

Qualification Guidance Syllabus

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Active IQ Level 3 Award in Facilitating Behaviour Change for Health and Wellbeing (QCF)

Qualification Accreditation Number:
601/2038/1 (QCF)

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Introduction

The Active IQ Level 3 Award in Facilitating Behaviour Change for Health and Wellbeing (QCF) is at level 3 on the Qualifications and Credit Framework.

Guided learning hours: 37 Notional learning hours: 50 Credit: 5

Minimum credit to be achieved at or above the level of the qualification	5
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
- Health Care Professionals

Aim:

To provide learners with the knowledge and skills to:

- be able to facilitate behaviour change for health and wellbeing

Objectives:

To provide learners with the knowledge and skills to be able to:

- understand different psychological theories and behaviour change approaches that can be used to support health and well being
- understand the role of the facilitator in supporting health and wellbeing
- demonstrate effective helping techniques
- facilitate group discussions about a range of health behaviours
- reflect on their own practice

Progression

This qualification provides progression on to:

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

Links to National Occupational Standards

There are links to:

- Instructing Physical Activity and Exercise

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 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 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 (QCF) (PTTLS)
- Level 3 Award in Education and Training (QCF)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (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 (QCF) or
- Level 3 Award in Assessing Vocationally Related Achievement (QCF) or
- Level 3 Award in Assessing Competence in the Work Environment (QCF) or
- Level 3 Certificate in Assessing Vocational Achievement (QCF), or
- 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 (QCF)
or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
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.

Qualification Structure

This qualification comprises of one mandatory unit.

Mandatory Unit

Unit	Unit accreditation number	Level	Credits	
1	Facilitating behaviour change for health and wellbeing	Y/505/2933	3	5

Successful achievement of the one mandatory unit must be achieved for the full qualification.

Learning outcomes The learner will:	Assessment criteria The learner can:
<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"> • Transtheoretical model • Person-centred (Carl Rogers) • Self-determination theory • Motivational interviewing (Rollnick and Miller) • CBT (Beck and Ellis) • Biopsychosocial <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"> • Transtheoretical model (Prochaska and Diclemente) e.g. stage matched approaches • Person-centred (Carl Rogers) – empathy and congruence/genuineness (attitude more than skills) • Motivational interviewing (Rollnick and Miller, MINT) e.g. Resisting the righting reflex, OARS, recognising change and sustain talk, evocative questioning • CBT (Beck and Ellis) NATS, schema • Biopsychosocial – Perception of pain, fear avoidance, social support/sabotage • Facilitated self-help in groups
<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, dietician, 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"> • Opening • Middle • Ending/or closing <p>2.4. Explain the communication skills that can be used by a facilitator, to include:</p> <ul style="list-style-type: none"> • Building rapport • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence <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"> • Power • Rank • Challenging situations • Roles e.g. Rescuer, Persecutor, Victim • Game dynamics e.g. yes, but • Health inequalities • Socioeconomic factors <p>2.6. Recognise the purpose of maintaining relevant, accurate and up-to-date records, to include:</p> <ul style="list-style-type: none"> • Consideration of legalities • Recording and storage • Transfer of information • Reporting issues falling outside of specific role boundaries e.g. risk of harm <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"> • Creating a suitable environment • Identifying available help • Confidentiality • Boundaries • Length and duration • Signposting • Determining and setting of expectations <p>3.2. Provide an effective main phase in a helping session, to include:</p> <ul style="list-style-type: none"> • Recognising skills in action <p>3.3. Demonstrate effective consultation/ helping skills, to include:</p> <ul style="list-style-type: none"> • Building rapport • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence <p>3.4. Provide an effective closing phase to a helping session, to include:</p> <ul style="list-style-type: none"> • Appropriate time • Sensitivity to needs • Signpost and/or link to future work
<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"> • Timekeeping • Mobile phones • One voice at a time • Confidentiality • Listening to others • Withholding judgement • Respecting opinions different to one's own • Keeping discussion relevant to the purpose of the session <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 focussed discussion, to include:</p> <ul style="list-style-type: none"> • Idea generation using a flip chart • Hypothetical scenarios or case studies • Anonymised anecdotes or stories • Images • Movie clips • Objects • Demonstrations • Group activities <p>4.5. Demonstrate effective consultation skills in a group context, to include:</p> <ul style="list-style-type: none"> • Engagement • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence <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"> • Building rapport • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence <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>Assessment</p>	<p>Two worksheets Observation Self-evaluation</p>

www.activeiq.co.uk



Westminster House, The Anderson Centre,
Ermine Business Park, Huntingdon, PE29 6XY

T: 01480 467950 F: 01480 456283
E: info@activeiq.co.uk