



Qualification
Guidance

Active IQ Level 2 Certificate in Health, Wellbeing and Physical Activity Leadership

Qualification
Accreditation Number:
603/1538/6
Version AIQ005294

Active iQ

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Introduction

The Active IQ Level 2 Certificate in Health, Wellbeing and Physical Activity Leadership is at level 2 of the Regulated Qualifications Framework (RQF).

Guided learning hours:	120	Total qualification time:	175
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Entry Requirements:

- There are no specific entry requirements.
- The course requires physical exertion and individual participation is essential, so a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, so learners should have basic skills in communication pitched at level 2 (as a minimum).

Qualification Outline

Target Learners:

- Learners aged 14+
- Learners interested in broadening their knowledge in health, wellbeing and physical activity leadership.
- Learners interested in a career in the health, wellbeing and physical activity sectors.

Purpose

This qualification is designed to provide learners with an introduction to health, wellbeing, physical activity and leadership. Learners have the opportunity to review their own and others' lifestyles, nutrition and physical activity habits, and will be given the knowledge and skills necessary to develop a health and wellbeing plan, and to make healthy lifestyle choices for themselves, in addition to promoting the benefits of an active healthy lifestyle to others, leading by example.

Successful learners will develop a series of key transferable skills, which include:

- Research.
- Analysis.
- Evaluation.
- Communication.
- Teamwork.
- Leadership.
- Problem-solving.
- Personal competence.
- Scope of practice.

The qualification provides a broader and richer pathway of learning compared to the standard curriculum, supporting and challenging individuals to try new and difficult activities while incorporating participation in sport. Learners are provided with the opportunities to lead, work in teams and develop social awareness, which help them to develop important character attributes that will equip them for success in their chosen career path.

Progression

This qualification provides progression onto:

- Further learning or training:
 - Technical Certificates or Tech Levels, e.g.:
 - Active IQ Level 2 Diploma in Physical Activity, Fitness and Exercise Science.
 - Active IQ Level 3 Diploma in Physical Activity, Fitness and Exercise Science.
 - Active IQ Level 3 Diploma in Fitness Instructing and Physical Activity.
 - Active IQ Level 3 Diploma in Personal Training for Health, Fitness and Performance.
 - Vocational qualifications, e.g.:
 - Active IQ Level 2 Certificate in Fitness Instructing.
 - Active IQ Level 2 Certificate in Leisure Operations.
 - Sports Leaders UK Level 2 Qualification in Community Sports Leadership.
 - Sports Leaders UK Level 2 Qualification in Sports Leadership.
 - Sports Leaders UK Level 2 Qualification in Dance Leadership.
 - Sports Leaders UK Level 3 Qualification in Sports Leadership.

Links to National Occupational Standards

There are links to the following suites of National Occupational Standards:

- Exercise and Fitness.
- Activity Leadership.
- Coaching, Teaching and Instructing.

Assessment

The assessments for this qualification have been divided into five components: an externally set, internally marked worksheet; an internally assessed holistic case study; and three further assignments.

Assessment	Relevant units
Worksheet	1, 2
Holistic case study	1, 2, 3, 4, 5
Assignment - health and wellbeing plan	4, 5, 6
Assignment – developing leadership skills	7
Assignment – planning and leading an event	8

All components must be passed in order to achieve the qualification.

Occupational competence statements for teaching, assessing and quality assurance

This section outlines the requirements for tutoring, assessing and quality assurance of the Active IQ Level 2 Certificate in Health, Wellbeing and Physical Activity Leadership.

We do not set any specific qualification requirements for tutors or quality assurance/internal verification staff but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they have the relevant and up-to-date subject area knowledge. It is, however, compulsory for a minimum of one person per qualification centre to attend tutor training delivered by Active IQ and Sports Leaders UK prior to course delivery. Consideration will also be given to a head of department monitoring quality in line with normal school practices.

Required criteria

- For a new centre, at least one person must attend the Active IQ and Sports Leaders UK tutor training before the course delivery start date.
- For existing centres approved with either Active IQ or Sports Leaders UK, at least one person per centre must attend online training offered by Active IQ and Sports Leaders UK.
- At least one person per centre must have attended the Active IQ and Sports Leaders UK tutor training within the last two years. It is recommended as good practice that all tutors involved in the delivery of Active IQ and Sports Leaders UK qualifications attend tutor training.
- Once a person's trained status has expired, the attendance of a refresher or other relevant training is compulsory in order for the centre to continue with the delivery of the Active IQ and Sports Leaders UK qualifications.

Recommended criteria

The following are desirable but not a compulsory requirement to deliver, assess and quality assure the qualification.

Tutors/Assessors

Tutors to hold, or be working towards, a teaching qualification, e.g.:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.
- Qualified Teacher Status.
- PGCE.

Quality assurance

Quality assurance/internal verification staff to 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).

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Qualification Structure and Unit Content

Mandatory Units

This qualification is comprised of eight mandatory units.

Unit		Unit accreditation number	Level
1	How the body works	H/615/7310	2
2	Principles of health, fitness and wellbeing	M/615/7312	2
3	Lifestyle behaviours for health and wellbeing	A/615/7314	2
4	Exploring healthy eating	J/615/7316	2
5	Emotional health and wellbeing	R/615/7318	2
6	Managing health and wellbeing	Y/615/7319	2
7	Developing leadership skills	R/615/7321	2
8	Assist in planning and leading an event to promote active, healthy lifestyles	Y/615/7322	2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the structure and function of the skeletal system	1.1 Describe the structure of the skeletal system 1.2 State the functions of the skeleton 1.3 Name and locate the major bones 1.4 Name the different types of joint
2. Understand the structure and function of the muscular system	2.1 Identify the location of the main skeletal muscles 2.2 Identify the basic structure of skeletal muscle 2.3 Identify the function of skeletal muscle
3. Understand the structure and function of the cardiorespiratory system	3.1 Describe the structure of the heart 3.2 Identify the main functions of the heart 3.3 Describe the structure of the lungs 3.4 Identify the main function of the lungs
4. Understand the structure and function of the nervous system	4.1 Describe the structure of the nervous system 4.2 Identify the main functions of the nervous system
5. Understand the structure and function of the digestive system	5.1 Describe the structure of the digestive system 5.2 Identify the main functions of the digestive system 5.3 Describe the basic principles of digestion and absorption
6. Understand the effects of exercise on systems of the body	6.1 Identify the effects of exercise and fitness on the skeletal system 6.2 Identify the effects of exercise and fitness on the muscular system 6.3 Identify the effects of exercise and fitness on the cardiorespiratory system
Assessment	Worksheet Holistic case study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and wellbeing	1.1 Define the concept of health 1.2 Define the term wellbeing 1.3 Define exercise, physical activity and fitness and the differences between them
2. Understand the components of fitness	2.1 Describe the components of total fitness, to include: <ul style="list-style-type: none"> • physical fitness • mental and emotional fitness • medical fitness • nutritional fitness • social fitness 2.2 Name and describe the components of health-related physical fitness, to include: <ul style="list-style-type: none"> • cardiovascular fitness • muscular strength • muscular endurance • flexibility • body composition 2.3 Describe the components of skill-related fitness, to include: <ul style="list-style-type: none"> • speed • power • reaction time • coordination • balance • agility
3. Understand the principles of training	3.1 Outline the principles of training, to include: <ul style="list-style-type: none"> • specificity • overload • progression • reversibility 3.2 Describe the frequency, intensity, time and type (FITT) principles
Assessment	Worksheet Holistic case study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how lifestyle factors affect health and wellbeing	1.1 Describe the lifestyle factors that can negatively affect health and wellbeing, to include: <ul style="list-style-type: none">• smoking• alcohol intake• substance misuse• physical inactivity level• poor nutrition• stress• poor sleep patterns 1.2 Explain the relationships between lifestyle factors and disease
	1.3 Explain the benefits of making lifestyle behaviour changes to prevent disease and achieve health or performance goals

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the role of activity and exercise for health and wellbeing	2.1 Describe the main benefits of activity and exercise for health and wellbeing, to include: <ul style="list-style-type: none"> • physiological benefits • psychological benefits • social benefits 2.2 Identify the role of activity and exercise in maintaining and managing health and wellbeing 2.3 Explain the effects of a long-term sedentary lifestyle on health and wellbeing 2.4 Describe lifestyle diseases related to lack of physical activity 2.5 Identify the current national guidelines for frequency, intensity, time and type of activity required to maintain and improve health and wellbeing 2.6 List the types of activities and exercises that help maintain physical health and fitness, for example: <ul style="list-style-type: none"> • sport • exercise • active travel – walking, scooting, cycling • family activities • events • fun and recreation – trampolining, dancing, parkour/ free running, scooting, cycling 2.7 Identify opportunities for individuals to participate in physical activities 2.8 Describe the importance of including all components of fitness within an active, healthy lifestyle 2.9 Identify sources of evidence-based, credible health and wellbeing information
3. Understand what motivates individuals to be active	3.1 Explain reasons why people are motivated to take part in physical activity 3.2 Explain reasons why people do not take part in physical activity
Assessment	Holistic case study

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the importance of maintaining a balanced diet</p>	<p>1.1 Describe what is meant by a balanced diet</p> <p>1.2 Describe why a balanced diet is important in leading a healthy lifestyle</p> <p>1.3 Describe the characteristics of an unhealthy diet and of poor eating habits</p> <p>1.4 Explain the impact of a poor diet on health</p> <p>1.5 Describe the national food model/guide</p> <p>1.6 Describe key healthy eating advice that underpins a healthy diet</p> <p>1.7 Identify sources of evidence-based, credible nutritional guidance</p>
<p>2. Understand the function of food</p>	<p>2.1 Describe the main functions of food</p> <p>2.2 Identify the main nutrients needed by the human body for optimum health</p> <ul style="list-style-type: none"> • carbohydrate • protein • fat • fibre • vitamins and minerals <p>2.3 Explain the dietary role of the key nutrients</p> <p>2.4 Recognise the role of the main nutrients in the production of energy</p> <p>2.5 Identify the common dietary sources of the key nutrients</p> <p>2.6 Summarise the quantities of the main nutrients individuals should consume</p> <p>2.7 Explain the importance of adequate hydration</p>
<p>3. Understand the factors that influence an individual's eating patterns</p>	<p>3.1 Explain how certain factors may impact on dietary needs and eating patterns, for example:</p> <ul style="list-style-type: none"> • a medical condition • age • gender • occupation <p>3.2 Explain how the media portrayal of healthy eating and dieting may impact on an individual's eating patterns and health</p> <p>3.3 Explain how religion and culture can affect dietary choices and needs</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the basic principles of maintaining a healthy weight	4.1 Describe the energy balance 4.2 Describe the links between food intake and maintaining a healthy weight 4.3 Describe the links between exercise and maintaining a healthy weight 4.4 Explain the current guidelines for weight control 4.5 Describe the risks of diets that severely restrict energy or cut out key nutrients
5. Understand why a balanced diet is required to maximise performance	5.1 Describe why a balanced diet is required to maximise performance 5.2 Describe why some individuals may need to adjust their eating patterns to support their activities
Assessment	Holistic case study Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the factors that can affect emotional health and wellbeing</p>	<p>1.1 Describe how environmental, social and emotional/ cognitive factors can adversely affect emotional health and wellbeing</p> <p>1.2 Explain the importance of self-esteem and self-belief in relation to emotional health and wellbeing</p> <p>1.3 Describe the effects of low self-esteem on emotional health and wellbeing</p> <p>1.4 Describe the effects of having little self-belief on emotional health and wellbeing</p> <p>1.5 Outline the impact that negative attitudes and behaviours of others may have on the emotional health and wellbeing of individuals</p> <p>1.6 Describe the negative effects of social media on emotional health and wellbeing, for example:</p> <ul style="list-style-type: none"> • Facebook • Instagram • Twitter
<p>2. Understand common problems associated with emotional health and wellbeing</p>	<p>2.1 Describe the common situations that cause stress and anxiety</p> <p>2.2 Explain the main signs and symptoms of stress and anxiety, to include</p> <ul style="list-style-type: none"> • feelings • behaviour • physical effects <p>2.3 Describe the over-reliance on negative health behaviours to deal with stress and anxiety, for example:</p> <ul style="list-style-type: none"> • overeating • reliance on comfort foods • caffeine • alcohol • smoking

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the factors that support emotional health and wellbeing	3.1 Explain the importance of emotional resilience 3.2 Explain the importance of good sleep patterns for emotional health and wellbeing 3.3 Explain the benefits of good sleep patterns on overall health and wellbeing 3.4 Explain the importance of relaxation for emotional health and wellbeing 3.5 Describe techniques for relaxation
4. Understand how concepts of body image may influence an individual's health	4.1 Explain what is meant by 'body image' 4.2 Explain how one's own concept of body image may have a negative impact on lifestyle behaviours 4.3 Explain how peer pressure may have a negative impact on lifestyle behaviours 4.4 Explain how and why the media portrayal of body image may have a negative impact on an individual's health
5. Understand how emotional health and wellbeing can be improved and supported	5.1 Describe how environmental, social and emotional/ cognitive factors can improve emotional health and wellbeing 5.2 Describe the 'five ways to wellbeing' 5.3 Identify interventions for improving emotional health and wellbeing, for example: <ul style="list-style-type: none"> • time management • diaries (stress, gratitude diaries) • lifestyle balance • lifestyle changes • alternative therapies • physical activity • spending time outdoors • meditation and mindfulness • relaxation techniques • hobbies and interests • talking treatments/support groups • technology (meditation apps, etc.) 5.4 Identify opportunities for supporting emotional health and wellbeing, to include <ul style="list-style-type: none"> • friends • family • support at school/college/work • specialist websites/organisations • medical professionals 5.5 Investigate how technology can positively support emotional health and wellbeing 5.6 Identify sources of evidence-based, credible emotional health and wellbeing information
Assessment	Holistic case study Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the tools available to help individuals manage their health and wellbeing</p>	<p>1.1 Identify tools that can be used to analyse, assess and support an individual's health and wellbeing, for example:</p> <ul style="list-style-type: none"> • Eatwell guide • food diaries • SWOT analysis • personal development plans • online tools (BMI calculators) • apps • fitness trackers • fitness testing equipment <p>1.2 Explain how to set and agree specific, measurable, achievable, relevant, time-bound (SMART) short-, medium- and long-term goals to enable individuals to manage health and wellbeing</p> <p>1.3 Describe the importance of reviewing goals</p>
<p>2. Be able to manage emotional wellbeing</p>	<p>2.1 Analyse an individual's emotional wellbeing using an appropriate tool</p> <p>2.2 Identify the causes of an individual's stress and anxiety</p> <p>2.3 Identify different strategies to deal with stress and anxiety</p> <p>2.4 Plan an individualised stress management plan</p> <p>2.5 Implement the stress management plan</p>
<p>3. Be able to manage a healthy, balanced eating plan</p>	<p>3.1 Analyse an individual's current eating habits using an appropriate tool</p> <p>3.2 Identify the individual's positive behaviours that contribute to a healthy, balanced diet</p> <p>3.3 Recognise the individual's negative behaviours that adversely affect a healthy, balanced diet</p> <p>3.4 Identify an individual's barriers to eating a healthy, balanced diet</p> <p>3.5 Identify strategies to overcome barriers</p> <p>3.6 Identify an individual's preferences for healthy foods and drinks</p> <p>3.7 Research information about healthy food and drink options</p> <p>3.8 Plan and make a balanced, healthy meal or packed lunch</p> <p>3.9 Plan an individualised healthy, balanced eating plan</p> <p>3.10 Implement the healthy, balanced eating plan</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to manage an active, healthy lifestyle	4.1 Assess an individual's current physical activity levels using an appropriate tool 4.2 Identify an individual's strengths that contribute to an active, healthy lifestyle 4.3 Recognise an individual's behaviours that negatively affect their activity level 4.4 Identify an individual's barriers to achieving an active, healthy lifestyle 4.5 Identify strategies to overcome barriers 4.6 Identify an individual's personal preferences for physical activity 4.7 Research information about physical activity preferences 4.8 Describe the preparation needed for an individual's physical activity preferences, for example: <ul style="list-style-type: none"> • physical and mental preparation • clothing • equipment • availability of resources • health and safety factors • adequate hydration 4.9 Plan a structured, safe individualised physical activity programme 4.10 Implement the physical activity programme
5. Be able to develop and review an individualised health and wellbeing plan	5.1 Prepare an overall plan to improve an individual's health and wellbeing 5.2 List activities, lifestyle changes, targets and timelines for an individual's health and wellbeing plan 5.3 Plan how to review progress towards achieving the individual's targets 5.4 Implement the agreed health and wellbeing plan 5.5 Review the progress of the health and wellbeing plan 5.6 Evaluate the effectiveness of the health and wellbeing plan 5.7 Suggest improvements and amendments to the plan 5.8 Describe how to promote the positive effects of the health and wellbeing plan to their families, friends and wider community 5.9 Explain the importance of planning health and wellbeing for the future

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to plan, lead and review a physical activity session	6.1 Plan a physical activity session designed to increase a participant's heart rate 6.2 Complete a risk assessment for a physical activity session 6.3 Lead a physical activity session designed to increase a participant's heart rate 6.4 Use effective communication when leading a physical activity session 6.5 Use effective motivation methods when leading a physical activity session 6.6 Adapt the session effectively in line with the needs of the participant(s) 6.7 Review the physical activity session
Assessment	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the skills and behaviours needed for effective leadership	1.1 Explain the similarities and differences between skills and behaviours 1.2 Describe the skills that an effective leader will need 1.3 Describe the behaviours that an effective leader will need 1.4 Explain why the identified skills and behaviours will be necessary for effective, successful leadership
2. Understand the importance of leadership skills and behaviours in a range of situations	2.1 Explain how and why identified skills and behaviours might be relevant in other environments 2.2 Explain the positive impact that the identified skills and behaviours might have on employability and success in a work environment
3. Be able to evaluate own leadership skills and behaviours	3.1 Carry out an evaluation of own leadership skills
4. Understand the roles and responsibilities of an effective leader	4.1 Describe the different roles that a leader may take on, to include: <ul style="list-style-type: none"> • role model • referee/umpire • mentor/buddy • ambassador • safety officer 4.2 Describe the responsibilities within the different roles 4.3 Describe the skills and behaviours that are needed to fulfil these roles successfully
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the different types of event that can promote active, healthy lifestyles	1.1 Describe different types of event that can promote active, healthy lifestyles 1.2 Explain the benefits and challenges of running events that can promote active, healthy lifestyles for for-profit, not-for-profit and charitable purposes
2. Understand how to plan an event to promote active, healthy lifestyles	2.1 Explain the components of an event plan, to include: <ul style="list-style-type: none"> • market research • timelines and actions required • event aims • target market • number of expected participants • staffing requirements • event venue • resources required • refreshments and catering • costs and fees • contingencies • health and safety 2.2 Describe the key information that must be explained to participants on arrival at the event
3. Be able to assist in planning an event to promote active, healthy lifestyles	3.1 Assist in the planning of an event to promote active, healthy lifestyles 3.2 Describe the event 3.3 Outline the purpose of the event 3.4 Describe your roles and responsibilities for planning the event 3.5 Describe other people's roles and responsibilities for planning the event 3.6 List the equipment that is needed for the event 3.7 Describe the health and safety considerations for the event
4. Be able to assist in leading an event to promote active, healthy lifestyles	4.1 Assist in leading an event to promote active, healthy lifestyles 4.2 Demonstrate the ability to work in a team 4.3 Demonstrate effective communication during the event

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to evaluate an event to promote active, healthy lifestyles	5.1 Describe what went well during the event 5.2 Describe what could be improved if the event were run again
Assessment	Worksheet Event plan Summative observation

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