



Qualification
Guidance

Level 1 Award in Fitness and Physical Activity

Qualification
Accreditation Number:
601/4120/7
Version AIQ004508

Active iQ

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Introduction

The Active IQ Level 1 Award in Fitness and Physical Activity is at level 1 on the Regulated Qualifications Framework.

Guided learning hours: 60

Total Qualification Time: 90

Credit: 9

Minimum credit to be achieved at or above the level of the qualification:

8

Requirement 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.

Qualification Outline

Target Learners:

- Learners aged 14+

Aim:

To provide learners with an introduction to:

- The principles of exercise and fitness.
- The health and fitness industry.
- Healthy eating.

Objectives:

To provide learners with the knowledge and skills to:

- Understand the principles of fitness.
- Understand the fitness industry.
- Be able to participate in physical activity.
- Be able to assist in the delivery of an exercise and fitness programme.
- Understand the principles of healthy eating.

Progression

This qualification provides progression on to:

- Fitness and Activity Leader qualifications e.g. Active IQ Level 2 Certificate in Fitness Instructing or the Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions.
- Active IQ Level 2 Certificate in Promoting Community Health and Wellbeing.

Links to National Occupational Standards (NOS)

There are links to:

- Exercise and Fitness 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.
- 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) are achieved.

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Qualification Structure

The learner must complete the three Mandatory units from Group A (6 credits), a minimum of 1 credit from Group B and 2 credits from Group C to make up a minimum of 9 credits in total for the full award.

Mandatory Group A

Unit	Unit accreditation number	Level	Credits	
1.	Participate in physical activity in the fitness environment	K/600/9370	1	2
2.	Exercise and fitness knowledge	J/601/0011	1	2
3.	Exploring personal fitness	Y/601/0014	1	2

Group B

Unit	Unit accreditation number	Level	Credits	
4.	Assist in the delivery of an exercise session	J/600/4256	1	2
5.	Understanding the health and fitness industry	R/600/4566	Entry level 3	1

Group C

Unit	Unit accreditation number	Level	Credits	
6.	Heathy eating	K/502/3355	1	2
7.	Healthy eating in personal development	A/501/3994	2	2

Mandatory Group A

Unit 1 K/600/9370 **Level:** 1 **Credit Value:** 2

Unit Title: Participate in physical activity in the fitness environment

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Know the structure of a health-related exercise session	1.1 Explore the structure of a health-related exercise session 1.2 Demonstrate appropriate activities or exercises 1.3 Give examples of different exercises and activities
2. Understand the importance of safe and effective exercise technique	2.1 Identify good and poor exercise technique 2.2 Demonstrate good exercise technique
3. Know the skills and qualities required by a fitness instructor	3.1 List the skills and qualities needed by a fitness instructor to deliver a safe and effective exercise session. 3.2 Identify the skills and qualities of a fitness instructor
Assessment	An externally set, internally marked session overview An externally set, internally marked worksheet

Unit 2 J/601/0011 **Level:** 1 **Credit Value:** 2

Unit Title: Exercise and fitness knowledge

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Understand anatomy and physiology in the context of health-related exercise	1.1 Identify the structure and function of the body in relation to exercise and fitness 1.2 Identify the effects of exercise and fitness on systems of the body
2. Understand the components of physical fitness	2.1 Define health, exercise, physical activity and fitness and the differences between them 2.2 List the components of total fitness and physical fitness. 2.3 Define the principles of training
Assessment	An externally set, internally marked worksheet

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Be able to understand and use tests to determine levels of physical activity	1.1 Perform a variety of tests to determine current levels of physical fitness
2. Be able to plan and produce a Personal Exercise Programme (PEP)	2.1 Plan a Personal Exercise Programme (PEP) 2.2 Participate in and evaluate the PEP
Assessment	An externally set, internally marked Personal Exercise Programme (PEP)

Group B

Unit 4 J/600/4256 **Level:** 1 **Credit Value:** 2

Unit Title: Assist in the delivery of an exercise session

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Know the basic principles of leading a safe and effective exercise session	1.1 List the basic principles of leading a safe and effective exercise session
2. Be able to assist in leading a safe and effective exercise session	2.1 Demonstrate the skills required to assist in leading a safe and effective exercise session
Assessment	An externally set, internally marked worksheet An observation of assisting the delivery of an exercise session

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Know the features of the health and fitness industry	1.1 List the different places where fitness activities can take place 1.2 List the different reasons why people go to a fitness facility or leisure centre 1.3 List the different activities that can take place in a fitness facility or leisure centre
2. Know employment and career opportunities in the health and fitness industry	2.1 List the possible jobs available in the health and fitness industry 2.2 Identify the professional requirements of working in the health and fitness industry
3. Know the features of professional behaviour in the health and fitness industry	3.1 Outline the different aspects of being a professional health and fitness instructor 3.2 State what is needed to apply for a job 3.3 List a range of requirements that your employer must meet
Assessment	An externally set, internally marked worksheet

Group C

Unit 6 K/502/3355 Level: 1

Credit Value: 2

Unit Title: Healthy eating

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Understand the importance of maintaining a balanced diet	1.1 Describe why a balanced diet is important in leading a healthy lifestyle 1.2 Describe the impact of a poor diet on an individual's health 1.3 Identify the main food groups needed to maintain a balanced diet 1.4 Plan and make a balanced healthy meal or packed lunch
2. Understand the dietary needs of different groups	2.1 Identify two different groups that have specific dietary needs and describe what these needs are 2.2 Produce a healthy eating plan for one day for an individual with specific dietary needs
Assessment	An externally set, internally marked assignment

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Understand the importance of maintaining a balanced diet	1.1 Describe why a balanced diet is an important factor in leading a healthy lifestyle 1.2 Identify the main food groups needed by the human body for optimum health 1.3 Describe the characteristics of an unhealthy diet and of poor eating habits 1.4 Explain the impact of a poor diet on health and fitness 1.5 Produce a healthy eating plan for one week for own situation
2. Understand how media representations of body image may influence eating habits	2.1 Explain what is meant by 'body image' 2.2 Explain how and why the media portrayal of body image may impact negatively on an individual's health
3. Understand the dietary choices and needs of different groups	3.1 Explain how religion and culture can affect dietary choices and needs 3.2 Explain how to meet the nutritional needs of a person with a particular religious or cultural belief 3.3 Explain how certain factors may impact on dietary needs: a) a medical condition b) age c) gender d) occupation 3.4 Produce a healthy eating plan for one day for an individual with specific dietary needs
Assessment	An externally set, internally marked assignment

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