

SETTING THE STANDARDS FOR THE EUROPEAN HEALTH AND FITNESS SECTOR

'Healthy Lifestyle Promoter' Lifelong Learning Qualification



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I. Executive Summary

This document refers to the EuropeActive Sector Qualification Framework in Active Leisure. It is a description of learning outcomes required to promote healthy lifestyles in the European community.

The proportion of physically inactive citizens in the EU remains unacceptably high. 46% of EU citizens do not exercise or play sport at all (1). This might indicate that the message about the importance of physical activity (2) for an individual's health and wellbeing has still not got through to significant segments of the EU population. Many Europeans eat unhealthily and suffer chronically from stress (3). In the past 50 to 70 years, generations of us were not aware of the healthy living guidelines (4) research is giving us now. It's time for a knowledge update, not only for the consumer, but also for those who work with consumers in the areas of healthcare, physical activity and lifestyle.

To work toward a solution, more attention should be put into spreading the knowledge and understanding of what a healthier life represents. Therefore, it is necessary to implement an appropriate qualification for healthy lifestyle promotion.

The 'Healthy Lifestyle Promoter' qualification has been developed as part of the Erasmus plus project 'New Health Programme' (5). The main job purpose of the 'Healthy Lifestyle Promoter' is to inform individuals or communities on healthy lifestyle, using available tools and educational materials. He/she neither delivers nor prescribes exercise or healthy lifestyle interventions. He/she only signposts people to evidence-based recommendations and credible sources of information related to healthy lifestyle.

The 'New Health Programme' project aims to provide consumers, volunteers and professionals from physical activity and lifestyle organizations, with easily accessible and understandable knowledge and tools. These would include a newly developed 'Lifestyle Scan'¹, to promote physical activity, healthy eating, mental fitness and a healthy lifestyle. Thanks to this project, Healthy Lifestyle Promoters can use e-learning 'New Health Educational Materials'² and a free consumer healthy lifestyle platform, based on international guidelines for healthy living. In this way, the recommendations on a healthy mindset, exercise and eating will be known and applied in neighborhoods throughout Europe.

This qualification is purpose and outcome driven and is aligned with the health and fitness industry's main goal to get: **'More People, More Active, More Often'**.

¹ 'Lifestyle Scan' - a scan with which the most important lifestyle and health influences in the field of exercise, nutrition and mental health are mapped and given a weighting: unhealthy, neutral, healthy.

² 'New Health Educational Materials' - lifestyle and health educational material in the field of healthy exercise, healthy nutrition and mental well-being, developed within the New Health 2022 project, supported by the European Commission.

II. Technical Expert Group Members & External Consultation Experts

A relevant group of technical experts from across Europe and representing the different stakeholders of our sector, took part in the development of The Healthy Lifestyle Promoter lifelong learning qualification. This document was fully adopted within the process of external consultation and afterwards approved by the EuropeActive Professional Standards Committee (PSC).

Technical Expert Group:

- Prof. Anna Szumilewicz, PhD, PSC Deputy Director – Standards, EuropeActive, Brussels, Belgium; GPUES - Gdansk University of Physical Education and Sport, Poland (TEG Leader)
- John van Heel, New Health Foundation, The Netherlands
- Julian Berriman, PSC Director, EuropeActive, Belgium
- Prof. Susanna Franco, PhD, The Sport Sciences School of Rio Maior (ESDRM), Portugal
- Prof. Simona Pajaujiene, PhD, Lithuanian Association of Health and Fitness Clubs (LSKA), Lithuanian Sports University, Lithuania
- Javier Fuster, VALGO, Spain
- Gert Van Reckem, Coördinator Health & Ethics, De Fitness Organisatie, Belgium

Internal consultation experts, involved in the New Health Project:

- Prof. Branislav Antala, Chair of Department, Comenius University, Slovakia
- Manel Valcarse, President of the AEDESA Association, Spain
- Harald Tschan, European Network of Sport Education (ENSE), Austria
- Jan Middelkamp, Development Director at HDD and CEO of BlackBoxPublishers, The Netherlands
- Dirk Schaars, Knowledge Center for Sport Netherlands (KCSportNL), The Netherlands
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External consultation experts:

- Nikhil Ashtewale, Integrated Fitness & Sports Institute (IFSI), India
- Antonino Bianco, Palermo University, Italy
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- Jose Vidal, SECTORFITNESS European Academy, Spain
- Carlos Barbado Villalba, Universidad Europea de Madrid, Spain

III. Description of the qualification

Type of qualification

Lifelong Learning (LLL) Qualification

Name of the qualification

'Healthy Lifestyle Promoter'

EQF level

EQF level 2

Job Purpose

To promote healthy lifestyle information to communities and individuals using available tools and educational materials.

Short description of learning outcomes

The Healthy Lifestyle Promoter has the knowledge to promote healthy lifestyle information, which can be helpful for positive lifestyle change. The Healthy Lifestyle Promoter signposts all populations to appropriate information resources, such as New Health Educational Materials.

Responsibility and autonomy

The Healthy Lifestyle Promoter can describe his/her professional roles and boundaries. He/she is ready to inform communities and individuals about healthy lifestyle evidence-based recommendations but is not responsible for the effects of health-related activities undertaken by the individuals.

Specific Prerequisites

You must be at least 16 years old to obtain this qualification. The learner must have suitable communication and numeracy skills. No prior professional experience is necessary.

Target groups

The Healthy Lifestyle Promoter qualification is aimed at consumers and volunteers who want to spread information on healthy lifestyle. This qualification could be especially attractive for youngsters, opening the opportunity for professional development in the health and fitness sector.

Other occupational groups may potentially be interested in gaining this qualification, including teachers, pedagogical or community workers, exercise and sports professionals, healthcare professionals, public health specialists, lifestyle coaches or physiotherapists. This would serve as a useful update for them in terms of healthy lifestyle and related sources of information.

Achieved competences:

The 'Healthy Lifestyle Promoter' has the competences to:

- Describe ways to inform people on healthy lifestyle, using health promotion materials such as New Health Educational Materials;
- Signpost to resources, organisations and events in the local community that support a healthy lifestyle for all populations.

The 'Healthy Lifestyle Promoter' is not endorsed to:

- Deliver or prescribe physical activity, exercise or healthy lifestyle interventions;
- Directly advise or coach healthy lifestyle interventions;
- Prescribe rehabilitation programmes;
- Provide exercise screening, testing and prescription;
- Prescribe any kind of medication or supplements;
- Prescribe nutritional programmes;
- Diagnose any psychological disorders or mental health conditions;
- Provide any kind of psychological counselling;
- Diagnose diseases, disabilities or other clinical conditions.

Learning Outcomes Units

The 'Healthy Lifestyle Promoter' LLL Qualification includes the following units of learning outcomes:

1. Organisational, legal and ethical issues related to working as a Healthy Lifestyle Promoter;
2. Lifestyle and health;
3. Physical activity and exercise for health;

4. Healthy eating;
5. A health mindset;
6. Tools used to assess an individual's lifestyle;
7. Sources of information on healthy lifestyle;
8. Communication with individuals.

Learning Outcomes

The learning outcomes units cover following learning outcomes:

1. Organisational, legal and ethical issues related to working as a Healthy Lifestyle Promoter

The learner:

- 1.1. Describes the job purpose of the 'Healthy Lifestyle Promoter', his/her occupational roles and limitations, and the options for further professional development;
- 1.2. Describes the range of responsibility and ethical issues related to performing as a Healthy Lifestyle Promoter.

2. Lifestyle and health

The learner:

- 2.1. Describes the main components of a healthy lifestyle (including physical activity, healthy eating, proper sleeping habits, stress management and mental well-being, avoidance of bad habits like addictions to tobacco, alcohol or drugs, or excessive exercise);
- 2.2. Describes the main benefits of a healthy lifestyle;
- 2.3. Lists the most common motives and barriers to living a healthy lifestyle;
- 2.4. Describes ways to inform people on healthy lifestyle;
- 2.5. Discusses the importance of showing empathy with the individual and genuine support in promoting healthy lifestyle.

3. Physical activity and exercise for health

The learner:

- 3.1. Discusses general recommendations for physical activity and exercise;
- 3.2. Lists the main benefits of regular physical activity and exercise (including physical, mental and social benefits);
- 3.3. Discusses the importance of knowledge about physical activity.

4. Healthy eating

The learner:

- 4.1. Discusses general recommendations for healthy eating and weight management;
- 4.2. Lists main nutrients and their role (including carbohydrates, fats, proteins, vitamins, minerals, trace elements);
- 4.3. Describes the importance of proper hydration;
- 4.4. Discusses the importance of knowledge about healthy eating.

5. Health mindset

The learner:

- 5.1. Describes the impact of an individual's thoughts on health status;
- 5.2. Describes the term 'health mindset'³ and mind(re)set⁴;
- 5.3. Lists tools used in stress relief (including sport activities, relaxation techniques, breathing exercises, mindfulness, meditation, positive mindset, invoking positive emotions such as love, gratitude, pleasure).

6. Tools used to assess the individual's lifestyle

The learner:

- 6.1. Describes examples of lifestyle assessment tools, such as The Lifestyle Scan⁵, and the principles of their application in practice;
- 6.2. Lists the benefits of using lifestyle assessment tools.

7. Sources of information on healthy lifestyle

The learner:

- 7.1. Lists global and national bodies and organisations promoting a healthy lifestyle; e.g. WHO (6), EuropeActive (7);

³ Health mindset - Health Mindset literally means "health beliefs". It is the way we think about ourselves and in particular about our lifestyle, health and associated skills and qualities.

⁴ Mind(re)set - The cause of a lack of health skills often lies in a negative health mindset. Insufficient knowledge and skills to continue to make healthy choices. Mind(re)set is developing the knowledge about healthy living and reducing the limiting beliefs that hinder a healthy life.

⁵ See footnote 1, p. 1



- 7.2. Describes the guidelines of the above bodies and organisations, on the components of healthy lifestyle (including exercise, diet, sleep or mental habits);
- 7.3. Describes the New Health Educational Materials⁶, their benefits and the principles of their practical use;
- 7.4. Signposts the individuals to appropriate sources of information related to healthy lifestyle.

8. Communication with the individual

The learner:

- 8.1. Describes basic communication skills (e.g. proper welcoming, active listening, own presentation and body language);
- 8.2. Describes the rules regarding treating the individual's information according to the General Data Protection Regulation.

IV. Recommended methods of learning outcomes assessment

To obtain the 'Healthy Lifestyle Promoter' qualification, the learner must confirm the achievement of all learning outcomes defined in this document. As most learning outcomes are theoretical, we recommend the following assessment methods: various forms of theoretical tests, including descriptive tasks and multiple choice questions. To assess the learner's skill to signpost the individuals to appropriate sources of information related to healthy lifestyle, we recommend using case studies. Training providers do not have to limit themselves to these methods. Verification of learning outcomes can be carried out in direct contact with the assessor or on-line.

References

1. Special Eurobarometer 472 report: European Commission, Wave EB88.4 – TNS opinion & social. https://ec.europa.eu/search/?queryText=Special+Eurobarometer+472+report&query_source=europa_default&filterSource=europa_default&swlang=nl&more_options_language=nl&more_options_f_for_mats=&more_options_date=
2. <http://www.euro.who.int/en/health-topics/disease-prevention>
3. Health literacy: <http://www.euro.who.int/en/health-topics/disease-prevention/health-literacy>
4. Health at a Glance: Europe 2018 state of health in the EU cycle: European Commission, 2019. https://ec.europa.eu/health/sites/health/files/state/docs/2018_healthatglance_rep_en.pdf
5. 'New Health 2022' project: <https://new-health.eu/en/projects/new-health-2022>

⁶ See footnote 2, p. 1



6. World Health Organization (WHO): <https://www.who.int/>
7. EuropeActive: <https://www.europeactive.eu/>
8. Regulation (eu) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation), Official Journal of the European Union, L/119/1, 2016

THE ASSIGNMENT OF EQF LEVEL TO THE LLL 'HEALTHY LIFESTYLE PROMOTER' QUALIFICATION					
No.	LEARNING OUTCOMES IN the 'HEALTHY LIFESTYLE PROMOTER' LLL QUALIFICATION	SQF AL DESCRIPTOR	SQF AL LEVEL	EQF DESCRIPTOR AS A REFERENCE POINT	EQF LEVEL
1.	Organisational, legal and ethical issues related to working as a Healthy Lifestyle Promoter				
1.1.	Describes the job purpose of the 'Healthy Lifestyle Promoter', his/her occupational roles and limitations, and the options for further professional development;	Describes the roles and responsibilities of AL professionals.	2	basic factual knowledge of a field of work or study	2
1.2.	Describes the range of responsibility and ethical issues related to performing as a Healthy Lifestyle Promoter.	<ul style="list-style-type: none"> Describes the roles & responsibilities of AL professionals. Describes the ethical code of practice for particular AL activities. 	2	basic factual knowledge of a field of work or study	2
The summary of unit 1		2		2	
EQF level of unit 2		2			
2.	Lifestyle and health				
2.1.	Describes the main components of a healthy lifestyle (including physical activity, healthy eating, proper sleeping habits, stress management)	Describes different AL activities.	2/3	knowledge of facts, principles, processes and general concepts, in a field of work or study	3

	and mental well-being, avoidance of bad habits like addictions to tobacco, alcohol or drugs, or excessive exercise);				
2.2.	Describes the main benefits of a healthy lifestyle;	<ul style="list-style-type: none"> Lists benefits of particular AL activities (e.g. related to the prevention of non-communicable diseases, participation in social groups). Defines the role of AL activities within today's lifestyles. 	2/3	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
2.3.	Lists the most common motives and barriers to living a healthy lifestyle;	Describes customers' common expectations, needs, motives and barriers related to the participation in particular AL activities.	2/3	basic factual knowledge of a field of work or study	2
2.4.	Describes ways to inform people on healthy lifestyle;	Describes requirements for the professional communication in AL services.	2	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
2.5.	Discusses the importance of showing empathy with the individual and genuine support in promoting healthy lifestyle.	Describes requirements for the professional communication in AL services.	2	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
The summary of unit 2		2		3	
EQF level of unit 2		2/3			

3.	Physical Activity and exercise for health				
3.1.	Discusses general recommendations for physical activity and exercise;	<ul style="list-style-type: none"> Lists benefits of particular AL activities (e.g. related to the prevention of non-communicable diseases, participation in social groups). Defines the role of AL activities within today's lifestyles. 	2/3	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
3.2.	Lists the main benefits of regular exercise physical activity and exercise (including physical, mental and social benefits);	Lists benefits of particular AL activities (e.g. related to the prevention of non-communicable diseases, participation in social groups).	2	basic factual knowledge of a field of work or study	2
3.3.	Discusses the importance of knowledge about physical activity.	N/A	N/A	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
The summary of unit 3		2		2/3	
EQF level of unit 3		2			
4.	Healthy eating				
4.1.	Discusses general recommendations for healthy eating and weight management;	N/A	N/A	knowledge of facts, principles, processes and general concepts, in a field of work or study	3

4.2.	Lists main nutrients and their role (including carbohydrates, fats, proteins, vitamins, minerals, trace elements);	N/A	N/A	basic factual knowledge of a field of work or study	2
4.3.	Describes the importance of proper hydration;	N/A	N/A	basic factual knowledge of a field of work or study	2
4.4.	Discusses the importance of knowledge about healthy eating.	N/A	N/A	basic factual knowledge of a field of work or study	2
The summary of unit 4		N/A		2	
EQF level of unit 4		2			
5.	Health mindset				
5.1.	Describes the impact of an individual's thoughts on health status;	N/A	N/A	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
5.2.	Describes the term 'health mindset', mind(re)set	N/A	N/A	basic factual knowledge of a field of work or study	2
5.3.	Lists tools used in stress relief (including sport activities, relaxation techniques, breathing exercises, mindfulness, meditation, positive mindset, invoking	N/A	N/A	basic factual knowledge of a field of work or study	2

	positive emotions such as love, gratitude, pleasure).				
The summary of unit 5		N/A		2	
EQF level of unit 5		2			
6.	Tools used to assess the individual's lifestyle				
6.1.	Describes examples of lifestyle assessment tools, such as The Lifestyle Scan, and the principles of their application in practice;	<ul style="list-style-type: none"> • Describes standard equipment and environment used in particular AL activities. • Describes the rules for the selection of equipment (including modern technologies) for the individual capabilities and needs of the AL customers. 	2 3	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
6.2.	Lists the benefits of using lifestyle assessment tools.	N/A	N/A	basic factual knowledge of a field of work or study	2
The summary of unit 6		2/3		2/3	
EQF level of unit 6		2/3			

7.	Sources of information on healthy lifestyle - Key unit of learning outcomes				
7.1.	Lists global and national bodies and organisations promoting a healthy lifestyle; e.g. WHO, EuropeActive;	Describes the structure and tasks of the national and international organisations within the AL sector.	2/3	basic factual knowledge of a field of work or study	2
7.2	Describes the guidelines of the above bodies and organisations, on the components of healthy lifestyle (including exercise, diet, sleep or mental habits);	Describes standard equipment and environment used in particular AL activities.	2	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
7.3.	Describes the New Health Educational Materials, their benefits and the principles of their practical use;	Describes standard equipment and environment used in particular AL activities.	2	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
7.4.	Signposts the individuals to appropriate sources of information related to healthy lifestyle. - Key learning outcome	Carries out selected and limited tasks within the service delivery in AL sector.	2	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	2
The summary of unit 7		2		2	
EQF level of unit 7		2			
8.	Communication with the individual				

8.1.	Describes basic communication skills (e.g. proper welcoming, active listening, own presentation and body language);	Describes requirements for the professional communication in AL services.	2	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
8.2.	Describes the rules regarding treating the individual's information according to the General Data Protection Regulation.	Describes requirements for the professional communication in AL services.	2	knowledge of facts, principles, processes and general concepts, in a field of work or study	3
The summary of unit 7		2		3	
EQF level of unit 7		2/3			
EQF level of the whole qualification			2 EQF		