



Qualification
Specification

Active IQ Level 2 Technical Specialist in Instructing Physical Activity for Children (Award)

Qualification
Accreditation Number:
610/4551/2
Version AIQ006712

Active iQ

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Introduction

The Active IQ Level 2 Technical Specialist in Instructing Physical Activity for Children (Award) is at level 2 on the Regulated Qualifications Framework (RQF). This qualification has been approved by IfATE, Ofqual and DfE to be recognised as an Additional Specialist Technical Qualification. This qualification builds on the outcomes within an occupational standard and enables an individual to specialise in an occupation having achieved the specialist qualification in addition to their attainment of outcomes set out in the standard.

Guided learning hours:	40	Total qualification time:	70
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Entry requirements:

- A suitable Level 2 fitness instructing qualification, for example:
 - Active IQ Level 2 Certificate in Gym Instructing.
 - Active IQ Level 2 Certificate in Group Training.
 - Active IQ Level 2 Certificate in Fitness Instructing.
- Some experience of supporting young children in physical activity may be useful.
- The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.
- 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+.
- Qualified fitness instructors wishing to widen their skills to offer physical activity for children.

Purpose

The purpose of this Additional Specialist Technical Qualification is to provide learners with an understanding of the legal and professional requirements of delivering physical activity to young children between the ages of 5-11 years old.

Learners are provided with an understanding of the key concepts surrounding planning, preparing, and delivering safe and effective physical activity sessions for children. Learners are also given an understanding regarding child safeguarding principles and effective instructional practices when leading physical activity sessions for children.

This qualification includes the essential knowledge and skills that are needed to meet the requirements of the physical activity sector's minimum standards for deployment.

Please note: for the purpose of this qualification when the term 'children' or 'child' is used, this can be assumed as referring to individuals aged between 5 and 11 years old, unless otherwise stated.

Learners who achieve this qualification will:

Understand:

- The legal, professional, and safeguarding requirements related to working with children.
- The current recommended physical activity guidelines for children.
- How to select suitable activities and equipment for children's activity sessions.
- How to lead safe and effective physical activity sessions for children.
- The principles of motivating children to adhere to exercise/physical activity.

Have demonstrated:

- How to plan a safe, effective, and inclusive physical activity session for children.
- How to prepare children and the environment for physical activity.
- How to deliver physical activity to children.
- How to conclude a session, obtain feedback and evaluate own practice.

Progression

This qualification provides progression to:

- Active IQ Level 2 Technical Specialist in Physical Activity and Exercise for Adolescents (Award).
- Active IQ Level 2 Technical Specialist in Instructing Circuit Training (Award).
- Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma).
- Active IQ Level 3 Technical Specialist in Sports Massage Therapy (Diploma).
- Apprenticeship in Personal Training.

Links to National Standards

There are links to:

- The Leisure Team Member Apprenticeship standard (ST0390).
- The Community Activator Coach Apprenticeship standard (ST0478).
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
- Learning and Development Requirements (LDR).

Occupational competence statements for tutors, assessors and internal verifiers

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 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) has been achieved.

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Qualification structure

Learners must complete the mandatory unit.

Unit	Unit accreditation number	Level	GLH	TQT	
1	Planning and instructing physical activity for children	F/650/9162	2	40	70

Assessment Design

The assessments for the Active IQ Level 2 Technical Specialist in Instructing Physical Activity for Children (Award) have been designed to ensure they are valid, fit for purpose and meet the requirements of a technical specialist qualification. We have focused on the reliability and validity of the assessments, to ensure that a learner who successfully completes this qualification is well placed to secure employment in roles related to this standard.

The assessments for this Additional Specialist Technical Qualification consist of the following:

Assessment	Assessment component title	Assessment method	Unit
1	Legal, professional, and safeguarding requirements	Knowledge assessment	Unit 1: Planning and instructing physical activity for children
2	Physical activity guidelines and selecting suitable activities		
3	Lead safe, effective and motivating physical activity		
4	Planning a safe, effective, and inclusive physical activity session for children	Assignment	
5	Instructing physical activity for children	Observation and questioning	
6	Evaluating own practice	Assignment	

Assessment methods

The following lists the assessment methods used in this qualification, with a description of how they are intended to work.

- **Knowledge assessment**

The knowledge assessments use a range of different question types to assess the learner's cognitive abilities, retention of knowledge and factual recall. The different types of questions include multiple choice, short answers, drag and drop into text and scenario-/video-based questions and answers. The different question types give learners an opportunity to demonstrate achievement in a range of different contexts, allowing learners to apply their knowledge in real-life scenarios linked to the qualification's purpose. Each knowledge assessment has a minimum pass mark of 70%.

- **Assignment**

These assessments use clearly constructed briefs/tasks and associated marking schemes to assess learners' cognitive abilities and/or practical competencies. This assessment method allows learners to demonstrate problem solving, analytical, research and planning skills. Each assignment has a minimum pass mark of 80% against a pre-set mark scheme.

- **Observation and questioning**

An observation assesses the learner's competence, skills and behaviour through the application of knowledge. This assessment method will also provide an opportunity for the learner to be assessed holistically across the standard.

The focus of the questioning will be on the knowledge, skills and behaviours that are assessed within the observation and in particular on criteria that the learner was unable to demonstrate competence in due to them not occurring naturally. Questions may also be on criteria that have been partially demonstrated during the observation. The purpose of the questions and answers session is not to re-assess criteria that the learner did not achieve as a result of not being competent.

The performance observed and responses to questions will be assessed holistically as part of this assessment method. This assessment is a valid way to assess the learner's knowledge, skills and behaviours in a real-life context, and suitably prepares the learner for the role and demands of a technical specialist in instructing water-based exercise. Observations are either pass or refer against set criteria.

Grading

To achieve this qualification, learners must achieve a pass in all of the assessments.

The overall grade for this qualification is **Pass/Refer**.

Unit 1 F/650/9162 **Level:** 2 **GLH:** 40 **TQT:** 70
Unit Title: Planning and instructing physical activity for children

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the legal, professional, and safeguarding requirements when working with children	1.1 State the importance of maintaining professional boundaries when working with children 1.2 Describe ways to maintain professional boundaries when working with children 1.3 Explain the insurance requirements when working as a physical activity and exercise professional 1.4 State what is meant by ‘child safeguarding’ 1.5 Give examples of organisations that provide advice and support in respect to child safeguarding and protection 1.6 Identify common policies and procedures related to child safeguarding and protection 1.7 Explain the importance of, and who is responsible for upholding an organisation’s safeguarding policy and procedures 1.8 Explain the process of effectively implementing child safeguarding policy and procedure as part of daily operation for an exercise professional	Maintain professional boundaries to include: <ul style="list-style-type: none"> • Safeguarding children • Duty of care, including parental consent • Storing and sharing of personal data

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Know the current recommended physical activity guidelines for children	2.1 Explain the benefits of physical activity and potential health risks of inactivity in relation to children 2.2 State the current recommended physical activity guidelines for children 2.3 Outline the importance of the different components of fitness and how each can be incorporated into a children’s physical activity session 2.4 Describe how to assess the readiness and ability of children to participate in a physical activity session	The different components of fitness may include: <ul style="list-style-type: none"> • Cardiovascular training • Muscular strength and endurance training • Plyometric/explosive training • Locomotor and motor skills training • Flexibility/mobility training
3. Understand how to select suitable activities and equipment for children’s activity sessions	3.1 Identify the different fundamental movement skills that are important in a child’s development 3.2 Relate the fundamental movement skills to a range of different activities suitable for a children’s physical activity session 3.3 Identify the types of equipment that may be used within a children’s physical activity session and how each item may contribute towards a specific activity objective or the development of physical attributes 3.4 List the types of activity that should be avoided in a children’s physical activity session and explain the reason(s) 3.5 Explain how to store and maintain children’s physical activity equipment to prevent damage and enhance long-term usability	Fundamental movement skills may include: <ul style="list-style-type: none"> • Locomotor <ul style="list-style-type: none"> • Crawling, walking, marching, skipping, running, and sprinting • Non-locomotor <ul style="list-style-type: none"> • Pushing, pulling, bending, twisting, and spinning • Explosive <ul style="list-style-type: none"> • Jumping, hopping, and striking • Balancing <ul style="list-style-type: none"> • Climbing, carrying, and single leg balance • Ball skills <ul style="list-style-type: none"> • Rolling, bouncing, throwing, catching, dribbling, passing, and kicking Types of equipment may include: <ul style="list-style-type: none"> • Variety of balls • Small activity beanbags • Benches/steps • Low foam balance beams • Pop-up tunnels

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
		<ul style="list-style-type: none">• Large foam blocks• Hula hoops• Small rubber rings (quoits)• Parachutes• Mats• Cones• Hurdles• Mini trampolines/rebounders• Jump sacks• Skipping ropes• Large pulling ropes• Stability balls/Space hoppers• BOSU balls• Resistance bands• Studio dumbbells• Medicine balls• Sandbags

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>4. Understand how to lead safe and effective physical activity sessions for children</p>	<p>4.1 Identify and describe the instructional qualities and principles that are necessary when working with children</p> <p>4.2 Explain how each component of the STEP (Space, Task, Equipment, People) framework can be used to deliver and adapt a children’s physical activity session</p> <p>4.3 Identify a range of health and safety risks related to instructing children’s physical activity</p> <p>4.4 Describe how to refer any health, safety, or welfare issues to the appropriate professional</p> <p>4.5 Describe how to teach a safe and effective physical activity session</p> <p>4.6 Describe how to maintain safe, friendly behaviour between children during a physical activity session</p> <p>4.7 Give examples of key questions/communications that may be needed when instructing children’s physical activity</p>	<p>Instructional qualities may include:</p> <ul style="list-style-type: none"> • Be child-centred • Build self-worth • Be inclusive • Prioritise play over practice • Emphasise foundational skills • Plan progressively • Apply creative coaching • Enjoy competition without a winning focus

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Understand the principles of motivating children to adhere to exercise/physical activity	5.1 Identify a range of common factors that intrinsically motivate children to participate in a physical activity session 5.2 List examples of motivational barriers to physical activity for children and explain ways to overcome them 5.3 Explain how to support and motivate children to take personal responsibility for their own fitness and to adhere to long-term physical activity behaviours	Factors that motivate children may include: <ul style="list-style-type: none"> • Play and fun • Social interaction with peers • Mastery of physical skills and abilities • Success and reward Motivational barriers may include: <ul style="list-style-type: none"> • The activity is perceived to be or considered boring • The activity is perceived to be or feels too difficult/hard • The potential risk of embarrassment appears high • Other fear or pain avoidance factors related to physical activity
6. Be able to plan a safe, effective, and inclusive physical activity session for children	6.1 Produce a children’s physical activity session summary 6.2 Produce a detailed plan for a safe and effective activity session for children 6.3 Plan a session that is inclusive and well-matched to the needs of different children 6.4 Identify methods/actions that will positively support the inclusion of children within a physical activity session 6.5 Identify when to intervene or cease participation within the physical activity session	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Be able to prepare children and the environment for physical activity	7.1 Set up the physical activity session making effective use of the activity environment 7.2 Identify and manage any potential hazards and safety risks and promptly action risk reduction solutions 7.3 Warmly welcome the children and communicate in a positive, upbeat manner to create interest regarding the activity session 7.4 Follow the correct procedure for registering the children's attendance 7.5 Verbally screen the children (or ask a parent/guardian) to check the child's readiness to participate 7.6 Explain the appropriate health and safety considerations to the children, parents, and carers 7.7 Briefly outline the purpose and structure of the activity session 7.8 Provide clear rules and information to help maintain safe participant behaviour throughout the session	Potential hazards to include: <ul style="list-style-type: none"> • Environmental conditions • Faulty equipment • Poor visibility • Trip hazards • Risk of falls • Impact risk • Injury risk Purpose and structure may include: <ul style="list-style-type: none"> • General session objectives • Training format • Phases of the activity/exercise session • Expected engagement of the participant/s

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>8. Be able to deliver physical activity to children</p>	<p>8.1 Introduce and instruct safe and effective activities, including safe and correct use of equipment</p> <p>8.2 Give clear/accurate instructions to the children appropriate to their age, needs, and level of experience</p> <p>8.3 Use supportive and motivational behaviour with children</p> <p>8.4 Communicate in a manner that is appropriate to the age of the children, is upbeat, encouraging, and instils a sense of fun</p> <p>8.5 Project voice with sufficient volume and pitch to be heard effectively within all relevant areas of the activity environment</p> <p>8.6 Instruct and demonstrate correct activity/exercise technique, checking the children’s understanding prior to performance</p> <p>8.7 Reinforce key instruction points to improve the children’s performance and encourage independence</p> <p>8.8 Provide instructional cues to appropriately guide children as they engage in physical activity</p> <p>8.9 Use appropriate teaching position to observe, correct, and support the children</p> <p>8.10 Monitor children’s total activity levels throughout the session to ensure they obtain beneficial physiological effects</p> <p>8.11 Monitor activity/exercise difficulty, volume, and intensity to ensure it matches the average level and ability of the group</p> <p>8.12 Adapt, progress, or regress the activities appropriately for the children when necessary</p>	<p>Instruct and demonstrate to include:</p> <ul style="list-style-type: none"> Name the activity State the purpose Explain how to perform the activity Demonstrate the activity Check understanding Invite participation <p>Monitoring activity/exercise difficulty may include:</p> <ul style="list-style-type: none"> Observations Activity drop-out/cessation Children’s feedback <p>Maintaining appropriate participant behaviour may include:</p> <ul style="list-style-type: none"> Establish clear, agreeable rules Emphasise activity safety requirements Early intervention against risk-taking behaviour Use an appropriate phased warning system

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
	8.13 Provide alternative options to the children when necessary 8.14 Gain feedback from the children to check understanding of their performance 8.15 Manage and maintain appropriate participant behaviour throughout the session 8.16 Manage the timings of the session effectively	
9. Be able to conclude a session, obtain feedback and evaluate own practice	9.1 Provide positive and constructive feedback to the children based on their performance 9.2 Obtain feedback from the children to understand their experience 9.3 Review how the instructional skills utilised within the session were effective for meeting children’s needs 9.4 Reflect on feedback obtained from children and/or parents, identifying strengths, and future improvements 9.5 Ensure that the environment is left clean, organised, and all equipment remains in good working order 9.6 Inform parents/carers if any accidents/injuries occurred and state the first aid actions taken 9.7 Record any near misses, accidents, or injuries in an appropriate, formal logbook	Instructional skills may include: <ul style="list-style-type: none"> • Activity instruction/coaching techniques • Motivational techniques • Communication methods • Inclusion methods
Assessment	Knowledge assessments Assignments Observation and questioning	

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