



Qualification
Guidance

Active IQ Level 2 Award in Health and Community Activation

Qualification
Accreditation Number:
603/7231/X
Version AIQ005930

Active iQ

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Introduction

The Active IQ Level 2 Award in Health and Community Activation is at Level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	20	Total qualification time:	35
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Entry requirements:

- There are no specific entry requirements.

Qualification outline

Target learners:

- Learners aged 16+.
- Learners wishing to improve their knowledge of physical activity and wanting to adopt a healthier lifestyle for themselves and supporting 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 given the knowledge and skills to be able to plan and lead designated physical activity sessions. Learners are also given the opportunity to develop their communication skills and support healthy change within their families and local communities.

Progression

This qualification provides progression on to:

- 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 three mandatory units.

Mandatory units

Unit	Unit accreditation number	Level	GLH	TQT	
1	Principles of health and wellbeing	Y/618/6643	2	6	10
2	Leading a designated physical activity session	D/618/6644	2	8	15
3	Supporting healthy change	H/618/6645	2	6	10

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 the components of health, to include: <ul style="list-style-type: none"> • Physical health • Mental and emotional health • Medical health • Nutritional health • Social health 1.4 Define physical activity and health-related fitness and the differences between them
2. Understand how lifestyle factors affect health and wellbeing	2.1 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 • Poor nutrition • Stress • Poor sleep patterns 2.2 Explain the relationships between lifestyle factors and disease
3. Understand the components of fitness	3.1 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 • Motor skills
4. Understand the principles of training	4.1 Outline the principles of training, to include: <ul style="list-style-type: none"> • Specificity • Overload • Progression • Reversibility 4.2 Describe the frequency, intensity, time and type (FITT) principles

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Know the guidelines for health and life choices for adults	5.1 State the guidelines for health and life choices for adults, to include: <ul style="list-style-type: none"> • Department for Health • National Health Service (NHS) • Chief medical officer (physical activity guidelines) 5.2 Identify the current national guidelines to maintain/improve physical activity in terms of frequency, intensity, time and type (FITT)
6. Understand the role of activity and exercise for health and wellbeing	6.1 Describe the main benefits of activity and exercise for health and wellbeing, to include: <ul style="list-style-type: none"> • Physiological benefits • Psychological benefits • Health benefits • Social benefits 6.2 Explain the effects of a long-term sedentary lifestyle on health and wellbeing 6.3 Identify types of activity and exercises that help to maintain physical health and fitness
7. Understand the barriers and motivators for leading a healthy, active lifestyle	7.1 Identify potential barriers that may prevent people from adopting/maintaining a healthy, active lifestyle 7.2 Explain the reasons why people may be motivated to adopt/maintain a healthy, active lifestyle
Assessment	eAssessment/worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan the leadership of a designated physical activity session	1.1 Identify the characteristics of the group, to include: <ul style="list-style-type: none"> • Fitness level • Experience • Health status 1.2 Plan the leadership of a physical activity session designed to contribute to the maintenance or improvement of the health and wellbeing of the participants, to include: <ul style="list-style-type: none"> • Warm-up • Main component • Cool-down 1.3 Complete a risk assessment for the physical activity session
2. Be able to lead and review designated physical activity sessions	2.1 Carry out health screening 2.2 Lead a designated physical activity session, to include: <ul style="list-style-type: none"> • Warm-up • Main component • Cool-down 2.3 Use effective communication when leading a designated physical activity session 2.4 Use effective motivation methods when leading a designated physical activity session 2.5 Adapt the session effectively in line with the needs of the participant(s) 2.6 Review the designated physical activity session
Assessment	Risk assessment Observation Verbal questioning

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to support individuals to make activity and lifestyle changes	1.1 Recognise the person-centred consultation skills required to support individuals with activity and lifestyle changes, to include: <ul style="list-style-type: none"> • Building a rapport and non-judgemental relationships • Open questioning • Active listening • Reflective statements • Summarising 1.2 Identify appropriate strategies to help individuals to: <ul style="list-style-type: none"> • Recognise behaviours affecting their health • Identify changes to improve their health • Identify motivators for change • Recognise their readiness to change • Recognise barriers to change • Build motivation and confidence • Develop specific, measurable, achievable, realistic and time-bound (SMART) goals
2. Be able to deliver person-centred consultation skills to support individuals with activity and lifestyle changes	2.1 Establish ground rules and boundaries 2.2 Develop a rapport 2.3 Identify appropriate strategies to help individuals recognise behaviour affecting their health 2.4 Identify changes to improve an individual's health 2.5 Identify an individual's readiness to change 2.6 Identify barriers and how to overcome them 2.7 Develop SMART goals 2.8 Build confidence and motivation
3. Be able to demonstrate communication skills	3.1 Demonstrate the use of communication techniques, to include: <ul style="list-style-type: none"> • Open questioning • Active listening • Reflective statements • Summarising
Assessment	Observation (simulated or live)

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