



Qualification  
Guidance

# Level 2 Certificate in Promoting Community Health and Wellbeing

Qualification  
Accreditation Number:  
**601/4399/X**  
Version AIQ004518

**Active iQ**

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# Active IQ Level 2 Certificate in Promoting Community Health and Well-being

**Qualification Accreditation No:** 601/4399/X

## Introduction

The Active IQ Level 2 Certificate in Promoting Community Health and Well-being is at level 2 on the Regulated Qualifications Framework.

**Guided** learning hours: 50      Total Qualification Time: 60      Credit: 15

Minimum credit to be achieved at or above the level of the qualification	15
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 and activity instructors.
- Community workers.
- Healthcare professionals.

### Aim:

- To provide learners with the knowledge and understanding to promote physical activity and healthy living.

### Objectives:

- To provide learners with the knowledge and skills to be able to promote and support active healthy living in their community.
- To provide learners with the knowledge and skills to be able to collect, manage and report on personal data.
- To provide learners with an understanding of nutrition for performance and healthy eating.
- To provide learners with the knowledge and understanding of the effects, and health issues associated with alcohol misuse.
- To provide learners with an awareness of the health implications of smoking and knowledge of strategies and sources of information to assist in smoking cessation.

**Progression:**

This qualification provides progression to:

- Fitness and Activity Leader qualifications e.g.
  - Active IQ Level 2 Certificate in Fitness Instructing.
  - Active IQ Level 2 Award in Leading Health Related Activity Sessions.
- Other healthcare qualifications.

**Links to National Occupational Standards**

There are links to the following National Occupational Standards:

- Support individuals who express a wish to stop smoking.
- AD1 Raise awareness about substances, their use and effects.
- HSC0330 Support individuals to access and use services and facilities.
- AD4 Develop and disseminate information and advice about substance use, health and social well-being.
- Instructing Exercise and Fitness.
- Instructing Physical Activity and Exercise.
- B18 Promote physical activity and its benefits to people who are not currently active.
- D213 Enable people to adopt and maintain a more physically active lifestyle.
- B17 Work in partnership with other organisations and professionals to promote activity and its benefits.
- D450 Develop own practice in promoting physical activity.

## Occupational competence statements for tutoring, assessing and internal verifying

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

### 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 (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)..

#### 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.

#### 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 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.
- 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.

## Active IQ Level 2 Certificate in Promoting Community Health and Well-being

### Qualification Structure

#### Mandatory Group A

Learners must complete all six mandatory units (15 credits).

Unit	Unit title	Level	Credits	Unit accreditation number
1	Working with communities to promote and support active healthy lifestyles	2	3	J/505/1065
2	Understanding the role of physical activity in health and well-being	2	1	F/506/6969
3	Alcohol awareness	2	3	R/504/8282
4	Smoking awareness and cessation	2	2	J/505/2930
5	Understanding nutrition, performance and healthy eating	2	3	F/504/4485
6	Collecting, managing and reporting of personal data	2	3	A/506/6968

#### Optional Group B

Learners can take any of the following units if required however these units do not form a mandatory requirement of the qualification.

Unit	Unit title	Level	Credits	Unit accreditation number
7	Understanding mental health and well-being	2	1	M/504/6197
8	Facilitating behaviour change for health and well-being	3	5	Y/505/2933
9	Promoting healthy lifestyles and physical activity	2	4	A/506/5884
10	Safeguarding and protecting children and young people	2	2	T/506/6967
11	Supporting equality and diversity	2	2	M/506/6966
12	Child behaviour management	2	3	R/506/5874

<b>Learning outcomes</b> <b>The learner will be able to:</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>
2. Know how to promote and support physical activity and healthy living to meet local community needs	2.1. Gather information to describe their local community setting, to include: <ul style="list-style-type: none"> <li>• demographics</li> <li>• available support and opportunities</li> <li>• relevant organisations/partners</li> </ul> 2.2 Identify the role of activity and healthy living in addressing health priorities in the local community 2.3. Describe potential barriers to participation in physical activity and healthy living for the community 2.4. Identify strategies to overcome barriers and support communities to enable participation and lifestyle change 2.5. Recognise interventions to support active healthy lifestyles in the community, to include: <ul style="list-style-type: none"> <li>• physical activity</li> <li>• healthy eating</li> <li>• lifestyle advice</li> </ul> 2.6 Describe methods to engage the community and promote healthy lifestyles, to include the use of: <ul style="list-style-type: none"> <li>• social marketing</li> <li>• the internet</li> <li>• community environments</li> <li>• networking</li> </ul> 2.7. Identify opportunities and local resources to support active healthy lifestyles and behaviour change in the community, to include: <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>
<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>



<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the nature and benefits of physical activity	1.1 Define physical activity 1.2 Identify different types of physical activity 1.3 Identify the main benefits of physical activity 1.4 Discuss the relationship between activity and health
2. Understand the risks of inactivity	2.1 Identify the negative impact of physical inactivity on health 2.2 Identify the costs of inactivity for the health service and wider economy
3. Know the key guidelines for physical activity	3.1. Identify the Chief Medical Officers guidelines for physical activity for individuals throughout the life course 3.2. Describe the dose-response relationship between physical activity and disease 3.3. Identify the indicators in the Public Health Outcomes Framework that relate to physical activity/inactivity 3.4. Identify how successfully the current physical activity guidelines are met in the UK
4. Understand how health inequalities are reflected in physical inactivity levels	4.1 Identify factors that contribute to the UK's health inequalities in physical inactivity 4.2 Describe potential action which could be taken to address health inequalities
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> The learner will be able to:	<b>Assessment Criteria</b> The learner can:
1. Know about differences in unit strengths	1.1 List alcoholic drinks 1.2 State the unit strength of different types of alcoholic drinks
2. Know about the effects that alcohol use may have on others	2.1 Describe reasons why people may misuse alcohol 2.2 Describe the effects that alcohol misuse may have on: <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• society</li> </ul>
3. Understand the health issues associated with alcohol misuse	3.1 Describe the psychological effects of alcohol misuse 3.2 Explain the effects of alcohol misuse on <ul style="list-style-type: none"> <li>• physical health</li> <li>• emotional health</li> </ul> 3.3 Describe the physical effects of withdrawing from alcohol 3.4 Describe the emotional effects of withdrawing from alcohol
4. Know about agencies offering help and information on alcohol misuse	4.1 List sources of help and information on alcohol misuse 4.2 Explain the differences between the identified sources of help and information
<b>Assessment</b>	Worksheet Presentation

<b>Learning outcomes</b> The learner will be able to:	<b>Assessment Criteria</b> The learner can:
1. Know the key UK statistics related to smoking	1.1. Describe the demographics of smokers in the UK, to include; <ul style="list-style-type: none"> <li>• % of population</li> <li>• Gender</li> <li>• Age</li> <li>• Regional smoking rates</li> <li>• Deaths related to smoking</li> </ul> 1.2. Identify the revenue earned from tobacco tax 1.3. Identify the cost smoking has on the NHS and stop smoking services
2. Understand the health implications smoking has on an individual	2.1. State the physical and psychological effects smoking has on the body 2.2. Identify the short, medium and long term health implications of smoking 2.3. Identify the risks posed to sexual health by smoking 2.4. Identify the risks of smoking during pregnancy
3. Understand the key components of tobacco products and the effects they have on the body	3.1. Identify substances and chemicals found in tobacco products 3.2. Describe the effects nicotine has on the body 3.3. Describe the effects tar has on the body 3.4. Describe the effects carbon monoxide has on the body 3.5. Identify the key signs of addiction 3.6. Describe common withdrawal symptoms
4. Know strategies and sources of information to assist in smoking cessation	4.1. Identify where credible information and advice on smoking cessation can be obtained 4.2. Identify methods and strategies for smoking cessation, to include; <ul style="list-style-type: none"> <li>• Nicotine replacement therapy (NRT)</li> <li>• Prescribed medications</li> </ul> 4.3. Identify the short, medium and long term benefits of smoking cessation
<b>Assessment</b>	Worksheets

<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the function of food	1.1 Describe the main functions of food 1.2 Describe the basic principles of digestion and absorption
2. Understand the relationship between food and health	2.1 Describe the concept of a balanced diet 2.2 Distinguish between two examples of different sorts of diets
3. Understand the basic principles of weight control	3.1 Describe an example of how weight can be controlled 3.2 Describe the links between exercise and weight control 3.3 Differentiate between different exercise sessions for weight control
4. Understand why a balanced diet is required to maximise performance	4.1 Describe why a balanced diet is required to maximise performance
5. Understand how to promote healthy eating	5.1 Describe a range of ways to promote healthy eating
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the role and importance of the Data Protection Act	1.1 Describe the purpose of the Data Protection Act 1.2 Outline the main components of the Data Protection Act 1.3 Identify the scope of the Data Protection Act 1.4 Explain the outcomes of failing to comply with the Data Protection Act
2. Know how to comply with the Data Protection Act	2.1 Explain how the Data Protection Act applies to their current or desired job role 2.2 Identify the responsibilities of individuals and organisations within the Data Protection Act 2.3 Describe a process for data management that complies with the Data Protection Act 2.4 Describe a system for storage and retrieval of data in all media forms that is compliant with Data Protection Act 2.5 Identify the need for documentary evidence to demonstrate compliance with the Data Protection Act 2.6 Describe the process for reporting an incident relating to breach of the Data Protection Act
3. Understand the role and importance of information governance	3.1 Summarise the concept of information governance 3.2 List the key components of information governance 3.3 Identify how information governance relates to their current or desired job role 3.4 Describe how the Data Protection Act and penalties for non-compliance apply to information governance
4. Know how to comply with the regulations of information governance	4.1 Identify the core components of an information governance policy 4.2 Recognise situations in which an infringement of information governance may occur 4.3 Describe measures for preventing infringements of an information governance policy 4.4 Describe the correct course of action to take in the event of a violation of an information governance policy
5. Understand the principles of the Freedom of Information Act	5.1 Define the scope of the Freedom of Information Act 5.2 Identify when information may be subject to the Freedom of Information Act 5.3 Outline the process for compliance with a Freedom of Information Act request 5.4 Identify situations in which a Freedom of Information Act request may lawfully be rejected
6. Know the systems and responsibilities for data management when organisations collaborate to provide services	6.1 Describe the responsibilities of individual organisations that hold personal data 6.2 Identify the levels of security that apply to different types of data 6.3 Describe the types of data that can be transferred between organisations and the lawful processes for doing so 6.4 Identify credible sources information that are accessible for research purposes 6.5 Identify the person(s) in organisations that are responsible for and can give professional advice on data management
7. Know how to analyse and report on collected data in a way that complies with the Data Protection Act and information governance policy	7.1 Identify the personal information which can be legitimately be collected 7.2 Identify methods for recording and storing personal information that comply with the Data Protection Act and information governance policy 7.3 Describe how to anonymise personal information for reporting purposes 7.4 Identify the information that can be reported upon within an organisation 7.5 Identify the information that can be reported upon to partner organisations involved in collaborative projects 7.6 Identify the information that can be reported upon publicly 7.7 Describe methods for analysing information 7.8 Describe methods for presenting information, to include; <ul style="list-style-type: none"> <li>• Visual</li> <li>• Statistical</li> <li>• Written documents</li> <li>• Verbal presentations</li> <li>• Multimedia presentations</li> </ul>

<b>Assessment</b>	Worksheet
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Unit 7 M/504/6197 Level: 2 Credit Value: 1

Unit Title: Understanding mental health and well-being

<b>Learning outcomes</b> The learner will be able to:	<b>Assessment Criteria</b> The learner can:
1. Understand own attitudes and beliefs about mental health and well-being	1.1 Assess own beliefs about mental health and mental illness 1.2 Assess own level of awareness about mental health and well-being 1.3 Outline the impact that negative attitudes and behaviours of others may have on the mental health and well-being of individuals
2. Know how the theoretical models used to describe mental health and well-being are applied	2.1 Outline the theoretical models that are used to describe mental health and well-being 2.2 Describe how the theoretical models are applied 2.3 Describe the main features of the following mental health conditions: <ul style="list-style-type: none"> <li>• Stress</li> <li>• Anxiety</li> <li>• Depression</li> <li>• Bipolar disorder</li> <li>• Schizophrenia</li> </ul>
3. Understand how mental health and well-being can be improved	3.1 Describe how environmental, social and emotional/cognitive factors can impact on and protect mental health and well-being 3.2 Identify the 'Five Ways to well-being'
4. Be able to identify opportunities to improve the mental health and well-being of individuals or populations	4.1 Identify opportunities and facilities for mental health and well-being improvement in a community for each of the 'Five ways to well-being' elements 4.2 Identify informal opportunities for mental health and well-being improvements for each of the 'Five ways of well-being' elements 4.3 Outline how these facilities and opportunities may benefit the mental health and well-being of the individual
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
<p>1. Know different psychological theories and behaviour change approaches that can be used to support health and well-being</p>	<p>1.1. Recognise psychological theories of behaviour change, to include:</p> <ul style="list-style-type: none"> <li>• Transtheoretical model</li> <li>• Person-centred (Carl Rogers)</li> <li>• Self-determination theory</li> <li>• Motivational interviewing (Rollnick and Miller)</li> <li>• CBT (Beck and Ellis)</li> <li>• Biopsychosocial</li> </ul> <p>1.2 Describe the key features of different approaches to facilitating behaviour change which support health and well-being, to include:</p> <ul style="list-style-type: none"> <li>• Transtheoretical model (Prochaska and Diclemente) e.g. stage-matched approaches</li> <li>• Person-centred (Carl Rogers) – empathy and congruence/genuineness (attitude more than skills)</li> <li>• Motivational interviewing (Rollnick and Miller, MINT) e.g. Resisting the righting reflex, OARS, recognising change and sustain talk, evocative questioning</li> <li>• CBT (Beck and Ellis) NATS, schema</li> <li>• Biopsychosocial – Perception of pain, fear avoidance, social support/sabotage</li> <li>• Facilitated self-help in groups</li> </ul>
<p>2. Understand the role of the facilitator in supporting health and well-being</p>	<p>2.1. Describe the role of the facilitator in supporting lifestyle change(s) for health and well-being</p> <p>2.2. Recognise role boundaries and when to refer or signpost to other professionals e.g. smoking cessation, alcohol addiction counselling, dietitian, counsellor (GAD, depression)</p> <p>2.3. Explain the three stages of a behaviour change facilitation session, as:</p> <ul style="list-style-type: none"> <li>• Opening</li> <li>• Middle</li> <li>• Ending/or closing</li> </ul> <p>2.4. Explain the communication skills that can be used by a facilitator, to include:</p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>2.5. Identify the impact of diversity, difference and other factors that may influence the helping relationship, to include:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Rank</li> <li>• Challenging situations</li> <li>• Roles e.g. Rescuer, persecutor, victim</li> <li>• Game dynamics e.g. yes, but</li> <li>• Health inequalities</li> <li>• Socioeconomic factors</li> </ul> <p>2.6 Recognise the purpose of maintaining relevant, accurate and up-to-date records, 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 e.g. risk of harm</li> </ul> <p>2.7 Explain the purpose of reflective practice for developing behaviour change facilitation skills</p>



<p>3. Be able to demonstrate effective helping skills</p>	<p>3.1. Provide an effective opening phase in a helping session, to include:</p> <ul style="list-style-type: none"> <li>• Creating a suitable environment</li> <li>• Identifying available help</li> <li>• Confidentiality</li> <li>• Boundaries</li> <li>• Length and duration</li> <li>• Signposting</li> <li>• Determining and setting of expectations</li> </ul> <p>3.2. Provide an effective main phase in a helping session, to include:</p> <ul style="list-style-type: none"> <li>• Recognising skills in action</li> </ul> <p>3.3. Demonstrate effective consultation/ helping skills, to include:</p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>3.4. Provide an effective closing phase to a helping session, to include:</p> <ul style="list-style-type: none"> <li>• Appropriate time</li> <li>• Sensitivity to needs</li> <li>• Signpost and/or link to future work</li> </ul>
<p>4. Be able to facilitate group discussions about a range of health behaviours</p>	<p>4.1. Set expectations and boundaries for group discussions, to include:</p> <ul style="list-style-type: none"> <li>• Timekeeping</li> <li>• Mobile phones</li> <li>• One voice at a time</li> <li>• Confidentiality</li> <li>• Listening to others</li> <li>• Withholding judgement</li> <li>• Respecting opinions different to one's own</li> <li>• Keeping discussion relevant to the purpose of the session</li> </ul> <p>4.2. Introduce discussion topics clearly and confidently to a group</p> <p>4.3. Present facts about health-related topics in an engaging manner using visual aids and other resources when appropriate</p> <p>4.4. Use tools that facilitate focused discussion, to include:</p> <ul style="list-style-type: none"> <li>• Idea generation using a flip chart</li> <li>• Hypothetical scenarios or case studies</li> <li>• Anonymised anecdotes or stories</li> <li>• Images</li> <li>• Movie clips</li> <li>• Objects</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul> <p>4.5. Demonstrate effective consultation skills in a group context, to include:</p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>4.6. Summarise and close discussions to reinforce key points pertaining to the session purpose without alienating any members of the group</p>

<p>5. Be able to reflect on own practice</p>	<p>5.1 Evaluate the effectiveness of each stage of the session</p> <p>5.2 Recognise different tools and techniques used through the session e.g. eliciting change talk, negative automatic thoughts (NATs), motivation, readiness</p> <p>5.3 Evaluate the effectiveness of own consultation/helping skills, to include:</p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>5.4 Evaluate the effect of the consultation /helping skills, on the rapport and relationship with the client</p> <p>5.5 Identify sources of information and training to develop own skills and knowledge</p>
<p><b>Assessment</b></p>	<p>Worksheet Observation Self-evaluation</p>

<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the principles of fitness	1.1 Define the components of total fitness, to include: <ul style="list-style-type: none"> <li>• Physical fitness</li> <li>• Mental and emotional fitness</li> <li>• Medical fitness</li> <li>• Nutritional fitness</li> <li>• Social fitness</li> </ul> 1.2 Define the concept of health 1.3 Describe the components of health-related fitness to include: <ul style="list-style-type: none"> <li>• Cardiovascular Fitness</li> <li>• Muscular Strength</li> <li>• Muscular Endurance</li> <li>• Flexibility</li> <li>• Body Composition</li> </ul> 1.4 Describe the components of skill-related fitness to include: <ul style="list-style-type: none"> <li>• Speed</li> <li>• Power</li> <li>• Reaction Time</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> 1.5 Describe the principles of training to include: <ul style="list-style-type: none"> <li>• Specificity</li> <li>• Progression</li> <li>• Overload</li> <li>• Reversibility</li> <li>• Type</li> </ul> 1.6 Give examples of how a range of activities and environments can be adapted using the principles of training
2. Understand the health benefits of physical activity	2.1 Describe the physiological benefits of activity sessions 2.2 Describe the psychological and social benefits of participating in activity sessions
3. Understand the importance of healthy eating	3.1 Describe the national food model/guide 3.2 Describe key healthy eating advice that underpins a healthy diet 3.3 Explain the importance of adequate hydration 3.4 Explain the dietary role of the key nutrients 3.5 Identify the common dietary sources of the key nutrients 3.6 Explain the health risks of poor nutrition
4. Understand how to promote an active healthy lifestyle	4.1 Describe the role of an activity leader 4.2 Describe how to promote the benefits of an active, healthy lifestyle, to include: <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Lifestyle advice</li> </ul> 4.3 Identify opportunities for individuals to participate in physical activities 4.4 Describe how to sign post individuals who wish to participate in physical activities 4.5 Describe potential barriers to participation 4.6 Identify strategies to overcome barriers and support individuals to enable participation and lifestyle change
<b>Assessment</b>	Worksheet Assignment

<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the principles of safeguarding and protecting children and young people	1.1 Describe what is meant by safeguarding, protecting and promoting the welfare of children and young people 1.2 Identify the principles that underpin safeguarding and protecting children and young people 1.3 Describe best practice for safeguarding and protecting children and young people
2. Understand how to implement key principles of safeguarding children and young people	2.1 Describe how to communicate effectively with children and young people 2.2 Describe how to establish rapport and respectful relationships with children, young people, their families and carers 2.3 Describe how to ensure all children and young people are treated fairly 2.4 Describe how to implement duty of care in the safeguarding of children and young people
3. Understand how to recognise indicators of child abuse and neglect	3.1 Identify the different types of child abuse or neglect 3.2 Identify the indicators of child abuse or neglect 3.3 Explain how to be alert to potential indicators of child abuse or neglect 3.4 Explain how to be alert to risks which individual abusers, or potential abusers may pose to children and young people
4. Understand how to respond to reports or suspicion of child abuse and neglect	4.1 Describe the procedures to follow when concerned that a child or young person may be being abused 4.2 Describe the procedures to follow when concerned that someone may pose a risk to a child, young person or children generally 4.3 Explain the importance of sharing information regarding child abuse and neglect 4.4 Explain the importance of maintaining confidentiality in relation to child abuse and neglect 4.5 Describe the procedure to follow if a report of child abuse and/or neglect is made 4.6 Describe what to do when experiencing barriers to reporting child abuse and neglect. 4.7 Identify organisational policies and procedures for safeguarding and protecting children and young people
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Know their rights and responsibilities under the anti-discrimination legislation	1.1 Describe their rights and responsibilities under the anti-discrimination legislation 1.2 Outline the rights and responsibilities of employers under the anti-discrimination legislation 1.3 Describe the benefits of an equality and diversity policy
2. Understand equality and diversity within their community	2.1 Give an overview of the diversity of people within their local community 2.2 Describe ways in which people can be discriminated against 2.3 Explain the difference between direct and indirect discrimination 2.4 Provide examples of direct and indirect discrimination 2.5 Explain the term prejudice 2.6 Explain stereotyping and how it can affect: <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Groups</li> </ul> 2.7 Explain why people stereotype 2.8 Give examples of how people stereotype 2.9 Explain how stereotyping puts people at a disadvantage 2.10 Describe incidents that would be classified as bullying or harassment 2.11 Explain how commitment to equality and diversity is demonstrated and promoted in the community
3. Understand how equality and diversity affects individuals and organisations	3.1 List the advantages of working in an open and accepting workplace 3.2 Describe how people could be treated unfairly in the workplace as part of: <ul style="list-style-type: none"> <li>• The recruitment process</li> <li>• Promotion opportunities</li> <li>• Job roles and associated benefits</li> </ul> 3.3 Describe how people could be treated unfairly in the community 3.4 Describe the procedure for dealing with alleged remarks of racism 3.5 Explain the employer's responsibilities for equality and diversity 3.6 Explain the benefits of an equal and diverse: <ul style="list-style-type: none"> <li>• Workplace</li> <li>• Community</li> </ul>
4. Understand how to support equality and diversity	4.1 Describe how to establish rapport and respectful relationships with adults, children and young people in their local community 4.2 Give examples of how to work in a way that respects other's beliefs, needs and preferences and does not discriminate
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand child behaviours	1.1 Describe the concept of nature and nurture 1.2 Identify different types of child behaviour 1.3 Describe how child behaviours are influenced by crisis according to Erikson 1.4 Summarise Bowlby's Secure Base and Attachment Theories
2. Understand how children learn	2.1 Identify the stages of cognitive development 2.2 Describe a child's thought processes to include: <ul style="list-style-type: none"> <li>• Lack of reversibility</li> <li>• Centration</li> <li>• Egocentric</li> </ul> 2.3 Describe the major types of child learning <ul style="list-style-type: none"> <li>• Classical conditioning</li> <li>• Operant conditioning</li> <li>• Observational learning</li> </ul>
3. Understand how to influence child behaviour through coaching	3.1 Describe a range of coaching techniques to manage child behaviour 3.2 Give examples of how to use coaching techniques for a range of learning types
4. Understand a variety of behavioural disorders	4.1 Identify a range of physical and behavioural disorders 4.2 Recognise the potential signs of behavioural disorders 4.3 Describe a range of coaching skills to manage behavioural disorders
5. Understand how to manage child behaviour	5.1 Describe how to manage expected vs. desired behaviour 5.2 Describe how to use behaviour modification techniques 5.3 Describe how to use positive intervention strategies 5.4 Describe strategies for dealing with individual's inappropriate behaviour 5.5 Describe strategies for dealing with inappropriate group behaviour
<b>Assessment</b>	Worksheet

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