of presentation.

10. Regulations for the conduct of the NEA

This section provides instructions on the correct administration of the internally assessed NEA. Failure to comply with these regulations will be addressed via JCQ Suspected Malpractice: Policies and Procedures.

Maladministration / Malpractice

If at any time during the assessment there is a violation of these regulations, the Supervisor or Designated Person has the right to void the assessment immediately. This decision must only be made in exceptional circumstances where malpractice is irrefutable. Once voided no allowance can be given retrospectively if the decision is deemed invalid. If they do so they must also inform NCFE immediately with a report of what occurred – please see our Notification of Malpractice forms available on our website.

If any of these regulations are breached by a learner, Supervisor, or other person(s) involved in the conduct of the assessment, then NCFE may declare the assessment void.

In the event of a suspected or actual breach of these regulations by learners:

- the work completed by the learner(s) concerned and any unauthorised materials (if applicable) must be confiscated from the learner and given to the Designated Person to return to NCFE
- all learners suspected of breaching these regulations should be instructed to leave the room immediately if appropriate to do so, causing the least amount of disruption to other learners
- the Supervisor should report the incident to the Designated Person as soon as possible
- NCFE should be informed immediately of any irregularity
- the centre should conduct its own investigation into the incident and report the incident and its findings to our Provider Assurance team using the relevant Notification of Malpractice forms on our website.

NCFE reserves the right to investigate each case of alleged or actual maladministration / malpractice committed by a learner, Supervisors, or other person(s) involved in the conduct of

the assessment to establish all of the facts and circumstances surrounding the case. The investigation will be carried out in accordance with JCQ Suspected Malpractice: Policies and Procedures.

Preparing for the NEA

NEAs cannot be adapted in any way by the centre, this is to ensure assessments remain fit for purpose and ensure learners are not disadvantaged or advantaged. It also allows us to standardise mark schemes and removes any inconsistencies across centres and learners as changes made may impact on the validity of the assessment.

Reasonable adjustments and access arrangements

NCFE seeks to provide equal access to assessment for all learners registered for its qualifications. NCFE recognises that reasonable adjustments may be required for assessments, and information is available in our Access Arrangements and Reasonable Adjustments Policy. Further guidance is available on our website. This will be reviewed on your annual monitoring review (AMR).

Planning the NEA

Each subject-specific assessment contains a mandatory completion time which is outlined in the Qualification Specification

Centres will need to plan the sessions to allow learners access to the full completion time available at the end of teaching and delivery. The assessment must not take place until the teaching and learning of all content has been completed.

Storing assessment materials

The Designated Person will be responsible for:

- the security and integrity of the assessment materials (for example, used / unused assessment materials, partially or fully completed learner work and the assessment documentation) at all times
- ensuring that assessment material is logged on receipt (when downloaded and printed), centres must be able to demonstrate documentation of receipt, and secure movement and storage of assessment materials
- storing the assessment material in a secure online area or secure location. Access to this storage must be restricted to authorised personnel only
- ensuring that any unauthorised centre personnel do not have access to the assessment.

Preparing the learners for the assessment

Learners must be fully prepared for the assessment. The assessment must not take place until the teaching and learning of all content has been delivered to learners.

Centres must inform learners of:

- a full schedule of dates, times and locations must be provided as the assessment will be delivered over multiple sessions, this must clearly state the final submission date
- the conditions under which their NEA will be conducted
- the resources they are required to bring to the assessment and what will be supplied by the centre.

Accommodation

To ensure the assessment is administered correctly, the Designated Person is responsible for ensuring the allocated room is:

- suitable in terms of specialist facilities / resources (including computers, software, hardware and printers if applicable), where relevant
- clear of any related wall displays prior to commencing the assessment task, as learners are only allowed to use teaching and learning materials to complete their 2 hours research pack
- stocked with appropriate stationery and any specified items required by learners, specific resource requirements may be discussed between the Teacher and learner to ensure availability, the Teacher may not offer advice on what resources to select
- suitably quiet, undisturbed, with adequate space, heating, lighting, and ventilation.

All learners must be informed and aware of any relevant health and safety considerations that need to be complied with, to ensure they carry out their work in a safe manner.

Learners must be supervised at all times, to ensure health and safety practices are observed. Where learners are seen to be working in an unsafe manner, at the discretion of the Teacher, the learner may be removed from the assessment and the remaining time rescheduled.

Issuing tasks

Research support pack

Prior to commencing the formal 22 hours of NEA time learners should be allocated 2 hours of preparation and research time. During this time learners may have access to the Project Brief but may not access the NEA tasks. This 2 hour time period is entirely open book where learners can access their teaching and learning materials, textbooks, internet and other published materials. From this they should develop a research support pack which can be used as their source of information when completing the NEA.

This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instruction) and must be submitted to the tutor at the end of each session and kept secure. The material developed in the planning, preparation and research time may not be submitted as assessment evidence as this will be considered malpractice. Additionally, this must be retained and made available to NCFE upon request.

It is also vital that learners cite sources of information within their NEA. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of their own words
- date accessed
- name of source / author.

The research pack should be no more than four sides of A4, font size 12. This can be handwritten or electronic. Where the research pack is electronic the centre is responsible for ensuring this is only accessed within the supervised session. The support pack must be returned to the supervisor at the end of each task / session and retained with the completed NEA.

NEA brief

NEA tasks must be issued one at a time and in the correct sequence to appropriately meet the requirements of the task in terms of resources and organisation of the learning environment.

All learners should start each task at the same time to promote fairness and prevent unfair learner advantage and aid centre manageability. Centres should ensure that learners understand their options to revisit and amend parts of the NEA should they have additional time left at the end of a scheduled session.

Requirements to administer the NEA

The person appointed to supervise the assessment must ensure the following points are adhered to:

- Browsing history should be cleared prior to commencing the NEA tasks.
- Learners may access teaching and learning materials, including their own personal notes, to complete their research support pack **only.**
- Once the formal timetabled hours for the NEA commence, only access to the research support pack is allowed, unless otherwise stated within section 8 for the delivery of the specific assessment task.
- Learners must have access to the appropriate resources required to complete the NEA outlined in section 8 for the appropriate task.
- Learners can rework their evidence at any point during the supervised sessions.
- Supervisors cannot give the detail of what is missing or needs improving to learners. Learners should use the evidence requirements to decide themselves how to improve it.
- All work must be completed within supervised timetables sessions and work must not be carried out at home.
- All submitted evidence must be authenticated and attributable to the learner.
- Learners must be made aware of the importance of this and how it may impact their overall grade if evidence is found not to be the learners' own work.
- Internet browsing history can be presented in the following formats: printed, screenshot or an IT-based centre report, and retained for moderation purposes.
- On completion of the assessment the supervisor must immediately ensure that completed and unused assessments are collected and stored securely (this includes preparation and work materials) Learners must hand in all evidence following each supervised assessment session and will not be able to work on their assessment outside of the supervised assessment sessions.
- Materials cannot be reissued to learners until the beginning of the next supervised session.
- At the end of each supervised session the supervisor must check the number of tasks submitted by the learner is accurate and clearly labelled.
- The learner and Assessor must complete the **Declaration of Authenticity Form** at the end of the assessment, before any marking takes place. **The form can be found at the end of the learner copy of the NEA brief.** Once completed, the declaration of authenticity must be stored securely within the centre. A copy of this declaration form must be made available to NCFE upon request.
- Where assessment requires images / videos of learners and / or participants, the GDPR Consent Form must be completed by the learner and any other participants. The Administrator should check this has been completed fully and correctly. Where applicable, this form will be found at the end of the learner copy of the NEA.
- The learner must complete the **GDPR consent form**. NCFE may select learner work for use at teacher training or standardisation events. If so, the learner's work would be anonymised. **The form can be found at the end of the learner copy of the NEA brief**. The Assessor must check this has been filled out fully and correctly. Section A is to be completed by the learner and Section B must be completed by any participants who feature

in the work. The completed form must be retained within the centre and is not to be sent to the Moderator or NCFE unless specifically requested.

- Confidentiality of the materials must be maintained at all times. This process must be documented as part of your policy for safe storage of assessment materials. This policy will be checked as part of your Annual Monitoring Review and any subsequent Assessment Audit Reviews. Any non-adherence or concerns will be documented in our report on completion of the review and actions will be set with an appropriate review date. Non-completion of actions may result in further investigations from our Provider Assurance team, who will investigate to ensure malpractice and maladministration policies are being followed.
- If a learner does not sit the NEA, you must securely destroy any assessment materials downloaded and withdraw the learner via the NCFE Portal.
- Learners will have **one** opportunity to sit the NEA each session, therefore if a learner does not achieve, they will need to be re-registered to sit the NEA and EA for the next series.

Supervisors must:

- remain alert and be able to observe all learners, at all times
- report immediately any issues which may occur during the assessment to the Designated Person.

Supervisors must not:

- leave the assessment room without another Supervisor being present
- read or carry out any other activity unless stated within assessment brief
- comment or offer advice or feedback to the learner about their work
- lead on any of the tasks
- direct learners
- provide templates or writing frames for learners to complete
- take copies of learner work
- label or reference completed work on behalf of the learner.

Assessment and feedback

During the supervised sessions supervisors can discuss the following with the learners:

- the conditions in which the assessment must be undertaken (see appendix A)
- where to save their electronic work and be able to access the secure storage medium
- time management of the hours available
- support with technical requirements, for example, obtaining browser history.

Supervisors **must not** give any feedback to a learner on how a task or area can be improved. Learners must independently decide how to approach assessment and associated tasks. If a learner asks for advice on the completion of their assessment the Supervisor must remind them that they must work independently, and the work must be their own.

Learners' work must not be assessed, marked or internally quality assured during supervised sessions.

On completion of the NEA

The Assessor will summatively assess and mark all learner evidence for the NEA in line with the mark schemes provided by NCFE.

Assessors can mark work after each task, but feedback cannot be given to learners until the whole NEA has been completed. Learners cannot re-work the task after feedback is provided.

You do not need to annotate the learners' work, although if this assists your marking please do so. A proforma will be included in the assessment pack to use for assessor feedback and comments. This should be completed at task level to indicate how assessment decisions were made and marks awarded. The feedback form will be required for upload and used as part of the moderation process.

In line with JCQ guidance centres should inform learners of their centre-assessed marks before marks are submitted to NCFE in order to allow for any internal centre appeals.

Centres should make it clear to learners that any centre-assessed marks are subject to change through the moderation process.

Internal quality assurance

As the NEA is moderated, the centre's internal quality assurance (IQA) efforts need to be focused on upfront standardisation. Standardisation will ensure assessors' judgements are in line with qualification specification and grading criteria.

Centres need to apply their own IQA policy / process based on the outcome of standardisation activities they complete to satisfy their own internal quality assurance.

IQA records will not be required to be uploaded for moderation; however, centres must maintain IQA records within the centre and make them available to NCFE on request.

Submitting learner marks and evidence

The deadline for submission of the NEA is 30 April annually. All learner marks must be submitted no later than the submission date of 30 April. Any submissions made after this date will be classed as late submissions and will be moderated at NCFE's discretion. NCFE will investigate all late submissions.

Only in exceptional circumstances, and if appropriate to the qualification, will NCFE accept late submissions. In line with our special considerations policy a short extension of no more than 2 weeks may be applied. As soon as a centre is aware that they may miss the submission deadline they must submit a notification for a special consideration.

Failure to meet the deadline will result in delays to results for the full cohort and we cannot guarantee results for results day. This may impact your AMR risk rating and we may also refer the case to Provider Assurance for investigation.

11. Moderation

The NEA assessment will be marked by Assessors at your centre and these marks will be reviewed by an NCFE Moderator.

We highly recommend you attend annual NCFE training events to ensure Assessors are making well-informed assessment decisions. Failure to attend this training may lead to inconsistencies between Assessor and Moderator marks which may delay moderation outcomes.

You will be asked to submit marks for each learner on the Portal, and we will use these marks to select learners to be sampled based on JCQ sampling strategy. You will be able to view learners selected for sampling on the Portal.

Learners selected for sampling will be visible on the Portal the day after the window closes. Centres will be required to view the sampling plan on the portal and upload learner evidence

for sampled learners within 48 hours. Guidance on how to do this can be found in the Portal user guide.

Moderation will take place remotely and feedback will be provided on results day in a final moderation report accessed on the Portal.

Please refer to our user guide to remote moderation and preparing for moderation pages on our website for more information.

During moderation the Moderator will assess the sample.

You will receive a Moderation report to explain the outcome of the moderation activity along with areas performed well and areas for development.

Enquiries about results and assessment decisions

The only form of enquiry allowed on NEA is a review of moderator marks. We are unable to review marks for individual learners.

A review of moderator marks is a check on the original moderation to make sure the assessment criteria has been applied fairly, reliably, and consistently. Please note this is not a remark and no specific feedback will be provided.
This service is not available for individual learners. Requests must be made by unit/ component, for all learners on a cohort. If provider marks were taken forward as final marks, this process is not available.

Any reviews of moderation will determine whether there was a moderation error. Should an error be identified, any adjustments made following moderation will be reviewed and revised to the extent necessary to correct the effect of the error and we will inform you of any changes to marks. No other changes will be made and where learners are entered for certification in the same series, only improvements to qualification grades will be implemented.

Further information is available on our Enquiries about results and assessment decisions page on our website.

12. Training

Training is available to support the completion of the NEA and will provide all the information you need to deliver, assess and internally quality assure the NEA, it will cover the completion of record keeping, key dates, the administration of the NEA and administrative requirements for moderation.

13. Appendices

Appendix A – Instructions for the Supervisor to read out before starting supervised sessions

The following should be read out at the beginning of each supervised session:

- I am now in the role of Supervisor for this assessment, not your teacher.
- This Non-Exam Assessment consists of supervised sessions. You have a list of dates and times when the supervised sessions will take place.
- You must work independently and decide yourself how to approach the assessment task(s).
- Read the 'instructions for learners' in the assessment brief and make sure that you understand them.
- I cannot provide you with feedback on what task or area could be improved, or how to improve it. You must work out how to improve it yourself.
- All the work produced for the assessment must be your own.
- All your evidence must be clearly labelled with your name and task number.
- You should not upload or share any work or evidence on any social media sites or discuss it with anyone.

Version control:

Date approved	15/02/2024
Approved by	Kay Barrass
Review date	01/09/2024

Only approved versions of this document should be documented in the below table:

Version	Date	Revision author(s)	Summary of changes
1.1	01 September 2023	M. Rickman	Section 7.1 – Additional information provided on the creation and use of the research pack. Section 7.2 - Clarification of requirements for centres to maintain a record of their assessment timetable and learner attendance. Section 8 and section 10 – IT based centre report added to the acceptable formats of Internet browsing history. Section 10 – Additional information provided on the format of when and how to provide feedback to learners. Section 10 – Additional information provided on the requirements for maintenance of IQA records.
1.2	15.02.2024	M Rickman	Section 10 – requirements to administer the NEA. Pg 21 changed in alignment of the requirements stipulated on page 22 of the document and appendix A. • Supervisors cannot give the detail of what is missing or needs improving to learners. Learners should use the evidence requirements to decide themselves how to improve it.