



Qualification
Guidance

Level 1 Award in Lifestyle Management

Qualification
Accreditation Number:
601/4121/9
Version AIQ004510

Active iQ

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Introduction

The Active IQ Level 1 Award in Lifestyle Management is at level 1 on the Regulated Qualifications Framework.

Guided learning hours: 35

Total Qualification Time: 75

Credit: 8

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:

- Lifestyle management.
- Leisure time.
- Healthy eating.

Objectives:

To provide learners with the knowledge and skills to:

- Understand the basic principles for managing health and lifestyle.
- Be able to plan for their own self-development.
- Understand how to make the best use of their leisure time.
- Be able to participate in a range of activities.
- 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 Well Being.

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

Learners must complete the three mandatory units (6 credits) from Group A and one unit (2 credits) from Group B. The overall credit for the award is 8 credits.

Mandatory Group A

Unit	Unit accreditation number	Level	Credits	
1	Lifestyle management	Y/600/4343	1	2
2	Developing self	K/502/0469	1	2
3	Making the most of leisure time	K/502/0651	1	2

Group B

Unit	Unit accreditation number	Level	Credits	
4	Healthy eating	K/502/3355	1	2
5	Healthy eating in personal development	A/501/3994	2	2

Mandatory Group A

Unit 1 Y/600/4343 **Level:** 1

Credit Value: 2

Unit Title: Lifestyle management

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Understand the basic principles for managing health and lifestyle.	1.1 Identify the basic principles for managing their own health and lifestyle. 1.2 Use the basic principles to manage their own health and lifestyle.
2. Know the risks of lifestyle choices on health and total fitness.	2.1 Identify the risks of lifestyle choices on health and total fitness. 2.2 Demonstrate personal responsibility for lifestyle choices.
Assessment	An externally set, internally marked worksheet

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Take an active role in their self-development	1.1 Describe personal strengths or abilities 1.2 Select an area for self-development 1.3 Explain why this area is important for their self-development
2. Be able to plan for their self-development	2.1 Prepare a plan for their identified area of self-development 2.2 List activities, targets and timelines for their self-development 2.3 Plan how to review progress towards achieving their targets 2.4 Work through the agreed plan
3. Review their self-development and plan for the future	3.1 Review their self-development plan 3.2 Suggest improvements and amendments to the plan 3.3 Explain how they will continue with their self-development in the future
Assessment	An externally set, internally marked worksheet

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1. Understand how to make the best use of their leisure time	1.1 Describe the benefits of participating in leisure activities 1.2 Describe a range of leisure activities available to them 1.3 Identify ways in which they can make the best use of their leisure time
2. Be able to participate in a range of activities	2.1 Make arrangements to take part in different leisure activities to include: a) a relaxing activity b) a challenging activity c) an activity which involves learning a new skill 2.2 Take part in the activities
3. Carry out a review of the activities they have tried	3.1 Describe their experiences of the activities 3.2 State their preference for one activity from those tried out and give reasons for this choice
Assessment	An externally set, internally marked worksheet

Group B

Unit 4 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 worksheet

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 worksheet

Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

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

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