



Qualification  
Guidance  
Syllabus

# Level 2 Award in Working with Communities to Promote and Support Active Healthy Lifestyles

Qualification  
Accreditation Number:  
**601/1009/0**  
Version AIQ005044

**Active iQ**

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# Level 2 Award in Working with Communities to Promote and Support Active Healthy Lifestyles

**Qualification Accreditation No:** 601/1009/0

## Introduction

The Active IQ Level 2 Award in Working with Communities to Promote and Support Active Healthy Lifestyles is at level 2 on the Regulated Qualifications Framework.

**Guided learning hours:** 18      **Total Qualification Time:** 30      **Credit:** 3

Minimum credit to be achieved at or above the level of the qualification	3
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

## 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 2

## Qualification Outline

### Target Learners:

- Learners aged 16+
- Fitness & Activity Instructors
- Community Workers
- Health Care Professionals

### Aim:

- To provide learners with the knowledge and skills to be able to promote and support active healthy living in their community

### Objectives:

- To provide learners with the knowledge to be able to understand health needs in different communities
- To provide learners with the knowledge to be able to promote and support physical activity and healthy living to meet local community needs
- To provide learners with the knowledge to be able to support individuals in making activity and lifestyle changes

### Progression:

This qualification provides progression on to

- Fitness and Activity Leader qualifications e.g. Active IQ Level 2 Certificate in Fitness Instructing or the Active IQ Level 2 Award in Leading Health Related Activity Sessions
- Active IQ Level 2 Certificate in Promoting Community Health and Well Being
- Other health care 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

### Assessor

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 Verifier

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.

## Active IQ Level 2 Award in Working with Communities to Promote and Support Active Healthy Lifestyles

### Qualification Structure

Learners must complete the one mandatory unit (3 credits)

### Mandatory Unit

Unit	Unit Title	Level	Credits
1	Working with communities to promote and support active healthy lifestyles	Level 2	3 credits

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the health needs of different communities	1.1. Define community and culture 1.2. Recognise the diverse public health needs and priorities of different communities to include: <ul style="list-style-type: none"> <li>• physical activity</li> <li>• mental health</li> <li>• chronic health conditions</li> <li>• access to healthy food</li> <li>• sexual health</li> <li>• smoking</li> <li>• substance misuse</li> </ul> 1.3. Recognise how the diverse demographics of different communities may impact on health to include: <ul style="list-style-type: none"> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• age range</li> <li>• gender</li> <li>• deprivation</li> <li>• prevalent health conditions</li> </ul> 1.4 Identify sources for gathering up-to-date information about the local community, for example: <ul style="list-style-type: none"> <li>• organisations</li> <li>• community projects</li> <li>• libraries</li> <li>• health and wellbeing boards (health boards in Wales)</li> <li>• local councils/ authorities</li> <li>• joint strategic needs assessment (JSNA)</li> </ul>

<p>2. Know how to promote and support physical activity and healthy living to meet local community needs</p>	<p>2.1. Gather information to describe their local community setting, to include:</p> <ul style="list-style-type: none"> <li>• demographics</li> <li>• available support and opportunities</li> <li>• relevant organisations/partners</li> </ul> <p>2.2 Identify the role of activity and healthy living in addressing health priorities in the local community</p> <p>2.3. Describe potential barriers to participation in physical activity and healthy living for the community</p> <p>2.4. Identify strategies to overcome barriers and support communities to enable participation and lifestyle change</p> <p>2.5. Recognise interventions to support active healthy lifestyles in the community, to include:</p> <ul style="list-style-type: none"> <li>• physical activity</li> <li>• healthy eating</li> <li>• lifestyle advice</li> </ul> <p>2.6 Describe methods to engage the community and promote healthy lifestyles, to include the use of:</p> <ul style="list-style-type: none"> <li>• social marketing</li> <li>• the internet</li> <li>• community environments</li> <li>• networking</li> </ul> <p>2.7. Identify opportunities and local resources to support active healthy lifestyles and behaviour change in the community, to include:</p> <ul style="list-style-type: none"> <li>• partner organisations</li> <li>• funding sources (commissioning bodies; sports councils; community grants)</li> <li>• signposting services</li> <li>• activity programmes</li> <li>• healthy living programmes</li> </ul> <p>2.8. Recognise the roles and responsibilities of different partners working within the community, to include:</p> <ul style="list-style-type: none"> <li>• general practitioner</li> <li>• community mental health team</li> <li>• clinical commissioning groups (CCG) (funding sources)</li> <li>• dietician</li> <li>• exercise professionals</li> <li>• other services, e.g. financial, housing, charities etc</li> </ul> <p>2.9 Recognise ways to develop and maintain relationships with relevant partners in the community, to include:</p> <ul style="list-style-type: none"> <li>• making connections</li> <li>• barriers and strategies to overcome</li> </ul> <p>2.10. Identify community/individual needs outside the boundaries of own role and how to sign-post individuals for appropriate support</p> <p>2.11 Describe the benefits and barriers to multi-agency working and how to overcome these</p>
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<p>3. Know how to support individuals making activity and lifestyle changes</p>	<p>3.1 Recognise helping and consultation skills to support individuals with activity and lifestyle changes, to include:</p> <ul style="list-style-type: none"> <li>• building rapport and relationship, to include:             <ul style="list-style-type: none"> <li>• barriers and how to overcome these</li> <li>• establishing ground rules and boundaries</li> <li>• environments for consultation</li> </ul> </li> <li>• open questioning (O)</li> <li>• active listening (A)</li> <li>• reflective statements (R)</li> <li>• summarising (S)</li> <li>• person centred working</li> </ul> <p>3.2 Identify appropriate strategies to help individuals towards:</p> <ul style="list-style-type: none"> <li>• recognising behaviours affecting their health (e.g. information leaflets)</li> <li>• identifying changes to improve their health (e.g. personal health plan)</li> <li>• recognising their readiness to change (decisional balance; OARS)</li> <li>• recognising barriers to change (change and sustain talk; relapse prevention; OARS)</li> <li>• building confidence and motivation (SMART goal setting; OARS)</li> <li>• developing autonomy (person centred core conditions; OARS, change and sustain talk)</li> </ul> <p>3.3 Recognise the purpose of maintaining relevant, accurate and up-to-date records to meet service needs, to include:</p> <ul style="list-style-type: none"> <li>• consideration of legalities</li> <li>• recording and storage</li> <li>• transfer of information</li> <li>• reporting issues falling outside of specific role boundaries</li> <li>• project evaluation, funding and sustainability</li> </ul>
<p><b>Assessment</b></p>	<p>Three worksheets Case study</p>



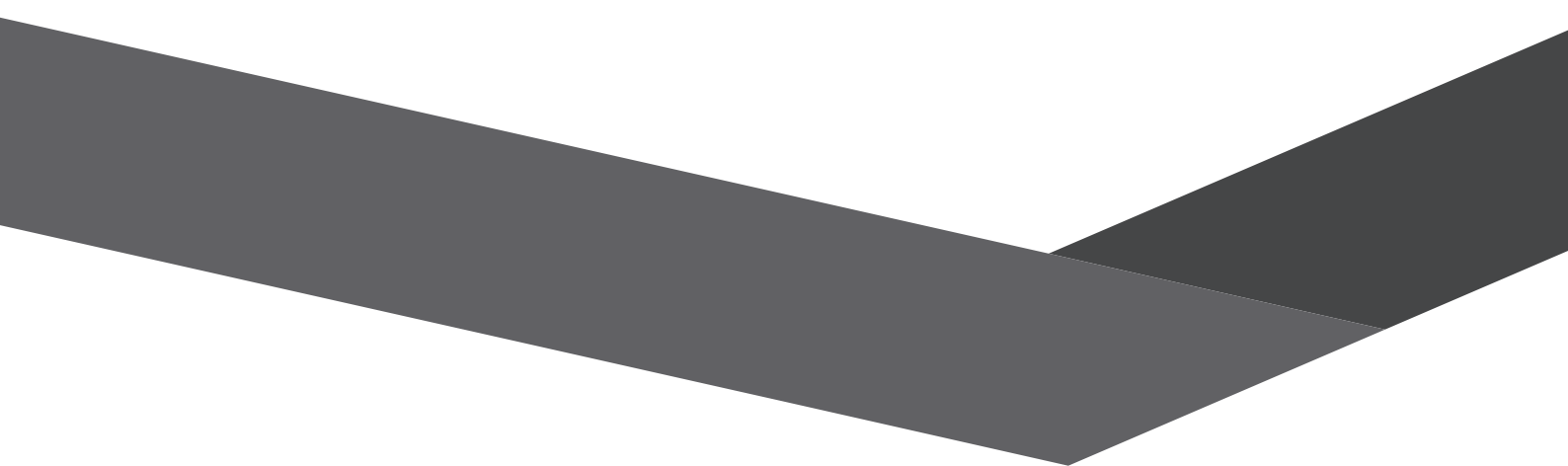


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