



Qualification
Guidance
Syllabus

Level 2 Certificate in Leading Health-Related Activity Sessions

Qualification
Accreditation Number:
601/3891/9
Version AIQ005048

Active iQ

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Level 2 Certificate in Leading Health-Related Activity Sessions

Qualification Accreditation No: 601/3891/9

Course Code: Q2C-HRA-14

Introduction

The Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions is at level 2 on the Regulated Qualifications Framework.

Guided learning hours: 107

Total Qualification Time: 150

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 14+
- School leavers and those returning to education
- Those considering a career in the sport and recreation industry
- Those wishing to be activity leaders
- Those wishing to improve their knowledge of delivering activity sessions
- Please note that:
 - under Section 96 of the Learning and Skills Act 2000 it is a requirement that all pre-16 learners must be supervised by an adult whilst leading activity sessions
 - 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved the qualification

Aim:

To provide learners with the knowledge and skills to:

- Plan, prepare and deliver safe and effective activity sessions for a group of participants.

Objectives:

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

- promote safety during activity sessions, identify and deal with hazards and reduce risks in the activity environment
- plan activity sessions which develop health and fitness
- prepare and deliver activity sessions which develop health and fitness
- review the effectiveness of the activity session
- action plan for future sessions

Progression:

This qualification provides progression on to:

- Fitness and Activity Leader qualifications e.g. Active IQ Level 2 Certificate in Fitness Instructing
- Active IQ Level 2 NVQ in Activity Leadership

Links to National Occupational Standards

There are links to:

- Activity leadership NOS
- Sports coaching NOS
- Instructing exercise and fitness NOS
- Leisure operations NOS
- Promoting physical activity NOS
- Sport and active leisure NOS

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 (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 or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement , 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 or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice 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.

Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions**Qualification Accreditation Number: 601/3891/9****Qualification Structure**

Learners must complete the three mandatory units (15 credits).

Mandatory Units

Unit		Unit accreditation number	Level	Credits
1	Promoting healthy lifestyles and physical activity	A/506/5884	2	4
2	Planning an activity session	F/506/5885	2	5
3	Delivering an activity session	J/506/5886	2	6

Successful achievement of all three mandatory units must be achieved for the full qualification.

Unit 1 A/506/5884 **Level: 2** **Credit Value: 4**
Unit Title: Promoting healthy lifestyles and physical activity

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of fitness	1.1 Define the components of total fitness, to include: - Physical fitness - Mental and emotional fitness - Medical fitness - Nutritional fitness - Social fitness 1.2 Define the concept of health 1.3 Describe the components of health-related fitness to include: - Cardiovascular Fitness - Muscular Strength - Muscular Endurance - Flexibility - Body Composition 1.4 Describe the components of skill-related fitness to include: - Speed - Power - Reaction Time - Coordination - Balance - Agility 1.5 Describe the principles of training to include: - Specificity - Progression - Overload - Reversibility - Type 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: - Physical activity - Healthy eating - Lifestyle advice 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
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the health and safety requirements for activity sessions	1.1 Identify the types of hazards that can occur during activity sessions 1.2 Describe the procedures for dealing with identified hazards 1.3 Describe the importance of health screening prior to delivering an activity session 1.4 State the levels of personal competence and the types of qualifications needed to lead specific activity sessions 1.5 Describe the procedures that need to be put in place for dealing with emergencies in: • The outdoors • Within a leisure facility • Within a privately hired facility
2. Understand how to safeguard and protect children and vulnerable adults	2.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults 2.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people 2.3 List the types of abuse 2.4 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures 2.5 Outline what to do if concerned about possible abuse
3. Understand how to plan activity sessions	3.1 Describe the components of an activity session to include: • Warm-up activities • Main activity • Cool-down activities 3.2 Identify the factors which will affect the planning of an activity session 3.3 Describe how to incorporate the rules and techniques required for the activity session
4. Plan an activity session	4.1 Describe the aims of the activity session. 4.2 Describe the rules and/or techniques involved in activity sessions. 4.3 Plan a safe and effective session to include: • Warm-up activities • Main activity • Cool-down activities 4.4 Describe the situations where you may have to put a contingency plan in place. 4.5 Describe the importance of finding out about participants' previous experience. 4.6 Describe specific circumstances when it would be necessary to intervene in the activity session
Assessment	Worksheet Health and safety checklist Session plan introduction Session plan

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to prepare for an activity session	1.1 Prepare themselves for the activity session 1.2 Prepare the equipment and environment for the planned activity session 1.3 Carry-out pre-activity screening
2. Be able to deliver a safe and effective activity session	2.1 Describe the aims and content of the activity session 2.2 Explain the rules and techniques required for the activity session 2.3 Lead safe and effective warm-up activities 2.4 Lead a safe and effective main activity 2.5 Lead safe and effective cool-down activities
3. Be able to manage participants during an activity session	3.1 Communicate clearly with participants according to their needs 3.2 Motivate participants appropriately 3.3 Give clear and supportive feedback to participants 3.4 Gain feedback from participants about the activities 3.5 Respond appropriately to participant's feedback and questions about the activities 3.6 Demonstrate balancing the needs of individual participants with those of the group 3.7 Demonstrate how to reinforce safe and effective movement technique during the activity session
4. Bring the activity session to an end	4.1 Prepare the participants to finish their activities 4.2 Feedback to participants to include: • Feedback on performance • Information on future sessions 4.3 Oversee participants' safe and orderly departure from the activity session 4.4 Leave equipment and facilities in an orderly fashion following an activity session
5. Be able to evaluate the activity session	5.1 Review the safety and effectiveness of the session 5.2 Review how motivational the session was for the participants 5.3 Identify the changes/adaptations that could be made to the activity sessions 5.4 Complete an evaluation of the session 5.5 Prepare an action plan for improvement and/or progression of future sessions
Assessment	Summative observed session Session self-evaluation

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