



Qualification  
Guidance

# Active IQ Level 2 Award in Instructing Physical Activity for Children

This qualification is for delivery in Wales only.

Qualification  
Accreditation Number:  
**C00/4778/8**  
Version AIQ006307

**Active iQ**

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# Active IQ Level 2 Award in Instructing Physical Activity for Children

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## Introduction

The Active IQ Level 2 Award in Instructing Physical Activity for Children is at Level 2 in the QiW database which is owned and managed by Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales. **This qualification is for delivery in Wales only.**

<b>Guided learning hours:</b>	40	<b>Total qualification time:</b>	70
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<b>Credits:</b>	7
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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.
  - Certificate in Leading Health Related Activity Sessions; coaching qualification or equivalent.
- Some experience of working with children is 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 1.

It must be remembered that the Level 2 Award in Instructing Physical Activity for Children 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 children 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+.
- Qualified fitness instructors wishing to widen their skills to offer physical activity for children.
- Learners who are enrolled on active leisure apprenticeships in Wales.

### Purpose

The purpose of this qualification is to provide learners with the knowledge and skills to be able to plan, prepare and deliver safe and effective physical activity sessions for children aged 5–11 years and 11–15 years. Learners are also given an understanding of the legal and professional requirements, including safeguarding when leading physical activity sessions for children.

## **Progression**

This qualification provides progression on to:

- Active IQ Level 2 Award in Instructing Circuit Sessions.
- Active IQ Level 2 Award in Instructing Kettlebells.
- Active IQ Level 2 Award in Instructing Studio Cycling.
- Active IQ Level 3 Diploma in Personal Training.
- Active IQ Level 3 Diploma in Health and Fitness.
- Apprenticeships within the active leisure sector.

## **Links to National Standards**

The qualification is underpinned by the overarching professional standards for:

- Group training.
- Working with 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 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 one mandatory unit.

### Mandatory units

Unit	Unit accreditation number	Level	Credits
1	Planning and instructing physical activity for children	2	7

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for leading children's physical activity sessions	1.1 Explain the process and legal requirements of informed consent as it applies to children 1.2 Describe two legal responsibilities regarding record-keeping and client confidentiality and two ethical responsibilities regarding screening and recording information 1.3 Explain the insurance requirements and their importance when working as an instructor of physical activity to children 1.4 Explain the importance of maintaining professional boundaries when working with children
2. Understand the key legislation and organisational requirements for safeguarding and protecting children	2.1 State what is meant by safeguarding children 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 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 children	3.1 State the current Chief Medical Officer's physical activity guidelines for children 3.2 Outline the importance of and provide an example of how components of fitness can be incorporated into a children's physical activity session. Including: <ul style="list-style-type: none"> <li>• cardiovascular training</li> <li>• strength training</li> <li>• flexibility/mobility training</li> <li>• locomotor and motor skills training</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand how to select suitable activities and equipment for children's activity sessions	4.1 Give examples of activities suitable for children's activity sessions 4.2 List the types of activity that should be avoided and explain the reason for this 4.3 Explain the importance of safely storing and maintaining equipment
5. Understand how to lead safe and effective physical activity sessions for children	5.1 List the instructional qualities that are essential when working with children 5.2 Explain how each component of the STEP (Space, Time, Equipment, People) framework can be used to deliver and adapt a children's physical activity session 5.3 Describe how to teach a safe and effective physical activity session 5.4 Describe how to maintain safe behaviour in a physical activity session 5.5 Give examples of key questions/communications when instructing children's physical activity sessions
6. Understand the principles of motivating children to adhere to exercise/physical activity	6.1 Explain why it is important for children to take personal responsibility for their own fitness and motivation 6.2 Describe how to assist children to develop their own strategy for motivation and adherence to physical activity 6.3 List examples of typical barriers to physical activity that children have and explain ways to overcome them



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>7. Be able to plan a safe, effective and inclusive physical activity sessions for children for both age groups 5-11 and 11-15</p>	<p>7.1 Provide a session summary which includes:</p> <ul style="list-style-type: none"> <li>• first aid, registration and facility requirements</li> <li>• health and safety checks carried out prior to the session</li> <li>• identified risks and hazards in the children’s activity environment</li> <li>• a strategy to manage any risks and promote safety in the children’s activity environment</li> <li>• a summary of the session planned to include total time, number in group, staff/child ratios and average age of group</li> <li>• overview of the session including the aims of the session</li> <li>• information on how to manage behaviour</li> <li>• information on rules of session</li> <li>• information on component of fitness involved in the session</li> <li>• information on skills and techniques involved in the session</li> </ul> <p>7.2 Plan a safe and effective session that contains:</p> <ul style="list-style-type: none"> <li>• appropriate selection of activities based on group</li> <li>• safe and effective warm-up activities</li> <li>• a suitable intensity and duration</li> <li>• a warmup, main component and cool down</li> </ul> <p>7.3 Plan a session that includes:</p> <ul style="list-style-type: none"> <li>• suitable adaptations for individual participants needs/requirements</li> <li>• suitable adaptations for the most able participant/s</li> <li>• suitable adaptations for the least able participant/s</li> <li>• suitable adaptations/contingency planning for STEP (Space, Time, Equipment, People)</li> </ul> <p>7.4 Identify when to intervene in the activity session</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
8. Be able to prepare children for physical activity	8.1 Set up the activity session making effective use of the activity environment 8.2 Identify and manage any risks and hazards that affect the safety of the children and the programme in the activity environment 8.3 Welcome the children appropriately 8.4 Follow the correct procedure for registering the children's attendance 8.5 Verbally screen the children to check their readiness to participate 8.6 Explain the appropriate health and safety considerations to the children, parents and carers 8.7 Outline the purpose and structure of the session 8.8 Provide clear information to maintain safe behaviour management
9. Be able to deliver physical activity to children	9.1 Instruct/coach correct technique and safe use of equipment and activities 9.2 Give clear/accurate explanations to the children appropriate to the needs and level of experience of the children 9.3 Select and instruct safe and effective activities 9.4 Use supportive and motivational behaviour with the children 9.5 Communicate with the children in a way that is appropriate to their needs, is fun and motivates them to take part 9.6 Adapt the activities appropriately for the children when necessary 9.7 Give appropriate alternatives to the children when necessary 9.8 Monitor that children have been sufficiently active in taking part in the session in a safe manner 9.9 Use/ reinforce key instruction points to improve the children's performance and encourage independence 9.10 Use appropriate teaching positions to enable continued observation/correction of children 9.11 Gain feedback from the children to check understanding of their performance 9.12 Develop and maintain an atmosphere of fun and enjoyment 9.13 Manage the children's behaviour throughout the session 9.14 Project volume and pitch of voice effectively in the activity environment 9.15 Provide cueing to enable children to work to the structure and phrase of the music, where relevant 9.16 Manage the timings of the session effectively

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to bring a physical activity session to an end	10.1 Give constructive feedback to the children based on their activity experience 10.2 Gain feedback from the children as to how well their goals were met and how effective the planned activities were 10.3 Gain feedback from the children as to how effective their motivational and instructional styles were 10.4 Check that the environment and equipment was left in good order
11. Be able to reflect on providing physical activity sessions for children	11.1 Review how feedback was gathered from participants to review and evaluate practice 11.2 Provide examples of feedback provided by participants that they will use to review and evaluate their practice 11.3 Describe ways the session selected activities and equipment were safe and effective for meeting participants' needs 11.4 Describe ways to improve the choice of activities to better meet participants' needs 11.5 Describe ways in which a range of skills were effective for meeting participants' needs, including: <ul style="list-style-type: none"> <li>• instructional/coaching</li> <li>• motivational</li> <li>• communication</li> </ul> 11.6 Describe ways in which a range of skills could be improved to better meet participants' needs, including: <ul style="list-style-type: none"> <li>• instructional/coaching</li> <li>• motivational</li> <li>• communication</li> </ul>
<b>Assessment</b>	Worksheet Session plan and risk assessment Summative observation Self-evaluation

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