



Qualification
Guidance

Active IQ Level 1 Certificate in Sport and Physical Activity

Qualification
Accreditation Number:
603/2783/2
Version AIQ005187

Active iQ

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Introduction

The Active IQ Level 1 Certificate in Sport and Physical Activity is at Level 1 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	200	Total qualification time:	250
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Entry requirements:

- There are no specific entry requirements.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at Level 1.

Qualification outline

Target learners:

- Learners aged 16+.
- Learners considering a career in the active leisure sector.
- Learners wishing to improve their knowledge of sport and physical activity and wanting to adopt a healthier lifestyle for themselves.

Purpose

The purpose of this qualification is to provide learners with an understanding of the active leisure sector and to explain the links between activity and better health, demonstrating the opportunities within daily life to become more active. Learners are provided with the opportunity to experience working in the active leisure sector and developing their employability skills, which is critical to aiding their chances of gaining and sustaining employment in the short, medium and long term. Learners are also provided with the knowledge and skills to be able to assist with the planning, preparation and delivery of safe and effective sport and physical activity sessions.

Progression

This qualification provides progression onto:

- Active IQ Level 2 Certificate in Gym Instructing.
- Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions.
- Active IQ Level 2 Certificate in Leisure Operations.
- Apprenticeships within the active leisure sector.

Links to National Occupational Standards

The qualification is underpinned by the overarching professional standards for:

- Fitness Instructing.

Occupational competence statements for tutoring, assessing and quality assurance

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

Required criteria

All tutors, assessors and internal 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 continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

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

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

Assessors

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

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- 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.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- 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

Learners must complete the nine mandatory units.

Mandatory units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Principles of anatomy and physiology for sport and physical activity	F/616/7780	1	24	26
2	Principles of active, healthy living	J/616/7781	1	24	30
3	Exploring personal health and fitness	L/616/7782	1	16	30
4	Assist in the planning and delivery of a sport or physical activity session	R/616/7783	1	32	34
5	Employability and career opportunities in the active leisure sector	Y/616/7784	1	24	28
6	Applying for an employment opportunity in the active leisure sector	D/616/7785	1	24	28
7	Preparing for an interview	H/616/7786	1	12	12
8	Developing self	K/616/7787	1	12	12
9	Working in active leisure	M/616/7788	1	32	50

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the structure and function of the skeletal system	1.1 Identify the main 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. Know the structure and function of the cardiorespiratory system	3.1 Identify the main function of the lungs 3.2 Define the structure of the lungs 3.3 Identify the main function of the heart 3.4 Define the structure of the heart
4. Understand the basic principles of nutrition	4.1 Outline why a balanced approach to nutrition and activity is beneficial 4.2 Identify the different nutrient groups 4.3 Identify the daily intake of nutrients required by the body for: <ul style="list-style-type: none"> • active healthy living • a range of sports and physical activities 4.4 Identify the types of fuels used to provide energy for sport and physical activity 4.5 List the characteristics of an unhealthy diet and poor eating habits 4.6 Explain the importance of adequate hydration for sport and physical activity
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of active, healthy living	1.1 Identify the basic principles for managing their own health and lifestyle 1.2 Describe the benefits of leading an active healthy lifestyle 1.3 Outline the different health conditions linked to: <ul style="list-style-type: none"> • inactive lifestyles • poor nutrition factors affecting health 1.4 State the risk factors for coronary heart disease 1.5 List the types of sport and physical activity that help to maintain physical health and fitness 1.6 Identify the short-term physiological changes that take place in the body when working at the following intensities: <ul style="list-style-type: none"> • low • moderate • high 1.7 List the different types of activity that can be incorporated into daily life 1.8 Research sport and physical activities that are of interest to them
2. Understand how to make the best use of their leisure time	2.1 List the benefits of participating in leisure activities 2.2 Describe a range of leisure activities available to them 2.3 Identify ways in which they can make the best use of their leisure time
Assessment	Worksheet Personal health and activity plan

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to create a personal health and activity plan	1.1 Record their personal information onto a health and lifestyle questionnaire 1.2 Perform a variety of tests to determine current levels of physical fitness 1.3 Create a personal physical activity plan 1.4 Keep a food diary 1.5 Demonstrate personal responsibility for lifestyle choices
2. Be able to participate in a range of activities	2.1 Make arrangements to take part in different leisure activities, to include: <ul style="list-style-type: none"> • a relaxing activity • a challenging activity • an activity that involves learning a new skill 2.2 Take part in the activities
3. Be able to review a range of activities	3.1 Describe their experiences of the activities 3.2 State their preferences, giving reasons for their choice
4. Be able to plan, and participate in, an activity session	4.1 Plan a detailed activity session, to include: <ul style="list-style-type: none"> • warm-up • main session • cool-down 4.2 Participate in an activity session utilising the correct technique, containing: <ul style="list-style-type: none"> • warm-up • main session • cool-down
5. Be able to reflect on the effectiveness of the personal health and activity plan	5.1 Review the safety and effectiveness of the personal activity plan 5.2 Identify how motivational the sessions were 5.3 Identify any nutritional changes made to their daily diet 5.4 Outline the long term changes/adaptations that they could make to their physical activity plan
Assessment	Personal health and activity plan Observed session

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the basic principles of leading a safe and effective sport or physical activity session	1.1 List the basic principles of leading a safe and effective sport or physical activity session
2. Understand the health and safety considerations when preparing to lead a sport and physical activity session	2.1 List the health and safety considerations when preparing to lead a sport and physical activity session 2.2 List the types of hazard that can occur during activity sessions 2.3 Outline how to make safe and effective physical activity choices 2.4 Identify the purpose of a PARQ screening form
3. Understand the main components of an activity session	3.1 Identify the purpose of a: <ul style="list-style-type: none"> • warm-up • main session • cool-down 3.2 Outline the basic structure of a: <ul style="list-style-type: none"> • warm-up • main session • cool-down 3.3 Identify tests used to determine levels of physical fitness 3.4 State the differences between static and dynamic stretching 3.5 Give examples of the advantages and disadvantages of static and dynamic stretching 3.6 State appropriate exercise/activity selection to achieve muscular balance 3.7 Identify methods of monitoring intensity, to include: <ul style="list-style-type: none"> • observation • talk test • heart rate • revised Borg Scale

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to plan a sport or physical activity session	4.1 State the aims of the session 4.2 List the rules and/or techniques involved in the specific activity 4.3 Plan a sport or physical activity session, to include: <ul style="list-style-type: none"> • warm-up • main component • cool-down 4.4 Gain feedback on your session plan from a qualified instructor
5. Be able to prepare for the sport or physical activity session	5.1 Assist in preparing the equipment and facilities for the planned session
6. Be able to demonstrate assisting in the delivery of a safe and effective sport or physical activity session	6.1 Assist in leading a safe and effective warm up for the session 6.2 Communicate clearly with the participants during the session 6.3 Assist with leading a safe and effective main component of the session 6.4 Motivate participants appropriately 6.5 Assist with leading a safe and effective cool down for the session 6.6 Utilise facilities and/or equipment safely during the session
7. Be able to conclude the sport or physical activity session	7.1 Assist with putting equipment away safely following the session 7.2 Ensure that facilities are left in good working order
Assessment	Session plan Summative observed session

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand employability and career development	1.1 Define the term employability 1.2 Define the term career 1.3 Define the term career development 1.4 Explain the benefits of having a career 1.5 List own skills, qualities and experience 1.6 Recognise how personal qualities and skills may affect career choice and preference
2. Know the range of employment opportunities available in the active leisure sector	2.1 Identify professional associations that operate in the active leisure sector 2.2 List a range of organisations that operate in the active leisure sector 2.3 List a range of job roles and career pathways in the active leisure sector 2.4 Identify the skills and qualifications required for a range of job roles and career pathways in the active leisure sector 2.5 Identify sources of information on career progression, education and training in the active leisure sector
3. Understand how to explore employment opportunities in the active leisure sector	3.1 Describe a range of ways to identify employment opportunities 3.2 List a range of sources where employment opportunities are advertised 3.3 State ways to find out about non-advertised employment opportunities
4. Understand how to match skills sets to employment roles	4.1 Recognise the purpose of a person specification 4.2 Recognise the purpose of a job specification 4.3 Review own skills and experience against person and job specifications for employment opportunities 4.4 Select an employment opportunity that corresponds with current skills and experience
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of a curriculum vitae (CV) and an application form	1.1 State the purpose of a curriculum vitae (CV) 1.2 Identify the information to include on a curriculum vitae (CV) 1.3 State the purpose of an employment application form 1.4 Identify the information required to complete an employment application form 1.5 Identify appropriate individuals who can provide references for a job application
2. Be able to create a curriculum vitae (CV)	2.1 Collate the information required to create a curriculum vitae (CV) 2.2 Prepare a curriculum vitae (CV) using a suitable presentation format
3. Be able to complete an application form for an active leisure employment opportunity	3.1 Complete an employment application form
4. Be able to write a covering letter for an active leisure employment opportunity	4.1 State the purpose of a covering letter for an employment opportunity 4.2 Identify the information to include when writing a covering letter 4.3 Write a covering letter for an employment opportunity in the active leisure sector
Assessment	Worksheet A curriculum vitae An employment application form A covering letter

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to present self for an interview	1.1 Recognise the importance of creating a positive first impression 1.2 Recognise how personal appearance and personal qualities help to create a positive impression 1.3 Describe how to create a positive impression 1.4 Describe the types of language that are appropriate to use in an interview 1.5 Describe the types of body language that are appropriate to use in an interview
2. Understand how to prepare for an interview	2.1 Identify the main facts about the employer's business 2.2 Describe their skills and experience in relation to an employment opportunity. 2.3 Prepare answers to straight forward questions that may be asked at an interview 2.4 Prepare questions to ask the employer at the interview
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to take an active role in self-development	1.1 Describe personal strengths or abilities 1.2 Select an area for self-development 1.3 Explain why this area is important for their self-development
2. Be able to plan for self-development	2.1 Prepare a plan for their identified area of self-development 2.2 List activities, targets and timelines for their self-development 2.3 Plan how to review progress towards achieving their targets 2.4 Work through the agreed plan
3. Be able to review self-development and plan for the future	3.1 Review their self-development plan 3.2 Suggest improvements and amendments to the plan 3.3 Explain how they will continue with their self-development in the future
Assessment	Worksheet

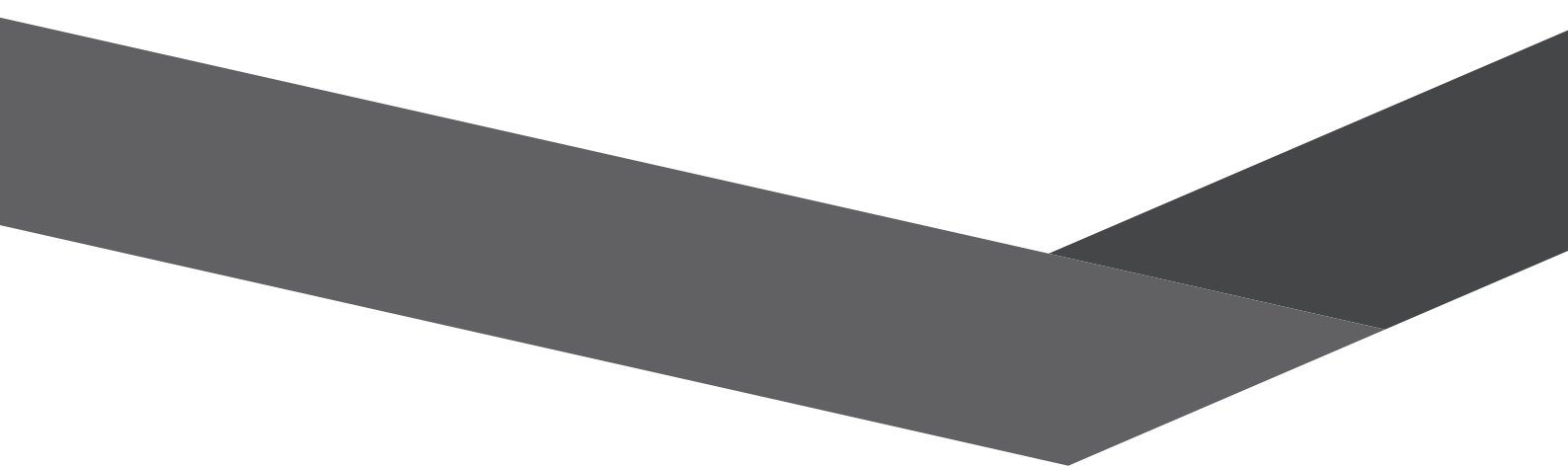
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the requirements and behaviours expected for the work placement	1.1 State their role within the organisation 1.2 Identify the personal presentation and behaviour requirements of the work placement 1.3 Identify the tasks and main duties to be undertaken 1.4 State the expected hours of work and the importance of punctuality
2. Be able to undertake a work placement in the active leisure sector	2.1 State their role within the organisation 2.2 Identify the personal presentation and behaviour requirements of the work placement 2.3 Identify the tasks and main duties to be undertaken 2.4 State the expected hours of work and importance of punctuality
3. Be able to reflect on the work placement	3.1 Identify aspects of the role that they <ul style="list-style-type: none"> • enjoyed • disliked 3.2 Identify what went well during the work placement 3.3 Identify areas for improvement 3.4 Create an action plan for self-development
Assessment	Work placement log Witness testimony Reflection

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