



YMCA Level 2 Award in Engaging Inactive People in Physical Activity to Create Long-Term Behaviour Change (603/7345/3)

Qualification Specification



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YMCA Awards

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YMCA Level 2 Award in Engaging Inactive People in Physical Activity to Create Long-Term Behaviour Change

Qualification Specification

Qualification number: 603/7345/3

Operational start date: 01 May 2021

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or are simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. Most importantly of all we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- Council for Curriculum, Examinations and Assessment (CCEA Regulation)
- Qualifications Wales (QW).

Qualification aim

This qualification is designed to develop the knowledge, skills and behaviours of qualified group exercise instructors and/or fitness instructors for them to be able to work with inactive people (adults) with no pre-existing health conditions. Upon completion, learners will be able to plan and deliver programmes of physical activity that can engage individuals and positively challenge behaviours for the long term.

Overview of knowledge, skills and understanding

Knowledge and understanding relating to the qualification:

- Identifying how to promote healthy lifestyles.
- Understanding the importance of healthy lifestyles in combatting mental and physical illness.
- Identifying target groups likely to be inactive.
- Combatting barriers to inactivity and nonparticipation in physical activity through application of behaviour change strategies.
- The benefits of physical activity to society on a local and national level.
- Awareness of initiatives aimed at increasing physical activity levels.
- How to plan inclusive physical activity sessions for inactive people within communities.
- How to collate and feedback to inform future programmes.

Skills relating to the qualification:

- How to prepare, plan and deliver inclusive, safe and fun physical activity sessions for inactive people.
- Identify individual client requirements for differentiation and adapt exercises accordingly.
- Promote retention and behaviour change via appropriate communication skills and feedback to participants.

Target group and age range

This qualification has been designed to be accessed by those aged 16 plus.

Qualification structure

To achieve the **YMCA Level 2 Award in in Engaging Inactive People in Physical Activity to Create Long-Term Behaviour Change (603/7345/3)**, learners must complete **2** mandatory units.

Unit reference number	Unit title	Level	Credit
M/618/6440	Working with inactive people	2	4
K/616/7949	Lifestyle management and health awareness	2	2

The total qualification time (TQT) for this qualification is 59 hours.

The guided learning hours (GLH) assigned are 46 hours.

Total qualification time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total qualification time is made up of the following 2 elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for guided learning (see below).
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment which takes place as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided learning hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real time (the learner and tutor can be either remote or in the same physical place during eLearning).
- Invigilated assessment (external tests sat under controlled or open book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the learner and tutor can be either remote or in the same physical place during assessment).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time eg, completing a learner assessment record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended guided learning hours – our ongoing review

Your external quality assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us at: awards.support@ymca.co.uk.

Entry requirements

This qualification has been specifically designed for the 16 plus age group. In order to achieve this qualification learners will be required to lead exercise sessions designed for inactive people. Learners must therefore have successfully completed either a regulated level 2 gym/fitness or group exercise qualification as a prerequisite.

Opportunities for progression

Future employment possibilities

This qualification is targeted towards level 2 fitness instructors and level 3 personal trainers wishing to broaden their knowledge and skills to work with a wider range of clients.

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels. For example:

- YMCA Level 2 Award Group Exercise Instructing (603/7151/1)
- YMCA Level 2 Award in Delivering Chair-Based Exercise (600/5924/2)
- YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes within Community Settings (603/7343/X)
- YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1)
- YMCA Level 3 Award in First Aid at Work (603/1903/3)
- YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)
- YMCA Level 3 Diploma in Teaching Yoga (Practitioner) (603/3617/1)

Mapping to standards

This qualification is fully mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) 'Working with inactive people professional standard (population specialism)'.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form through Y-connect to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website:

www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

Staff carrying out the delivery, assessment and internal quality assurance of this qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards 1 of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development).

If none of the above are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

- Be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment.
- Have recent relevant experience in the specific area they will be assessing.
- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience of providing training and assessment.

Assessors should ideally hold or be working towards 1 of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1: Assess Candidates Using a Range of Methods
- D32/33: Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed national occupational standards (NOS) for learning and development which can be found on the NOS database: www.ukstandards.org.uk.

If none of the above qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification. The assessor may be the tutor. However, the assessor cannot be the internal verifier.

Internal Quality Assurers

Internal quality assurers must:

- Be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.

Internal verifiers should ideally hold or be working towards 1 of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1: Conduct Internal Quality Assurance of the Assessment Process
- D34: Internally Verify the Assessment Process.

Note: Holders of V1 and D34 qualifications must work to the reviewed national occupational standards for learning and development which can be found on the NOS database: www.ukstandards.org.uk.

If none of these qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessor qualification.

Registration

All learners must be registered within the first 10% of the duration of their course eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest. For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Wales and regulated by Qualifications Wales (QW)
- Northern Ireland and regulated by Council for Curriculum, Examinations and Assessment (CCEA Regulation)
- In other UK regions and outside the UK (regulated by Ofqual).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated, the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures: www.ymcaawards.co.uk/centres/centre-guidance.

The **YMCA Level 2 Award in Engaging Inactive People in Physical Activity to Create Long-Term Behaviour Change (603/7345/3)** is assessed through internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a learner assessment record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a learner assessment record (LAR) is available for this qualification, please make sure you are logged in to the centre homepage on the website and follow this link:

www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards LAR is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods, see the suggested example in the 'Qualification content' section of this specification.

External assessment

There is no external assessment for this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show that they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). This link provides further information on the role of the IQA and the EQA: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods can be found below

Working with inactive people (M/618/6440)

Unit aim

This unit develops the knowledge and skills required of an exercise and fitness instructor when working with inactive people, delivering programmes of physical activity that can engage individuals and positively challenge behaviours for the long term.

Unit content

The learner will:

1. Understand target groups that are likely to be identified as inactive

The learner can:

- 1.1. Identify the different groups that are more likely to be inactive
- 1.2. Explain the reasons why the specific target group has been identified
- 1.3. Describe how the target groups have been identified.

The learner will:

2. Understand barriers and enablers for participation in physical activity

The learner can:

- 2.1. Outline what is meant by the terms 'barriers' and 'enablers' regarding participation in physical activity
- 2.2. Identify where to find information/insight on barriers and enablers to participation for certain participant types
- 2.3. Describe ways to overcome barriers to participation in physical activity.

The learner will:

3. Understand the benefits and measures of participation in regular physical activity

The learner can:

- 3.1. Describe the sociological benefits of participating in regular physical activity

3.2. Identify the appropriate measures of:

- The sociological benefits of physical activity for inactive people
- The physiological benefits of physical activity for inactive people
- The psychological benefits of physical activity for inactive people.

The learner will:

4. Understand the benefits to society of engaging people in physical activity

The learner can:

- 4.1. Describe the benefits to society and the economy of having an engaged nation of physically active people
- 4.2. Identify other nations and regions that benefit from having a culture of people engaged in regular physical activity.

The learner will:

5. Understand the importance of building relationships and connecting with inactive people

The learner can:

- 5.1. Understand the importance of building relationships and connecting with inactive people in person or in a group and those who support them
- 5.2. Describe how to adapt communication methods to meet the needs of participants from differing backgrounds.

The learner will:

6. Understand a range of local, regional and national initiatives aimed at increasing physical activity levels

The learner can:

- 6.1. Identify the organisations developing initiatives for inactive people relevant to their target markets
- 6.2. Evaluate a range of initiatives targeting inactive people identifying their areas of good practice and areas for improvement.

The learner will:

7. Identify activities that could be used when planning physical activity sessions for inactive people

The learner can:

- 7.1. Describe appropriate types of activity and how this relates to an inactive person's goals
- 7.2. Describe how activities can be adapted to appeal to an inactive person or group.

The learner will:

8. Understand how to plan inclusive, safe and fun physical activity programmes for inactive people

The learner can:

- 8.1. Explain how to plan inclusive, safe and fun physical activity programmes for inactive individuals
- 8.2. Outline the importance of the relationship between programme design and activity delivery in engaging inactive people
- 8.3. Describe how to deliver inclusive, safe and fun physical activity sessions for inactive individuals
- 8.4. Explain the importance of having contingency plans when working with inactive people
- 8.5. Outline how goals for inactive people may differ from those of active people.

The learner will:

9. Understand how to motivate and influence behaviour change

The learner can:

- 9.1. Identify how to use feedback from participants to promote motivation of inactive people
- 9.2. Identify an individual's motivation for wanting to become physically active
- 9.3. Identify typical motivations for different types of inactive groups
- 9.4. Describe how to positively influence participant behaviour
- 9.5. Describe how people who influence an inactive person or group can play a role in motivation.

The learner will:

10. Be able to plan and deliver inclusive, safe and fun physical activity sessions for individuals that are inactive

The learner can:

- 10.1. Develop a plan to deliver inclusive, safe and fun physical activity sessions for individuals that are inactive
- 10.2. Differentiate activity appropriately to appeal to inactive people
- 10.3. Show a clear insight lead rationale for the session and activities used
- 10.4. Deliver inclusive, safe and fun physical activity sessions for individuals that are inactive
- 10.5. Recognise and implement adaptations to keep people engaged
- 10.6. Evaluate inclusive, safe and fun physical activity sessions that promote the individual returning to participate.

The learner will:

11. Be able to offer feedback to promote retention and change in behaviour

The learner can:

- 11.1. Give participants effective feedback on the session
- 11.2. Give the participant/s the opportunity to:
 - Reflect on the session
 - Ask questions
 - Provide feedback
 - Identify further needs.
- 11.3. Make sure the participant/s are able to continue with being physically active without direct supervision
- 11.4. Analyse, evaluate and reflect on the conversations, progress, changes in behaviour and approach to physical activity from individuals in order to maintain interest and participation levels.

Assessment specification	Worksheet
	Session overview and plan
	Session observation and evaluation

Lifestyle management and health awareness (K/616/7949)

Unit aim

This unit develops the knowledge an exercise and fitness instructor needs to promote a healthy and active lifestyle. This includes the importance of healthy eating and offering behaviour change strategies to support clients to adopt behaviours that will help them to prevent a range of health conditions.

Unit content

The learner will:

1. Understand how to promote a healthy lifestyle

The learner can:

- 1.1. Define the components of health and skill related fitness, including:
 - Health related fitness
 - Skill related fitness.
- 1.2. Describe the benefits of a healthy and active lifestyle
- 1.3. Describe the implications of obesity in the UK
- 1.4. Describe how physical activity/exercise can help prevent common health conditions and chronic conditions including:
 - Coronary heart disease
 - Stroke
 - Some cancers
 - Type 2 diabetes
 - Hypertension
 - Obesity
 - Musculoskeletal conditions
 - Mental health conditions.
- 1.5. Identify ways in which an exercise and fitness instructor could communicate the benefits of a healthy lifestyle to clients

- 1.6. Identify when an exercise and fitness instructor should refer a client to another professional regarding their health and wellbeing
- 1.7. Identify the relevant professionals an exercise and fitness instructor could refer a client to regarding their health and wellbeing
- 1.8. Describe how technology can assist in a client's journey towards a healthy lifestyle.

The learner will:

2. Understand the importance of healthy eating

The learner can:

- 2.1. Describe the national food model/guide
- 2.2. Describe key healthy eating advice that underpins a healthy diet
- 2.3. Explain the importance of adequate hydration
- 2.4. Explain professional role boundaries in relation to offering nutritional advice
- 2.5. Describe the energy balance equation
- 2.6. Explain the health risks of poor nutrition.

The learner will:

3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

- 3.1. Identify typical barriers to exercise/physical activity
- 3.2. Explain why it is important for a client to take personal responsibility for their own fitness and motivation
- 3.3. Identify behaviour change approaches/strategies to encourage adherence to exercise/physical activity
- 3.4. Describe how to set short, medium and long-term SMART goals
- 3.5. Identify how to review and revise short, medium and long-term SMART goals.

Assessment specification

Assessment workbook



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

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Awarding excellence

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