



Qualification
Guidance

Active IQ Level 2 Award in Leading Physical Activity for Adolescents

Qualification
Accreditation Number:
603/4112/9
Version AIQ005556

Active iQ

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Introduction

The Active IQ Level 2 Award in Leading Physical Activity for Adolescents is at Level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	13	Total qualification time:	32
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Entry requirements:

Learners must hold a Level 2 in one of the following:

- Certificate in Fitness Instructing,
- Certificate in Leading Health Related Activity Sessions; coaching qualification or equivalent. Learners will only be able to deliver sessions within their area of expertise.

It must be remembered that the Level 2 Award in Leading Physical Activity for Adolescents is part of the specialist populations suite of qualifications and cannot be completed without learners having successfully completed one of the entry requirements. Once completed, learners will only be able to deliver activities to adolescents within their area of expertise, for example, gym-based exercise (gym instructors or personal trainers), group training (group trainers or exercise-to-music instructors), coaching of a specific sport (sport-specific coach), multi-sports or physical activity (physical activity leader or multi-sports coach).

Qualification outline

Target learners:

- Learners aged 16+.
- Gym instructors.
- Group trainers.
- Physical activity leaders.
- Multi-sport coaches.

Purpose

The purpose of this qualification is to provide learners with the knowledge and skills needed to be able to programme safe and effective physical activities for adolescents, taking into account the physiological changes associated with their development and an understanding of the psychological and social issues faced by adolescents. Learners will cover:

- The specific anatomy, physiology and nutritional needs of adolescents and how they relate to physical activities, exercise and fitness.
- How to adapt physical activities and exercises for adolescents.
- How to plan, deliver and supervise safe and effective physical activity sessions to adolescents.
- The legal and professional requirements for working with adolescents.

Progression

This qualification provides progression on to:

- Further specialist qualifications at Level 2 and 3, for example:
 - Active IQ Level 2 Award in Mental Health Awareness.
 - Active IQ Level 2 Award in Safeguarding and Protecting Children and Vulnerable Adults.
- Apprenticeships within the active leisure sector.

Links to National Standards

There are links to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for:

- Gym instructor.
- Coach.
- Working with children.
- Safeguarding and protecting children.

Occupational competence statements for tutoring, assessing and internally 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 at least equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring, assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

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

Learners must complete the two mandatory units.

Mandatory units

Unit		Unit accreditation number	Level	GLH	TQT
1	Physical activity, health and development considerations for adolescents	J/617/4004	2	8	24
2	Programming safe and effective physical activity for adolescents	L/617/4005	2	5	8

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the stages of adolescent development	1.1 Describe the three stages of adolescence: <ul style="list-style-type: none"> • Early • Middle • Late 1.2 Summarise the characteristics of physical development in adolescents 1.3 Summarise the characteristics of mental and emotional development in adolescents
2. Know how to assess teenage obesity	2.1 Outline the national statistics in relation to teenage obesity 2.2 Calculate BMI for adolescents 2.3 Define the classifications for the following BMI ranges: <ul style="list-style-type: none"> • Underweight • Healthy weight • Overweight • Obese 2.4 State the benefits and limitations of using BMI for adolescents 2.5 State the consequences of ignoring teenage obesity

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the physiological changes and the effects of physical activity in adolescents</p>	<p>3.1 Describe bone growth</p> <p>3.2 List lifestyle factors that affect bone growth</p> <p>3.3 State the growth characteristics in adolescents</p> <p>3.4 State the potential effects of excessive training on adolescents</p> <p>3.5 Describe the common growth-related injuries, to include:</p> <ul style="list-style-type: none"> • Growth plate fractures • Severs disease • Osgood Schlatter’s disease • Osteochondritis • Scoliosis • Scheuermann’s disease <p>3.6 List ways of preventing growth-related injuries</p> <p>3.7 Differentiate between the cardiorespiratory system of an adult and an adolescent</p> <p>3.8 Describe the effects of physical activity on the cardiovascular system of an adolescent</p> <p>3.9 Differentiate between the endocrine and hormonal system of an adult and an adolescent</p> <p>3.10 Describe the implications of extended bouts of high-intensity training on an adolescent</p> <p>3.11 Describe the effects of physical activity on the endocrine and hormonal systems of an adolescent</p>
<p>4. Understand the mental health issues and psychosocial challenges faced by adolescents</p>	<p>4.1 Describe the causes and effects of teenage mental health issues, for example:</p> <ul style="list-style-type: none"> • Depression • Anxiety • Addictions <p>4.2 List the social issues that can affect adolescents, for example:</p> <ul style="list-style-type: none"> • Smoking • Drugs • Alcohol • Social media • Body image • Bullying • Technology/gaming <p>4.3 Identify the common causes of eating disorders</p> <p>4.4 Describe the signs of common eating disorders</p> <p>4.5 List the barriers that adolescents may have in leading an active lifestyle</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the nutritional needs of adolescents	5.1 Explain the importance of a balanced diet during adolescence 5.2 Identify important food sources to adolescent development and explain their value 5.3 Describe how adolescents typically develop poor eating habits 5.4 Explain the ways in which healthy eating can be encouraged
6. Understand the motivators and benefits of physical activity for adolescents	6.1 Describe the benefits of taking part in physical activities for an adolescent, to include: <ul style="list-style-type: none"> • Physiological benefits • Psychological benefits • Social benefits 6.2 Give examples of motivators that would encourage adolescents to take part in physical activities, to include: <ul style="list-style-type: none"> • Physiological motivators • Psychological motivators • Social motivators 6.3 Describe how the performance capabilities of adolescents are affected by their physical, mental, cognitive and emotional development 6.4 Give examples of how you would adapt physical activities for adolescents to reflect their performance capabilities
7. Understand how to encourage adolescents to adopt an active, healthy lifestyle	7.1 State the importance of promoting an active, healthy lifestyle 7.2 List ways in which adolescents can be inspired and motivated to become more active
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for leading physical activity sessions	1.1 State the relevant UN guidelines on the rights of children/adolescents 1.2 State the importance of maintaining professional boundaries when working with adolescents 1.3 Describe ways to maintain professional boundaries when working with adolescents, to include: <ul style="list-style-type: none"> • Safeguarding children and vulnerable young adults • Duty of care parental consent for those under 18 • Storing and sharing of personal data 1.4 Explain the insurance requirements when working as a physical activity professional
2. Understand the key legislation and organisational requirements for safeguarding and protecting children and vulnerable adults	2.1 State what is meant by safeguarding children and vulnerable young adults 2.2 Give examples of where to seek advice and support on safeguarding and protecting children and young people 2.3 Give examples of an organisation's policies and procedures related to safeguarding and protecting children and young people 2.4 Explain the importance of following an organisation's safeguarding policy and procedures 2.5 Explain their responsibility when implementing the organisation's safeguarding policy and procedures; and state who is responsible for safeguarding and protecting children and young people within an organisation
3. Know the current recommended physical activity guidelines for adolescents	3.1 State the current Chief Medical Officer's physical activity guidelines for adolescents 3.2 State the current best practice when delivering the following for adolescents: <ul style="list-style-type: none"> • Cardiovascular training • Strength training • Flexibility/mobility training • Motor skills training

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to assess the suitability of physical activities and exercises for adolescents	4.1 Describe the benefits of pre-exercise screening 4.2 List appropriate physical activity/fitness tests for adolescents 4.3 Explain the benefits and limitations of using fitness tests with adolescents 4.4 Give examples of suitable open-ended questions to ask adolescents in order to assess their current activity levels
5. Understand how to select suitable activities and equipment for the stages of adolescence	5.1 Give examples of activities and equipment for each stage of adolescence specific to own area of expertise 5.2 Describe how to maintain safe behaviour in a physical activity session 5.3 List the types of activity that should be avoided and explain the reason for this
6. Understand how to lead safe and effective physical activity sessions for adolescents	6.1 List the instructional qualities that are essential when working with adolescents 6.2 Describe how to teach a safe and effective physical activity session 6.3 Give examples of how to adapt one's teaching approach when working with adolescents
7. Be able to plan a safe, effective and inclusive physical activity/fitness session for adolescents	7.1 Identify appropriate aims for the session 7.2 Identify potential risks and hazards that may affect the safety of the participants 7.3 Select appropriate activities and equipment for the session and the participants 7.4 Identify appropriate teaching points, adaptations and progressions 7.5 Create an inclusive physical activity session plan suitable for adolescents, to include: <ul style="list-style-type: none"> • Warm-up • Main component • Cool-down
Assessment	Worksheet Assignment

Active IQ

Dryden House
St. Johns Street
Huntingdon
PE29 3NU

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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