


Qualification Guidance Syllabus

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Level 2 Award in Working with Communities to Promote and Support
Active Healthy Lifestyles (QCF)

A photograph of a group of people, including men and women, in athletic wear, crouching in a starting position on a grassy field. The image is partially obscured by a large, semi-transparent grey circle that frames the text on the right.

Qualification Accreditation Number:
601/1009/0 (QCF)

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Level 2 Award in Working with Communities to Promote and Support Active Healthy Lifestyles (QCF)

Qualification Accreditation No: 601/1009/0 (QCF)

Introduction

The Active IQ Level 2 Award in Working with Communities to Promote and Support Active Healthy Lifestyles (QCF) is at level 2 on the Qualifications and Credit Framework.

Guided learning hours: 18 Notional learning hours: 30 Credit: 3

Minimum credit to be achieved at or above the level of the qualification	3
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 & Activity Instructors
- Community Workers
- Health Care Professionals

Aim:

- To provide learners with the knowledge and skills to be able to promote and support active healthy living in their community

Objectives:

- To provide learners with the knowledge to be able to understand health needs in different communities
- To provide learners with the knowledge to be able to promote and support physical activity and healthy living to meet local community needs
- To provide learners with the knowledge to be able to support individuals in making activity and lifestyle changes

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

Tutors, Assessors and Internal Verifiers

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

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

Assessor

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 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 (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.

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Qualification Structure

Learners must complete the one mandatory unit (3 credits)

Mandatory Unit

Unit	Unit Title	Level	Credits
1	Working with communities to promote and support active healthy lifestyles	Level 2	3 credits

Learning outcomes The learner will:	Assessment criteria The learner can:
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"> • physical activity • mental health • chronic health conditions • access to healthy food • sexual health • smoking • substance misuse 1.3. Recognise how the diverse demographics of different communities may impact on health to include: <ul style="list-style-type: none"> • socio-economic status • ethnicity • age range • gender • deprivation • prevalent health conditions 1.4 Identify sources for gathering up-to-date information about the local community, for example: <ul style="list-style-type: none"> • organisations • community projects • libraries • health and wellbeing boards (health boards in Wales) • local councils/ authorities • joint strategic needs assessment (JSNA)

<p>2. Know how to promote and support physical activity and healthy living to meet local community needs</p>	<p>2.1. Gather information to describe their local community setting, to include:</p> <ul style="list-style-type: none"> • demographics • available support and opportunities • relevant organisations/partners <p>2.2 Identify the role of activity and healthy living in addressing health priorities in the local community</p> <p>2.3. Describe potential barriers to participation in physical activity and healthy living for the community</p> <p>2.4. Identify strategies to overcome barriers and support communities to enable participation and lifestyle change</p> <p>2.5. Recognise interventions to support active healthy lifestyles in the community, to include:</p> <ul style="list-style-type: none"> • physical activity • healthy eating • lifestyle advice <p>2.6 Describe methods to engage the community and promote healthy lifestyles, to include the use of:</p> <ul style="list-style-type: none"> • social marketing • the internet • community environments • networking <p>2.7. Identify opportunities and local resources to support active healthy lifestyles and behaviour change in the community, to include:</p> <ul style="list-style-type: none"> • partner organisations • funding sources (commissioning bodies; sports councils; community grants) • signposting services • activity programmes • healthy living programmes <p>2.8. Recognise the roles and responsibilities of different partners working within the community, to include:</p> <ul style="list-style-type: none"> • general practitioner • community mental health team • clinical commissioning groups (CCG) (funding sources) • dietician • exercise professionals • other services, e.g. financial, housing, charities etc <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"> • making connections • barriers and strategies to overcome <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>
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<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"> • building rapport and relationship, to include: <ul style="list-style-type: none"> • barriers and how to overcome these • establishing ground rules and boundaries • environments for consultation • open questioning (O) • active listening (A) • reflective statements (R) • summarising (S) • person centred working <p>3.2 Identify appropriate strategies to help individuals towards:</p> <ul style="list-style-type: none"> • recognising behaviours affecting their health (e.g. information leaflets) • identifying changes to improve their health (e.g. personal health plan) • recognising their readiness to change (decisional balance; OARS) • recognising barriers to change (change and sustain talk; relapse prevention; OARS) • building confidence and motivation (SMART goal setting; OARS) • developing autonomy (person centred core conditions; OARS, change and sustain talk) <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"> • consideration of legalities • recording and storage • transfer of information • reporting issues falling outside of specific role boundaries • project evaluation, funding and sustainability
<p>Assessment</p>	<p>Three worksheets Case study</p>

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