



Qualification
Guidance

Level 1 Award in Active, Healthy Living

Qualification
Accreditation Number:
500/7855/0
Version AIQ004505

Active iQ

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Introduction

The Active IQ Award in Active, Healthy Living is a 'life-skills' qualification at level 1 on the Regulated Qualifications Framework'. It is equivalent to GCSE grade D to G.

Guided learning hours: 78 **Total Qualification Time:** 90 **Credit:** 7

Minimum credit to be achieved at or above the level of the qualification	7
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

- No specific previous experience required
- This qualification is open to all
- A basic level of numeracy and literacy is required

Qualification Outline

Target Learners:

- Children aged 14+ / key stage 4
- School leavers and those returning to education
- Those considering a career in the fitness industry
- Anyone wishing to improve their knowledge of activity and exercise and wanting to adopt a healthier lifestyle for themselves

Aim:

- To explain the links between activity and better health in order to demonstrate the opportunities within daily life to become more active

Objectives

- To act as an introduction to the underpinning principles of how the body works
- To provide an understanding of the links between activity and improved health
- To enable learners to prepare a personal activity log (PAL) for themselves that includes active daily living and more structured sessions e.g. classes, gym sessions etc
- To enable learners to demonstrate a basic knowledge of healthy living
- To encourage learners to gain confidence in the subject area and commence or progress their exercise and/or activity levels
- To act as an introduction to career pathways in the health and fitness industry

Progression:

This qualification provides progression to:

- NVQ/SVQ Level 1 in Sport Recreation and Allied Occupations
- Active IQ Level 2 Certificate in Fitness Instruction
- NVQ/SVQ Level 2 NVQ Diploma in Instructing Exercise and Fitness
- Active IQ Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

Links to National Occupational Standards

There are links to:
Activity Leadership

Occupational competence statements for tutoring, assessing and internal verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Tutors, Assessors and Internal Verifiers**Required Criteria**

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 (previously D32, D33)

Internal Verifiers

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification Structure and Unit Content

This qualification comprises of two mandatory units

Mandatory Units

Unit	Unit accreditation number	Level	Credit	
1	How the body works	T/600/2549	1	3
2	How to adopt an active, healthy lifestyle	K/600/2547	1	4

Successful achievement of both mandatory units must be achieved for the full qualification.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the structure and function of the skeletal system.	1.1 Identify the bones in the human body 1.2 Outline the functions of the skeleton 1.3 Outline the structure of the skeletal system
2. Know the structure and function of the muscular system.	2.1 Identify the location of the main skeletal muscles 2.2 Outline the structure of the muscular system 2.3 Outline the functions of the muscular system
3. Outline a balanced approach to nutrition and the types of fuels used to provide energy for activity.	3.1 Describe why a balanced approach to nutrition and activity is beneficial 3.2 Identify the different nutrient groups 3.3 Identify the daily intake of nutrients required by the body 3.4 Identify the types of fuels used to provide energy for activity
4. Know the structure and function of the cardio-respiratory system.	4.1 Identify the main function of the lungs 4.2 Define the structure of the lungs 4.3 Identify the main function of the heart 4.4 Define the structure of the heart
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of active, healthy living	1.1 List the types of activities and exercises that help maintain physical health and fitness 1.2 Identify physiological changes that take place in the body when working at the following intensities: <ul style="list-style-type: none"> • Low • Moderate • High 1.3 Research exercise / activities that are of interest to them 1.4 Describe the benefits of leading an active healthy lifestyle 1.5 Describe the different health conditions linked to: <ul style="list-style-type: none"> • inactive lifestyles • poor nutrition • factors affecting health which could include for example: <ul style="list-style-type: none"> o Smoking o Alcoholism o Osteoporosis o Obesity o Stress 1.6 State the risk factors for coronary heart disease
2. Understand the health and safety considerations when taking part in physical activity	2.1 List the health and safety considerations when preparing to take part in physical activity 2.2 Describe how to make safe and effective physical activity choices 2.3 Identify the purpose of a PARQ screening form
3. Know the principles of training	3.1 List the five components of physical fitness 3.2 Identify current national guidelines for physical fitness 3.3 Outline the principles of training to include: <ul style="list-style-type: none"> • Specificity • Progression • Overload • Reversibility • Adaptation
4. Know how to incorporate different types of activity in to everyday life	4.1 List the different types of activity that can be incorporated into daily life
5. Understand the main components of an activity session	5.1 Identify the purpose of a <ul style="list-style-type: none"> • warm up • main session • cool down 5.2 Outline the basic structure of the following : <ul style="list-style-type: none"> • Warm up • Main session • Cool down 5.3 State the differences between static and dynamic stretching 5.4 Give examples of the advantages and disadvantages for static and dynamic stretching 5.5 Outline methods of resistance training 5.6 Define the number of sets and repetitions required to achieve muscular strength and/or endurance. 5.7 State appropriate exercise selection to achieve muscular balance 5.8 Identify methods of monitoring intensity to include: <ul style="list-style-type: none"> • Observation • Talk test • Heart rate • Revised Borg Scale

6. Create a personal health and activity plan	<p>6.1 Record their personal information onto a health & lifestyle questionnaire</p> <p>6.2 Identify nutritional changes to their dietary intake based on the findings of their food diaries</p> <p>6.3 Plan and record a 4 week overview of personal exercise and activity</p>
7. Plan and demonstrate an activity session	<p>7.1 Plan a detailed activity session to include:</p> <ul style="list-style-type: none"> • warm up • main session • cool down <p>7.2 Demonstrate one full activity session utilising correct technique containing:</p> <ul style="list-style-type: none"> • Warm up • Main session
8. Reflect on the effectiveness of the personal health and activity log (PAL)	<p>8.1 Review the safety and effectiveness of the sessions</p> <p>8.2 Identify how motivational the sessions were</p> <p>8.3 Identify any nutritional changes made to their daily diet</p> <p>8.4 Outline the long term changes/adaptations that they could make to their exercise/ activity sessions</p>
Assessment	Personal health and activity log (P.A.L)

Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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