



Qualification  
Guidance

# Active IQ Level 1 Award in Influencing Health and Wellbeing

Qualification  
Accreditation Number:  
**603/7230/8**  
Version AIQ005929

**Active iQ**

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# Active IQ Level 1 Award in Influencing Health and Wellbeing

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## Introduction

The Active IQ Level 1 Award in Influencing Health and Wellbeing is at Level 1 on the Regulated Qualifications Framework (RQF).

<b>Guided learning hours:</b>	10	<b>Total qualification time:</b>	20
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## Entry requirements:

- There are no specific entry requirements.

## Qualification outline

### Target learners:

- Learners aged 14+.
- Learners wishing to improve their knowledge of physical activity and wanting to adopt a healthier lifestyle for themselves and influence others to do the same.
- Learners considering a career in the active leisure sector.

## Purpose

The purpose of this qualification is to provide learners with an understanding of the principles of health and wellbeing. Learners are also given the opportunity to develop their communication skills and support individuals to improve their health and wellbeing.

## Progression

This qualification provides progression on to:

- Active IQ Level 2 Award in Health and Community Activation.
- Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions.
- Active IQ Level 2 Certificate in Gym Instructing.
- Active IQ Level 2 Certificate in Group Training.
- Apprenticeships within the active leisure sector.

## Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- Fitness Instructing.

# Occupational competence statements for tutoring, assessing and internally verifying

**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) has been achieved.

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### Qualification structure

Learners must complete the two mandatory units.

#### Mandatory units

Unit		Unit accreditation number	Level	GLH	TQT
1	Principles of health and wellbeing	L/618/6641	1	6	10
2	Influencing health and wellbeing	R/618/6642	1	4	10

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand health and wellbeing</p>	<p>1.1 Define the concept of physical and mental health</p> <p>1.2 List lifestyle factors that affect health, to include:</p> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Stress</li> <li>• Physical activity</li> </ul> <p>1.3 State the guidelines for health and life choices for adults, to include:</p> <ul style="list-style-type: none"> <li>• Department for Health</li> <li>• National Health Service (NHS)</li> <li>• Chief medical officer (physical activity guidelines)</li> </ul> <p>1.4 List other factors that can affect health, for example:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Heredity</li> <li>• Sex</li> <li>• Environment</li> </ul>
<p>2. Understand the role of activity on health and wellbeing</p>	<p>2.1 State the benefits of activity for physical and mental health</p> <p>2.2 List the health conditions/diseases that can be prevented or managed through participation in regular physical activity</p> <p>2.3 List the mental health conditions that can be prevented or managed through participation in regular physical activity</p>
<p>3. Understand the benefits of a healthy, balanced diet</p>	<p>3.1 State the national guidelines for healthy eating</p> <p>3.2 List the benefits of a healthy, balanced diet</p> <p>3.3 List the different food groups found in a balanced diet</p> <p>3.4 Give examples of healthy foods</p> <p>3.5 Give examples of unhealthy foods</p> <p>3.6 Give examples of poor eating habits</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Be able to create a personal lifestyle record	4.1 Record personal information, including food and sleep, onto a health and lifestyle log 4.2 Record personal lifestyle activities onto a health and lifestyle log, to include: <ul style="list-style-type: none"> <li>• Social activity</li> <li>• Informal activity</li> <li>• Structured exercise</li> </ul> 4.3 Record reflections/recommendations based on the information recorded in the health and lifestyle log
<b>Assessment</b>	Worksheet Personal lifestyle log

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to develop relationships	1.1 Recognise how to build a rapport and positive non-judgemental relationships 1.2 Recognise a person's readiness to change 1.3 Recognise a person's barriers to change 1.4 Recognise a person's motivation for change
2. Be able to support individuals to improve their health and wellbeing	2.1 Demonstrate basic communication skills to influence individuals to improve their health 2.2 Support individuals to identify ways to improve their health and wellbeing
<b>Assessment</b>	Conversation record





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