YMCA Level 1 Award in Introduction to Personal Wellbeing (600/7641/0)

Qualification Specification

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YMCA Awards

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Level 1 Award in Introduction to Personal Wellbeing

Qualification Specification

Qualification number: 600/7641/0

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Introduction

About YMCA Awards

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

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

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

Qualification aim

The aim of this qualification is to provide the learner with the knowledge and skills to increase self-confidence and self-esteem and to help develop their personal wellbeing.

Overview of knowledge, skills and understanding

Learners will cover:
Knowledge and understanding relating to the qualification:

- Understand eating disorders.
- Understand body image and how body image is portrayed in the media.
- Understand feelings and emotions.
- Know what is meant by self-esteem and understand ways of building self-esteem.
- Understand the impact of confidence and ways of building confidence.
- Understand what is meant by 'bullying' and know where to access help and support.

Skills relating to the qualification:

- Be able to recognise and deal with bullying.

Target group and age range

This qualification is aimed at a range of learners, including learners under the age of 16.

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Qualification structure

To achieve the YMCA Level 1 Award in Introduction to Personal Wellbeing the learner must complete the following 5 units for 6 credits.

Unit reference number	Unit title	Level	Credit
H/503/0997	Understanding eating disorders	1	1
Y/503/0995	Understanding body image	1	1
K/503/0967	Developing confidence and self-esteem	1	1
R/503/1000	Understanding feelings and emotions	1	1
J/503/0989	Recognising and dealing with bullying	1	2

The Total Qualification Time (TQT) for this qualification is 60. The Guided Learning Hours (GLH) assigned are 54 minimum.

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 two elements:
(a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
(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, including 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)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- 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 co-presence of learner and tutor can be either remote or in the same physical place).

This is **not:**
Unsupervised learning such as:

- E-learning 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 (for example, 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.

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Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to 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 feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no pre-requisites for this qualification.

Opportunities for progression

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- Level 1 Award in Fitness and Physical Activity
- Level 1 Award in Introduction to Lifestyle Management
- Level 1 Award in Lifestyle Management
- Level 2 Award in Nutrition for Healthy Living
- NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

Mapping to standards

There are no National Occupational Standards mapping directly to this qualification at this time.

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 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

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

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
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations and Assessment)

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- Wales and regulated by QW (Qualifications Wales).

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.

Enquires 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 (eg, 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 (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. 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 1 Award in Introduction to Personal Wellbeing 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 is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

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Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence 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 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(s) 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). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

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Understanding Eating Disorders (H/503/0997)

Unit aim

This unit develops learners' knowledge and understanding of different eating disorders.

Unit content

The learner will:

1. Know about different eating disorders.

The learner can:

1.1 List different types of eating disorder.

1.2 Outline the signs and symptoms of different eating disorders.

1.3 State the possible short-term and long-term effects on health of each.

The learner will:

2. Understand the connections between food and feelings.

The learner can:

2.1 Identify the connections between food and feelings.

2.2 Outline why abnormal eating habits may develop.

The learner will:

3. Know how to access information and support related to eating disorders.

The learner can:

3.1 Identify further information and support

Assessment specification	Project/worksheet

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Understanding Body Image (Y/503/0995)

Unit aim

This unit develops learners' knowledge and understanding of body image.

Unit content

The learner will:

1. .

The learner can:

1.1 State what is meant by 'body image.'

1.2 Give an example of a positive and a negative portrayal of bodies in the media.

The learner will:

2. Understand cultural and historical influences on body image.

The learner can:

2.1 Outline how body image can be influenced by different societies or cultures.

2.2 Give examples of images of beauty from different cultures.

2.3 Give examples of images of beauty from different historical periods.

The learner will:

3. Understand influences on own body image.

The learner can:

3.1 Identify influences on own body image.

Assessment specification	Project/worksheet

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Developing Confidence and Self-Esteem (K/503/0967)

Unit aim

This unit develops learners' knowledge and understanding of confidence and self-esteem.

Unit content

The learner will:

1. Understand the impact of confidence.

The learner can:

1.1 Define confidence.

1.2 State the benefits of being confident.

1.3 Outline how confident behaviour might influence others' perceptions of an individual.

1.4 Outline how lacking confidence might influence others' perceptions of an individual.

The learner will:

2. Know what is meant by self-esteem.

The learner can:

2.1 Define self-esteem.

2.2 Identify factors that affect self-esteem.

The learner will:

3. Understand ways of building confidence and self-esteem.

The learner can:

3.1 Identify ways of building confidence and self-esteem.

3.2 Outline a situation where he/she lacks confidence and how confidence building strategies could be applied.

3.3 State the potential impact of using confidence building strategies in a given situation.

Assessment specification	Project/worksheet

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Understanding Feelings and Emotions (R/503/1000)

Unit aim

This unit develops learners' knowledge and understanding of feelings and emotions.

Unit content

The learner will:

1. Understand the terms 'emotion' and 'feeling.'

The learner can:

1.1 Give examples of emotions and feelings.

The learner will:

2. Understand how feelings and emotions might be expressed.

The learner can:

2.1 Give an example of own feelings and emotions in two different situations.

2.2 State how these feelings and emotions might be expressed.

The learner will:

3. Understand how to manage and respond to emotions and feelings.

The learner can:

3.1 Give an example of a positive response to a given situation.

3.2 Give an example of a negative response to a given situation.

3.3 Outline a strategy to manage own emotions and feelings.

Assessment specification	Project/worksheet

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Recognising and Dealing with Bullying (J/503/0989)

Unit aim

This unit develops learners' knowledge and understanding of how to recognise and deal with bullying.

Unit content

The learner will:

1. Understand what is meant by 'bullying'.

The learner can:

1.1 Identify three different forms of bullying.

1.2 State what is meant by being a victim.

The learner will:

2. Be able to recognise the effects of bullying.

The learner can:

2.1 Give three examples of the effects of bullying on the victim.

2.2 Identify the emotions that may be experienced by a bully when bullying.

The learner will:

3. Be able to recognise strategies for dealing with bullying.

The learner can:

3.1 Outline one intervention that may help the victim.

3.2 State two ways in which the self-esteem of the victim can be raised.

3.3 Outline one intervention that may help the bully.

The learner will:

4. Know where to access help and support.

The learner can:

4.1 Identify three sources of help and support available.

Assessment specification	Project/worksheet

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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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