



**CIMSPA PROFESSIONAL STANDARD**

# Health Navigator

(FULL STANDARD)

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# CIMSPA PROFESSIONAL STANDARD: Health Navigator

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## ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

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# 1. Overview

## Professional Standard: Health Navigator

This Professional Standard outlines the role and scope of a Health Navigator and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards and membership with CIMSPA.

The Health Navigator sits in the sport and physical activity sector as part of all industries.

The Health Navigator Professional Standard outlines the knowledge and skills required by practitioners involved in supporting adults to improve their health and wellbeing through both participation in physical activity and considering other lifestyle choices and changes.

Significant public health challenges face the UK both presently and into the future; sedentary behaviour, physical inactivity, obesity, substance abuse and mental health issues restrict life chances, deprive people of quality of life and place an increasing and intolerable strain on stretched public services, and especially the NHS.

The current public health and healthcare systems require urgent assistance to slow and reverse such alarming trends in preventable ill-health. Industries sitting outside the traditional health sector will need to play a part in this work and there has been an increasing call to re-think and mobilise a wider public health workforce. The wider public health workforce may be defined as ‘any individual who is not a specialist or practitioner in public health but has the opportunity or ability to positively impact health and wellbeing through their paid or unpaid work’<sup>1</sup>.

An estimated 15 million workers (plus five million unpaid carers) comprise this wider workforce; a trusted, experienced body of people, who have unique reach, access and intervention opportunities within their own professional populations and communities. Such a workforce, if provided with appropriate training and support, can have an overwhelmingly positive impact on population health and wellbeing.

Amongst such a wider public health workforce, the sport and physical activity industry is evidently critical. The industry is comprised of an estimated 400,000<sup>2</sup> employees based in a variety of local settings and possessing an understanding of the challenges and needs of their local communities. The industry contains some 57,000 exercise professionals (Fitness Instructors, Group Exercise Instructors and Personal Trainers)<sup>3</sup> who are making an explicit contribution to a health and wellbeing agenda but also includes a much broader workforce including sports coaches, volunteers, community development workers, managerial, receptionists and recreational support staff who have an important role to play across the myriad of sport and physical opportunities available to the population. A key way in which this wider workforce can support behavioural change is ‘through initiating healthy conversations when delivering routine services’<sup>4</sup>.

For a Health Navigator from within a sport and physical activity workforce, new or renewed participation in physical activity or sport will undoubtedly form the content of most of the intervention or signposting conversations. The Health Navigator should be an expert in outlining the spectrum of local physical activity opportunities and how to access them most appropriately; this is a task that the industry has huge potential to do well.

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<sup>1</sup> Centre for Workforce Intelligence. 2015. Understanding the Wider Public Health Workforce.

<sup>2</sup> Sport England. 2016. Towards an Active Nation: Strategy 2016-2021.

<sup>3</sup> Statista. 2018. Fitness industry in the United Kingdom.

<sup>4</sup> Centre for Workforce Intelligence. 2014. Mapping the core public health workforce.

The sport and physical activity workforce are engaged in the delivery of health and wellbeing outcomes, either as part of formal services or more opportunistically through facilitating regular participation, and so is already having significant, potentially life-changing conversations with individuals.

Research<sup>5</sup> has also clearly shown that industry members talk to their participants or clients about wider health and wellbeing issues (beyond solely physical activity and fitness), that there is willingness amongst industry groups to offer advice across an even broader range of lifestyle issues and, most importantly, with a significant majority of the public ready and comfortable to receive such advice.

The same research has thrown up limitations amongst the exercise professional workforce, and by extension the whole sport and physical activity workforce, with regard to effective engagement across a wider remit of lifestyle topics. Key challenges surround the range of lifestyle issues (beyond physical activity and fitness) that could potentially be discussed, and level of expertise required for an effective, evidence-based intervention in each.

The potential sphere of influence of the workforce (beyond a sport and physical activity specialism) and across a multitude of lifestyle domains is huge; ranging from healthy eating, weight management, sleep, smoking cessation and stress management to potentially more complex and sensitive areas such as mental health, alcohol and substance abuse, vaccinations and sexual health practice.

To maximise the influence, impact and credibility of non-physical activity conversations, it is imperative that what is being offered is evidence-based, effective and aligns with relevant national recommendations and guidance, and crucially that any conversations/advice sits within the competence and qualification set of the industry professional. It is anticipated that for this health navigator role most of the sport and physical activity workforce will be providing brief advice and signposting to a wide range of health and physical activity opportunities and are not a replacement for more specialist services.

Where the sport and physical activity workforce seeks to or are requested to advise beyond familiar specialisms there must be a personal recognition amongst colleagues of their own knowledge and professional boundaries. In such instances the knowledge and use of appropriate local services and mechanisms in terms of onward signposting will lead to increased levels of confidence amongst both the public and health professional colleagues within the sector.

The Health Navigator professional standard seeks not only to recognise the contribution that the sport and physical activity sector makes to public health outcomes at present and but will also look to the future in terms of addressing this key concern so that more can be achieved

## Endorsed qualification logo

Training that meets the requirements of this CIMSPA professional standard will display this official CIMSPA endorsement logo.



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<sup>5</sup> ukactive & RSPH. 2018. Going the Distance.

## 2. Scope of the Health Navigator Professional Standard

The Health Navigator Professional Standard seeks to support frontline employees within the sport and physical activity industries as they engage, signpost and support new or returning participants to physical activity or other lifestyle interventions. The scope of practice in relation to public health/lifestyle issues a Health Navigator may address, should be determined solely by the recognised industry training undertaken, qualifications attained and experience level of the individual. To ensure the safety of both the client and the Health Navigator it is imperative that those delivering such roles do so only within the limits of their knowledge, qualifications and professional boundaries.

It would be an expectation that a Health Navigator, or someone using such a skill set, would routinely provide inclusive, person-centred brief advice to the public, having the knowledge, capacity and ability to signpost to other local services and professionals where appropriate.

The scope of the Health Navigator role is necessarily broad and the type, length and complexity of interventions will be largely dependent on the preferences of the client, the appropriateness of setting and the soft and technical skills of the professional involved. An intervention could range from an opportunistic very brief advisory conversation of 30 seconds to an extended brief intervention of approaching one hour – the depth of knowledge and skills required should be viewed within this context.

The Health Navigator Professional Standard has, as the core component, a specialism in sport and physical activity but necessarily draws upon and echoes approaches, content, implementation advice and roles from recent initiatives within the health sector, including the Making Every Contact Count programme (MECC), the NHS Health Education England document *Care Navigation: A Competency Framework (2016)* and Public Health England (PHE) document *Public Health Skills and Knowledge Framework (2016)*<sup>6</sup>.

It is the intention that the inclusive person-centred content and approach embedded within, and advocated by, the Health Navigator Professional Standard should be normal practice and cut across all standards and roles within the sport and physical activity sector. The ethos of person-centred interactions is that they are based on collaboration between client and professional or volunteer and there would be an expectation that Health Navigators would adopt this style.

If the Health Navigator role is to make maximum impact across the population, a whole system approach to offering person-centred advice and services across sport and physical activity industries is to be recommended. The role could be a newly created, stand-alone role within a sport, leisure or community context or an important part of an existing range of roles. The Health Navigator role is not intended to describe a role exclusively related to those working in traditional leisure-based fitness environments and so examples of roles where attaining Health Navigation knowledge and skills would be of particular impact may include:

- Sport and community development staff.
- Frontline facility management and administration: e.g. Operational Management, Membership Advisors and reception teams.
- Sports coaches, fitness instructors, personal trainers and those working with healthy but inactive populations.
- Volunteer sector sport and physical activity leaders.
- Those working with populations who have long-term conditions.

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<sup>6</sup> Public Health England. 2016. Public Health Skills and Knowledge Framework (PHSKF)

It would be an expectation that a Health Navigator, or someone using such a set of skills, would have sound local knowledge and contacts for people and organisations which may perform broadly similar roles where obvious crossover is apparent. Such roles could include health professionals, social prescribing colleagues including; Link Workers, Care Navigators, Health Trainers and Community Activators.

Someone who has achieved the Health Navigator Professional Standard will be able to display behaviours and undertake actions which encompass three key areas relating to people, technical and professional knowledge and skills.

As examples, these may include:

- Conducting collaborative person-centred conversations.
- Employing effective communication skills.
- Developing and sustaining productive working relationship with a range of local stakeholders.
- Adopting appropriate intervention styles and supporting individuals to make decisions about their priority health needs (particularly physical activity) – based on behaviour change principles
- Identifying relevant short, medium and longer term goals, preparing and reviewing personalised action plans.
- Possessing high quality technical skills based on subject specialism(s) and especially in relation to using sport and physical activity to promote health and wellbeing.
- Having a robust understanding of the local health and allied services landscape including contacts for key individual and organisations.
- Signposting and connecting people to individuals, community groups and statutory agencies for additional support based on individual health needs and preference: e.g. increasing levels of physical activity, stopping smoking, improving low mood and weight management.
- Working as a reflective practitioner and within the scope of appropriate professional, legal and technical/knowledge boundaries.
- Undertaking relevant and timely Continuing Professional Development (CPD) activities.
- Respecting client confidentiality and working within the provisions of information governance and data protection.

### 3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA member. They will:

#### **UNDERSTAND**

- How to structure and engage in person-centred behaviour change conversations with people who may be seeking to make and sustain lifestyle changes to improve their health and wellbeing.

#### **HAVE DEMONSTRATED**

- The ability to work within their own professional boundaries in terms of qualification, training and experience to offer support and guidance by delivering interventions or by appropriate onward referral or signposting to associated local professionals or services

#### **Examples of specialisms and environments that may be added:**

- Delivery of physical activity, for example:
  - Sports Coach.
  - Fitness Instructor.
  - Group Exercise Instructor.

Occupational roles that may provide access to membership of CIMSPA are for example; Sports Coach, Personal Trainer and Gym Instructor.

## 4. Summary of knowledge and skills

### Health Navigator

Topic	Knowledge	Skills
<b>Care, communication and relationships</b>	<ul style="list-style-type: none"><li>• Understand the concept of collaboratively delivered inclusive, person-centred care based on best principles of equality and diversity.</li><li>• Understand the principles and practice of effective communication styles and the ability to relate and communicate with a range of people from varying professional, cultural and demographic backgrounds.</li><li>• Know how to develop and maintain effective networks and working relationships with relevant partner organisations, allied with the ability to communicate in a timely and appropriate style.</li></ul>	<ul style="list-style-type: none"><li>• Ability to work inclusively and collaboratively with a client to assess needs and to provide advice, intervene, refer, signpost or provide information as appropriate.</li><li>• Demonstrate the ability to conduct engaging and focused conversations using sound communication skills and techniques.</li><li>• Identify relevant partner organisations and implement strategies to work towards common goals and build trust in a professional manner.</li></ul>
<b>Supporting behaviour change</b>	<ul style="list-style-type: none"><li>• An understanding of appropriate intervention styles, barriers and motivators to making significant lifestyle changes and knowledge of relevant behaviour change theories, approaches, tools and techniques that are most likely to support behavioural change.</li><li>• Understand the importance of maintaining continuity of contact with clients to support and track change and offer on-going support.</li></ul>	<ul style="list-style-type: none"><li>• Identify and apply appropriate behaviour change techniques in an empathetic and motivational style.</li><li>• Ensure that contact and onward arrangements are based on professional boundaries, client preference and consent and considerations of confidentiality.</li><li>• Employ available systems to maintain client contact and promote continuity of delivery.</li></ul>
<b>Health, activity and lifestyle</b>	<ul style="list-style-type: none"><li>• Understand the wider background to and definitions of health and wellbeing including key national and local policy, local health data, the impact of health inequalities and participation rates.</li><li>• Have a knowledge of the impact of physical activity and sport on health, the physical activity participation spectrum and the negative effects of inactivity and sedentary behaviour on health.</li><li>• Have a knowledge of key national recommendations and headline messaging across a number of lifestyle areas with an awareness of current national and local campaigns.</li></ul>	<ul style="list-style-type: none"><li>• Apply background knowledge and knowledge of availability of local services to guide collaborative conversation with clients.</li><li>• Elicit and provide information and advice on lifestyle choices including the benefits and risks for the individual of making specific changes.</li><li>• In collaboration with and accommodating client preference, determine the next course of action, for example; intervention, onward referral, signposting or the provision of further information.</li></ul>



Topic	Knowledge	Skills
<b>Partners, pathways and signposting</b>	<ul style="list-style-type: none"> <li>• A developed understanding of local roles, organisations, services, volunteers and professionals who support individuals to make and maintain lifestyle changes and an understanding of the main methods of engaging with individuals and groups to recruit participants and promote healthy lifestyle messages.</li> <li>• Understanding of the terms referral, self-referral, recommendation and signposting, and the potential role of the Health Navigator in relation to each.</li> <li>• Awareness of local and credible providers of physical activity and lifestyle change opportunities with an appreciation of the most appropriate storage formats to hold such information and recognition of the need to continually update such directories of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Are able to identify and engage with individuals and organisations that may provide supportive lifestyle change opportunities for your client.</li> <li>• Devise collaborative actions plans across a range of lifestyle choices and services, with an appreciation of professional boundaries.</li> <li>• Can ensure action plans are developed in conjunction with, and based upon, client goals and preferences.</li> <li>• Act to promote and arrange opportunities for your client, assisting with access and introductions as required and with reference to local pathways and protocols.</li> </ul>
<b>Professional skills</b>	<ul style="list-style-type: none"> <li>• Have a clear understanding of the scope and professional boundaries of the Health Navigator role which is based upon working at appropriate levels of qualification, training and experience.</li> <li>• Understanding of the respective roles and responsibilities of partner organisations and individuals such as referring professionals, volunteers, exercise professionals, community delivery partners and related health practitioners.</li> <li>• Awareness of all relevant legislative, regulatory and health and safety requirements in relation to the role of a Health Navigator, or crossover points between this role and other roles within the Sport and Physical Activity industry.</li> <li>• Understand the importance of data collection, evaluation and client feedback in sustaining and developing lifestyle intervention services.</li> <li>• Understand the importance of regular and timely Continuing Professional Development activities including, training, mentoring and reflective practice to improve personal and professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that advice, interventions, referral and signposting is undertaken within professional boundaries.</li> <li>• As directed, work within all legislative, regulatory and health and safety requirements of own or partner organisations.</li> <li>• Provide timely and supportive feedback to clients, monitor client progress in terms of service objectives and be prepared to share such information, in appropriate formats, with partner organisations and funders.</li> <li>• Undertake regular and meaningful Continuing Professional Development activities and work as a reflective practitioner.</li> </ul>

## 5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Professional Standard. The guidance should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the Health Navigator standard. Where evidence that all elements of the standard are included, CIMSPA endorsement can be sought.

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Professional standard achieved on attainment?</b>
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES
CPD	Partial Mapping	NO

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the standard and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this standard are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which this standard resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Professional Standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.
- c) They stipulate practical assessment must be conducted, in a real-world environment with real-world participants. Reasonable adjustments can be applied where specific circumstances make this unviable.
- d) Their quality assurance meets the appropriate regulator's guidance, including; internal and external quality assurance, staffing requirements and assessment generation and evidence.

## 6. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a professional standard. There are five key areas of learning and development for the job role of working with people with Health Navigator, of which all areas are interconnected and mandatory. The key areas are:

1. Care, communication and relationships.
2. Supporting behaviour change.
3. Health, activity and lifestyle.
4. Partners, pathways and signposting.
5. Professional skills.

N.B. Examples are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role; it is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

## 1. Care, communication and relationships

Ref	Knowledge and understanding:	A Health Navigator must:
K1.1	Person-centred care	<ul style="list-style-type: none"><li>• Understand the concept of inclusive person-centred care<sup>7</sup> to reflect the following aspects, whilst affording respect, dignity and compassion:<ul style="list-style-type: none"><li>– Respecting equality, diversity and client autonomy.</li><li>– Supporting people to build on their own capabilities.</li><li>– Focusing on what matters to the individual and their family.</li><li>– As required, offering coordinated support across multiple episodes, agencies and time.</li></ul></li><li>• Know the professional role of the practitioner in offering advice, information and interventions tailored to the needs and aspirations of the individual.</li></ul>
K1.2	Effective communication	<ul style="list-style-type: none"><li>• Understand the role of effective communication in the promotion of lifestyle messages.</li><li>• Know which communication skills best help to support lifestyle change conversations and messages.</li><li>• Understand the need to communicate clearly, sensitively and effectively with clients/participants, in verbal and written form, and in a solution focused manner.</li><li>• Understand the importance of communicating effectively with a wide range of people from different cultural and demographic backgrounds.</li><li>• Know the barriers to communication such as language difficulties, level of knowledge, cultural, religious and personal beliefs and/or values and identify potential solutions.</li></ul>
K1.3	Professional relationships	<ul style="list-style-type: none"><li>• Understand the need to work with other organisations and professionals who have common goals and objectives.</li><li>• Know how to effectively build local networks, professional relationships and regularly communicate with stakeholders.</li><li>• Know how to deliver support that cuts across boundaries and reaches out to wider agencies within leisure, health, social and voluntary sectors.</li><li>• Understand the importance of developing and sustaining professional relationships to benefit clients and their family.</li><li>• Know the importance of communicating effectively with a wide range of professionals from different cultural and organisational backgrounds, including health, social and the voluntary sector.</li></ul>

<sup>7</sup> Health Foundation. 2014. Resources Person Centred Care Made Simple.

Ref	Skills:	A Health Navigator must be able to:
S1.1	Person-centred interventions	<ul style="list-style-type: none"> <li>• Work to collaboratively and accurately determine the needs of a client.</li> <li>• Help people to identify and use their preferences, strengths and resources to achieve their own wellbeing goals.</li> <li>• Adopt a person-centred empathetic approach that takes account of the wider determinants of health and their impact on an individual's ability to change their behaviour.</li> <li>• Help people to identify barriers to achievement of goals and assist them to find solutions.</li> <li>• Contribute to developing plans to meet people's goals in partnership with the person and their significant others.</li> <li>• Signpost or refer clients with more complex lifestyle needs to the appropriate teams or services.</li> <li>• Provide information, support and care, defined by a person's needs and not simply standardised to stereotypical personal characteristics, condition or diagnosis.</li> </ul>
S1.2	Effective communication	<ul style="list-style-type: none"> <li>• Display the ability to deliver brief interventions and simple statements of fact about health and healthy lifestyles, effectively signpost and check understanding.</li> <li>• Demonstrate the use of effective communication skills such as non-verbal communication, active listening, the use of open questions, displaying empathy and the ability to reflect and use summary.</li> <li>• Deliver conversations that engage with and support people.</li> <li>• Where appropriate seek to manage higher complexity and risk.</li> </ul>
S1.3	Professional relationships	<ul style="list-style-type: none"> <li>• Identify the organisations and professionals most relevant to your work, make contact and communicate in ways that are appropriate.</li> <li>• Emphasise aspects of your work which are most relevant to partner organisation priorities.</li> <li>• Check and improve the information you hold about partner organisations, their work and the target population(s).</li> <li>• Keep partner organisations and professionals informed of progress and developments in appropriate formats.</li> <li>• As necessary seek to solve problems jointly with partners, providing support from your own area of expertise.</li> <li>• Work with other organisations and professionals to evaluate the impact of working together.</li> <li>• Develop trust and maintain confidentiality.</li> </ul>

## 2. Supporting behaviour change

Ref	Knowledge and understanding:	A Health Navigator must:
K2.1	Underpinning knowledge	<ul style="list-style-type: none"><li>• Understand the barriers and motivators of those seeking to become more active or make a lifestyle change.</li><li>• Understand the most effective techniques that can be used to support someone change their behaviour both on a one-to-one basis or as part of a group.</li><li>• Know relevant behaviour change theories and approaches such as, for example:<ul style="list-style-type: none"><li>- Health belief model.</li><li>- Self-determination theory.</li><li>- Motivational interviewing.</li><li>- COM-B.</li><li>- Transtheoretical model.</li></ul></li><li>• Understand the use and importance of areas <b>and</b> terms such as:<ul style="list-style-type: none"><li>- Decisional balance.</li><li>- Sustaining adherence.</li><li>- Relapse prevention.</li><li>- Monitoring progress.</li><li>- SMART goal setting for physical activity.</li><li>- Action planning.</li><li>- Building self-efficacy.</li><li>- Importance and confidence.</li><li>- Monitoring progress.</li><li>- Re-aligning goals.</li><li>- Incentives and rewards.</li></ul></li><li>• Understand how to apply motivational support (including the use of peer support) in a physical activity or related environment.</li></ul>
K2.2	Intervention style	<ul style="list-style-type: none"><li>• Understand the varying purposes, types, duration and content of effective communication conversations ranging from very brief advice through brief intervention to extended brief intervention.</li><li>• Understand the evidence for providing 1:1, group and peer behaviour change support and how these can be combined to develop an intervention protocol to meet the needs of those seeking to make lifestyle change around physical activity: e.g. face-to-face versus remote (digital, print and telephone).</li></ul>
K2.3	Maintaining client contact	<ul style="list-style-type: none"><li>• Understand the importance of continuity of contact with the client in terms of motivation and adherence.</li><li>• Understand how using a Customer Relationship Management (CRM) system, or similar local arrangements or tools, can support the practitioner and participant to make and manage behaviour change.</li><li>• Know how to tailor follow-up motivational support according to tracking information collected and individual needs.</li></ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Health Navigator must be able to:</b>
<b>S2.1</b>	Theory of behaviour change/underpinning theoretical knowledge	<ul style="list-style-type: none"> <li>• Identify and apply relevant behaviour change techniques in a person-centred consultation.</li> <li>• Use and apply relevant behaviour change theory to design an intervention or action plan (which may include signposting) to meet the personal needs of the client.</li> <li>• Offer continued support and plan a review to help an individual to stay motivated, manage difficulties or minimise relapse.</li> </ul>
<b>S2.2</b>	Style of intervention	<ul style="list-style-type: none"> <li>• Where necessary and appropriate conduct assessments in a timely, empathetic and non-judgemental style.</li> <li>• Competently use person-centred behaviour change techniques incorporating a variety of skills, techniques and types such as motivational interviewing.</li> <li>• Deliver face-to-face, group, individual and remote behaviour change support using an empathetic and motivational approach.</li> </ul>
<b>S2.3</b>	Maintaining client contact	<ul style="list-style-type: none"> <li>• Use local tools and tracking arrangements, including a CRM system if available, to keep client records up to date and to manage types and frequency of behaviour change support.</li> </ul>

### 3. Health, activity and lifestyle

Ref	Knowledge and understanding:	A Health Navigator must:
K3.1	Health context and inequalities	<ul style="list-style-type: none"><li>• Understand the broad definitions for health and health and wellbeing</li><li>• Understand and provide an overview of national policy and guidance for public health and health inequalities including physical activity: e.g. Department of Health and Social Care (DHSC), Public Health England (PHE), Sport England (SE), NHS England (NHSE), The National Institute for Health Care Excellence (NICE) and the methodologies used to determine levels of activity: e.g. Active Lives, Health Survey for England and the target groups identified.</li><li>• Know about the concept of health inequality, the broad principles of national, regional and local variations in health outcomes and the credible sources for this information e.g. PHE Health Profiles, Public Health Outcomes Framework (PHOF) and Joint Strategic Needs Assessment.</li><li>• Understand the individual modifiable and non-modifiable risk factors for health and the wider determinants of health (using Dahlgren and Whitehead model) including the impact of social context and relationships and how they can have positive or negative effects on health outcomes.</li><li>• Know about levels of physical activity/inactivity and sedentary behaviour through the lens of health inequalities i.e. less active groups including:<ul style="list-style-type: none"><li>- Older adults.</li><li>- Women.</li><li>- Disabled people.</li><li>- Ethnic minorities.</li><li>- Cultural groups.</li><li>- Lower socio-economic groups.</li></ul></li></ul>
K3.2	Definitions, benefits and risks of physical activity/inactivity	<ul style="list-style-type: none"><li>• Understand and be able to explain the meaning of and the differences between the following terms:<ul style="list-style-type: none"><li>- Physical activity/inactivity.</li><li>- Sedentary.</li><li>- Sport.</li><li>- Exercise and fitness, including individual components such as:<ul style="list-style-type: none"><li>o Muscular strength</li><li>o Muscular endurance.</li><li>o Cardiovascular/aerobic.</li><li>o Flexibility and motor fitness e.g. balance, coordination.</li></ul></li></ul></li><li>• Understand the broad spectrum of physical activity including activities of daily living, active travel, structured and unstructured/informal sport and exercise.</li><li>• Know about the short, medium and long-term benefits of physical activity including physical, psychological and social aspects.</li><li>• Know about the benefits and risks of inactivity and sedentary behaviour across a broad range of long term physical and mental health conditions and be familiar with associated health terminology: e.g. cardiovascular disease, diabetes, hypertension, dementia.</li></ul>



<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Health Navigator must:</b>
<b>K3.3</b>	Key health and lifestyle messages and guidance	<ul style="list-style-type: none"> <li>• Understand the Department of Health and Social Care(DHSC) national recommendations for physical activity in adults, older adults and pregnant women.</li> <li>• Understand the key messages and guidance for the following lifestyle areas: <ul style="list-style-type: none"> <li>- Physical activity.</li> <li>- Stopping smoking.</li> <li>- Healthy eating.</li> <li>- Safe alcohol limits.</li> <li>- Weight management.</li> <li>- Mental health including the New Economics Foundation's (NEF) 5 Ways to Wellbeing.</li> </ul> </li> <li>• Know about the most up-to-date, credible national and local sources of evidence-based information and support for lifestyle and behaviour changes including campaigns: e.g. Active 10, C4 Life and One You.</li> </ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Health Navigator must be able to:</b>
<b>S3.1</b>	Targeted and tailored interventions	<ul style="list-style-type: none"> <li>• Use the understanding of health inequalities to elicit a conversation that identifies the priority issues relevant to the individual and co-devise an action plan that takes these into account.</li> <li>• Use information sources including those of key stakeholders, to understand the health needs of a local population and the priority areas and target groups for health and physical activity interventions within a specific locality.</li> </ul>
<b>S3.2</b>	Tailored benefits and risks of increasing physical activity	<ul style="list-style-type: none"> <li>• Elicit and provide information and advice on physical activity including benefits and risks that are pertinent to an individual.</li> <li>• Elicit and determine the type(s) of physical activity most appropriate for the individual to ensure that client preference is accommodated and that chances of adherence are maximised.</li> </ul>
<b>S3.3</b>	Tailored health and lifestyle messages and guidance	<ul style="list-style-type: none"> <li>• Elicit and where appropriate provide current, relevant information pertinent to the individual, their stage of change, health status and priorities.</li> <li>• Support people to locate and access credible sources of information on healthy lifestyle topics at appropriate time points and in formats: e.g. apps, online, flyers, booklets appropriate to the individual.</li> </ul>

## 4. Partners, pathways and signposting

Ref	Knowledge and understanding:	A Health Navigator must:
K4.1	Engagement with partners and people	<ul style="list-style-type: none"> <li>Understand the principles of asset-based community development and the importance of resources/assets including organisations and people within communities.</li> <li>Know about the credible local agencies/organisations and relevant professionals from health, social and community/voluntary sectors who can support people to become more physically active and/or healthy – what they do and how to make and maintain regular contact including identifying key staff.</li> <li>Know the main methods of engaging with individuals and groups within the community in order to promote health including physical activity, provide key messages and signpost to opportunities: e.g. at events, social media, face-to-face and group talks.</li> <li>Understand the importance of respecting others, their contribution to the community and fulfil commitments in a timely manner, in order to build successful relationships with both organisations and people.</li> </ul>
K4.2	Local pathways	<ul style="list-style-type: none"> <li>Understand the difference between a referral, self-referral, a recommendation and signposting, and the role of the health navigator in relation to each.</li> <li>Understand the concept of integrated care pathways, the relevant national and local models that exist e.g. Social Prescribing, Making Every Contact Count and the potential routes into and out of the brief intervention provided.</li> <li>Know about other similar roles such as link workers, health champions, health coaches, health trainers or community activators, the similarities and differences between them and which are relevant in a specific locality.</li> </ul>
K4.3	Signposting, resources and records	<ul style="list-style-type: none"> <li>Know where to find information on credible local health and physical activity providers and related stakeholders, the methods to and the importance of continually updating knowledge and information that is recorded and stored.</li> </ul>

Ref	Skills:	A Health Navigator must be able to:
S4.1	Engagement with partners and people	<ul style="list-style-type: none"> <li>Identify and make contact with relevant organisations and people in order to build and maintain strong relationships in the community.</li> <li>Identify key people who can provide access and information on health and physical activity opportunities.</li> <li>Engage with individuals and groups through a variety of routes in order to promote health and physical activity, key messages and signpost to relevant services.</li> </ul>

Ref	Skills:	A Health Navigator must be able to:
S4.2	Local pathways	<ul style="list-style-type: none"> <li>• Follow agreed local pathways and protocols.</li> <li>• Undertake an appropriate assessment (see behaviour change section) and use appropriate screening tools.</li> <li>• Discuss, agree and gain consent with a client for an action plan based on their wants and needs and which includes signposting and facilitating access to appropriate health and physical activity services including those offering the following services: <ul style="list-style-type: none"> <li>- Stopping smoking.</li> <li>- Increasing physical activity.</li> <li>- Healthy eating.</li> <li>- Weight management.</li> <li>- Improving mental health.</li> <li>- Alcohol and substance misuse.</li> <li>- Sexual health advice.</li> </ul> </li> <li>• Know when and how to signpost on, or refer back to, health services where it is deemed beyond competence or professional boundary.</li> </ul>
S4.3	Signposting, resources and records	<ul style="list-style-type: none"> <li>• Agree with the methods of key contacts from local agencies to maintain up to date and accurate information on services.</li> <li>• Support the client to determine and access the relevant resources.</li> </ul>

## 5. Professional skills

Ref	Knowledge and understanding:	A Health Navigator must:
K5.1	Scope of practice and professional boundaries	<ul style="list-style-type: none"><li>• Understand the scope of the role and professional boundaries that apply including the roles and responsibilities of referring professionals, exercise and community delivery partners and other related health practitioners.</li><li>• Know how, when and from whom, to seek advice for potential queries/concerns relating to clients.</li><li>• Understand the standard code of conduct and ethical issues and associated codes including what constitutes a reputable organisation to which to signpost to e.g. the charity governance code.</li></ul>
K5.2	Legislative, regulatory and health and safety requirements	<ul style="list-style-type: none"><li>• Understand core legislation and local policy and procedure that is relevant to this role including:<ul style="list-style-type: none"><li>– <b>Equality and Diversity</b> – encompassing the rights of individuals to be treated with respect as unique individuals and with reference to the special provisions surrounding Protected Characteristics as defined by the Equality Act 2010.</li><li>– <b>Safeguarding</b> – key principles for working with vulnerable adults and DBS requirements of employing organisations and being aware of local escalation procedures for the purpose of maintaining client and personal safety.</li><li>– <b>Health and Safety</b> – to ensure a safe environment when working with clients, with knowledge of relevant risk assessment and management of the space and activity including First Aid procedures.</li><li>– <b>Information governance</b> – understand the principles and legal requirements for data protection including the GDPR and how to share and store information securely.</li></ul></li><li>• Understand the importance of confidentiality when dealing with the sensitive and personal information relating to clients.</li><li>• Understand the need to obtain client consent to the transfer of relevant information to third party providers and outlining any risks and benefits of the selected activity/activities.</li><li>• Understand why it is important to be covered by appropriate insurance both including employer's liability and professional indemnity.</li></ul>
K5.3	Data collection and evaluation	<ul style="list-style-type: none"><li>• Understand the importance of systematic record keeping and data collection including the use of electronic records.</li><li>• Understand the importance of monitoring client progress and experience of the service to ensure client's goals and positive satisfaction with the service are achieved and to support service improvement.</li></ul>

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Health Navigator must:</b>
<b>K5.4</b>	Continuing professional development	<ul style="list-style-type: none"> <li>• Understand the importance, benefits and mechanisms of keeping knowledge and skills up to date through a variety of both traditional and innovative learning activities and reflective practice. Examples include: <ul style="list-style-type: none"> <li>- Inclusion and disability awareness.</li> <li>- Health and physical activity policy/guidance/pathways and implications for practice.</li> <li>- Understanding related roles including social prescribing link workers and health trainers.</li> <li>- Peer-to-peer mentoring/action learning sets.</li> <li>- Understanding of managing risk for more complex clients: e.g. mental health first aid.</li> <li>- Managing personal stress and developing emotional resilience.</li> <li>- On-going learning and supervision for communication techniques including motivational interviewing and behaviour change.</li> <li>- Seek and value on-going support and mentoring.</li> </ul> </li> <li>• Understand the methodology of reflective practice and the benefits in terms of gaining knowledge, experience and greater self-awareness.</li> <li>• Understand both the scope of industry requirements and how to access relevant and recognised Continuing Professional Development (CPD) activities.</li> </ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Health Navigator must be able to:</b>
<b>S5.1</b>	Professional boundaries	<ul style="list-style-type: none"> <li>• Work within own knowledge and competence based on qualifications and experience.</li> <li>• Regularly access advice and personal support as required.</li> <li>• Signpost on, or refer clients back to, others when and where appropriate.</li> <li>• Adhere to relevant codes of conduct and ethical practice.</li> </ul>
<b>S5.2</b>	Legislative, regulatory and health and safety requirements	<ul style="list-style-type: none"> <li>• Ensure all relevant legislation, policies and procedures are adhered to and that local escalation procedures are followed in a timely manner in the event of a safeguarding or health and safety concern.</li> <li>• Communicate with clients in an appropriate place and in a sensitive manner to ensure confidentiality is maintained at all times.</li> <li>• Ensure that risks and benefits are outlined as part of gaining consent.</li> </ul>
<b>S5.3</b>	Data collection and evaluation	<ul style="list-style-type: none"> <li>• Monitor client progress using relevant methods including systematic record keeping.</li> <li>• Provide feedback to clients on their progress based on objective and subjective measures.</li> <li>• Provide verbal and written feedback to service managers on client progress, satisfaction ratings and on ways to improve the service.</li> </ul>
<b>S5.4</b>	Continuing professional development	<ul style="list-style-type: none"> <li>• Through self-reflection, and in conjunction with a line manager, determine performance and identify relevant individual CPD opportunities so that knowledge and skills are developed and updated regularly (in-line with industry and organisational requirements).</li> <li>• On an on-going basis, apply reflective practice both as an individual and as part of a team and seek appropriate mentoring.</li> </ul>

## 7. Glossary

<b>Term</b>	<b>Definition/description</b>
<b>Brief and very brief advice</b>	Terms describe very brief or brief conversations, verbal advice, discussion, negotiation or encouragement, with or without written or other support or follow-up (usually from 30 secs to 3 mins). Such short interventions are generally delivered opportunistically, usually include giving people information, or directing them towards further help. They may be used to raise awareness in relation to lifestyle risks, provide encouragement and support for change and are often best framed within a 'Ask, Advise, Assist' structural format.
<b>Brief intervention and extended brief intervention</b>	Brief interventions and extended brief interventions are often similar in content with the latter usually lasting more than 30 minutes and often consisting of a series of individually-focused sessions. Both types of intervention may involve verbal discussion, negotiation or encouragement, with or without written or other support or follow-up. It may also involve a referral for further interventions, directing people to other options, or even more intensive or specialist support.
<b>C4 Life</b>	Change 4 Life is a programme that encourages parents to help themselves and their children 'live better' by eating healthily, getting more activity into their day-to-day routine, and committing to these changes as a lifestyle.
<b>Care Pathway</b>	A term to describe what needs to happen, when, where, for whom and by whom.
<b>Carer</b>	Anyone who looks after a family member, partner or friend who needs help because of their illness, frailty, disability, a mental health problem or an addiction and cannot cope without their support. The care they give is unpaid.
<b>Customer Relationship Management System (CRM)</b>	A technological approach to manage an organisation's interaction with clients (in this context in order) to support behaviour change.
<b>CVD</b>	Cardiovascular Disease.
<b>DBS</b>	Disclosure and Barring Service.
<b>Determinants of health</b>	Personal (genetics, age, sex, ethnicity), social, economic and environmental factors including health behavior and lifestyle, income, education, employment, access to health services, housing and the natural environment which determine the health status of a person or community (see also Wider Determinants).
<b>Disability</b>	These are impairments or health problems that limit or restrict activities in any way, in different areas of life e.g. visual, hearing, physical, learning, poor mental health, long term conditions.
<b>Exercise Referral</b>	A referral by a primary care or allied health professional to a physical activity specialist or service where a tailored exercise programme can be devised and delivered by a suitably qualified instructor.
<b>GDPR</b>	General Data Protection Regulation.
<b>Health Inequalities</b>	Preventable differences between groups in physical and mental health, health risks and health related behaviour. Groups may be based on socioeconomic conditions, ethnicity, gender, sexual orientation, disability or geography.
<b>Long Term Conditions</b>	Also known as a diagnosed chronic disease or chronic health condition.

<b>MECC</b>	Making Every Contact Count (MECC) is an approach to behaviour change that utilises the millions of day to day interactions that organisations and individuals have with other people to support them in making positive changes to their physical and mental health and wellbeing. MECC enables the opportunistic delivery of consistent and concise healthy lifestyle information and enables individuals to engage in conversations about their health at scale across organisations and populations.
<b>NEF</b>	New Economics Foundation.
<b>NHSE</b>	NHS England.
<b>NICE</b>	National Institute for Health and Care Excellence.
<b>Person-centred Care</b>	Is about focusing care on the needs of individual. Ensuring that people's preferences, needs and values guide clinical decisions, and providing care that is respectful of and responsive to them. (Health Education England).
<b>PHE</b>	Public Health England.
<b>PHOF</b>	Public Health Outcomes Framework.
<b>Recommendation</b>	A health professional encouraging a client try to become more habitually active in order to gain health benefits.
<b>Referral (medical)</b>	The transfer of care for a patient from one clinician or clinic to another by request.
<b>SE</b>	Sport England.
<b>Self-Referral</b>	A client gaining access to services by themselves and not involving a clinical referral.
<b>Sexual Health</b>	Primarily signposting to sexual health clinic for family planning, genitourinary medicine (GUM) or sexual and reproductive health.
<b>Social Prescribing</b>	Sometimes referred to as community referral, is a means of enabling GPs, nurses and other primary care professionals to refer people to a range of local, non-clinical services.
<b>UK and national health organisations:</b>	<ul style="list-style-type: none"> <li>• Department of Health and Social Care (England).</li> <li>• Welsh Government Health and Social Services.</li> <li>• Department of Health Northern Ireland.</li> <li>• Scottish Government Health and Social Care.</li> </ul>
<b>Wider Determinants of Health</b>	Also known as social determinants, a diverse range of social, economic and environmental factors which impact on people's health.

## 8. Acknowledgements

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