

YMCA Level 2 Certificate for Young Health Champions (601/2656/5)

Qualification Specification



YMCA Awards

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Level 2 Certificate for Young Health Champions

Qualification Specification

Qualification number: 601/2656/5

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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. 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 Curriculum, Examinations and Assessment)

Qualification aim

The aim of this qualification is to fill the gap between informal training and higher level training aimed at health professionals. It will be targeted at young people and those who work with young people who wish to deliver healthy lifestyle messages at a community level.

Overview of knowledge, skills and understanding

Knowledge and understanding relating to the qualification:

- What is meant by one's own health and wellbeing and the positive and negative lifestyle choices which can affect it
- Knowledge and skills required when researching suitable health improvement facilities for their clients
- Understanding and skills required to prepare and deliver a health improvement message to a group of their peers
- Knowledge and understanding required when helping and supporting an individual at risk to the misuse of alcohol
- Knowledge and understanding required when encouraging others to increase their level of physical activity and how to address any barriers that they may experience in the process
- Knowledge and understanding required when encouraging others to achieve a healthy weight through healthy eating and how to address any barriers that they may experience in the process
- Knowledge and understanding required when providing information to help and support the individual with regard to their sexual health
- Knowledge and understanding required when providing information to help and support the individual with regard to the concept of body image
- Knowledge and understanding required when providing information to help and support the individual with regard to their own mental health and wellbeing

Target group and age range

This qualification is aimed at a range of learners aged 16 years and over.

Qualification structure

To achieve the YMCA Awards Level 2 Certificate for Young Health Champions the learner must complete 3 mandatory units with a credit value of 12, and 6 optional units from which an additional minimum of 3 credits must be selected.

Mandatory units

Unit reference number	Unit title	Level	Credit
L/504/2898	Health improvement	1	2
D/505/2125	Research health improvement facilities	2	4
H/505/2126	Deliver a health improvement message to a group of peers	2	6

Optional units

Unit reference number	Unit title	Level	Credit
K/505/2127	Understanding alcohol misuse	2	1
M/505/2128	Encouraging physical activity	2	1
M/505/2131	Encouraging a healthy weight and healthy eating	2	1
T/505/2132	Understanding sexual health	2	1
D/504/5482	Understanding body image	1	1
F/505/6958	Mental health and wellbeing	2	2

The Total Qualification Time (TQT) for this qualification is 150. The Guided Learning Hours (GLH) assigned are 42.

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.

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: awards.products@ymca.co.uk.

Entry requirements

Minimum age: 16 years.

There are no specific entry requirements.

Opportunities for progression

Learners could progress to further qualifications, for example:

- YMCA Awards L2 Award in Community Activation
- YMCA Awards L2 Certificate in Fitness Walking
- YMCA Awards L2 Diploma in Promoting Health and Wellness
- YMCA Awards L2 Diploma in Health, Fitness and Exercise Instruction
- YMCA Awards L2 Certificate in Fitness Instructing

Mapping to standards

This qualification has links to NOS in promoting leisure opportunities and activities for individuals and health-related exercise and physical activities. See <http://nos.ukces.org.uk> for more information.

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 Curriculum, Examinations and Assessment)

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 (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 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 Awards Level 2 Certificate for Young Health Champions 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.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (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 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). 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

Health improvement (L/504/2898)

Unit aim

This unit provides the learner with the knowledge of what is meant by one's own health and wellbeing, and the positive and negative lifestyle choices which can affect it.

Unit content

The learner will:

1. Understand what is meant by health and wellbeing

The learner can:

1.1 State the WHO definition of health

1.2 Determine own attitude to health

The learner will:

2. Understand factors that have led to the improvement of public health

The learner can:

2.1 Identify three social factors that have resulted in large-scale improvements in public health

2.2 Outline three medical advances that have resulted in improvements in public health

The learner will:

3. Understand how lifestyle may have a negative effect on health

The learner can:

3.1 Identify five behaviours that have a negative effect on health

3.2 State how these behaviours have a negative effect on the individual

3.3 List three reasons why people make unhealthy lifestyle choices

The learner will:

4. Understand how lifestyle may have a positive effect on health

The learner can:

4.1 Identify five behaviours that have a positive effect on health

4.2 State how these behaviours have a positive effect on the individual

4.3 List three reasons why people make healthy lifestyle choices

The learner will:

5. Know how to improve your own health

The learner can:

5.1 Identify a lifestyle change you can make that can improve your health

5.2 Describe how you could achieve this lifestyle change

5.3 Identify the benefits to you of this change

5.4 Identify who or what can help you to achieve your aim

Assessment specification

- Worksheet
- Personal review

Research health improvement facilities (D/505/2125)

Unit aim

This unit provides the learner with the knowledge and skills required when researching suitable health improvement facilities for their clients.

Unit content

The learner will:

1. Carry out a search of the local area to locate facilities for health improvement

The learner can:

1.1 Identify local facilities / services for health improvement to include facilities for:

- Reducing alcohol, drug or tobacco consumption
- Increasing Physical activity
- Promoting a Healthy Weight
- Good Sexual Health
- Mental and emotional health support.

1.2 Determine the distance of these facilities from a common focal point or landmark in your local area.

1.3 Provide directions to these facilities using personal and public transport from the focal point or landmark.

1.4 Identify any potential problems with respect to access to these facilities.

1.5 Identify reliable sources of information for health improvement on the internet.

The learner will:

2. Determine the health improvement resources available at the facilities

The learner can:

2.1 Collect information including web sites and links, leaflets and other literature relevant to health improvement.

2.2 List the physical resources available for health improvement.

2.3 Obtain information about personal advice, guidance and referral arrangements available for health improvement.

The learner will:

3. Determine the suitability of the resources for the health improvement of clients

The learner can:

3.1 Determine the suitability of the resources for the health improvement of clients.

3.2 Assess the suitability of the information for helping to improve the health of your clients.

3.3 Assess the suitability of the physical resources at these facilities for helping to improve the health of your clients.

Assessment specification

- Research project for a health improvement message

Deliver a health improvement message to a group of peers (H/505/2126)

Unit aim

This unit provides the learner with the understanding and skills required to prepare and deliver a health improvement message to a group of their peers.

Unit content

The learner will:

1. Understand why peer advice is important for the delivery of health improvement messages

The learner can:

- 1.1 Outline the advantages and disadvantages of providing advice to peers
- 1.2 Compare peer advice with advice from 'authority' figures.

The learner will:

2. Carry out preparations for delivering health improvement messages to a group of peers

The learner can:

- 2.1 Justify the choice of health improvement message.
- 2.2 Obtain resources relevant to the chosen health improvement message and peer group.
- 2.3 Identify the key points of the health improvement message.
- 2.4 Prepare materials suitable for the health improvement message.

The learner will:

3. Deliver a health improvement message to a group of peers

The learner can:

3.1 Outline the need for the health improvement message.

3.2 Present the message using language appropriate to the subject and peer group.

3.3 Vary the style of delivery to ensure it remains appropriate to the subject and peer group.

3.4 Respond appropriately to questions and signpost opportunities to health improvement services.

The learner will:

4. Carry out a review of the delivery of the health improvement message

The learner can:

4.1 Obtain feedback to determine which parts of the health improvement message went well and which could be improved.

4.2 Develop a plan to improve delivery of health improvement messages based on the feedback received.

Assessment specification

- Preparation and delivery of a health improvement message to own peers
- Review of own performance

Understanding alcohol misuse (K/505/2127)

Unit aim

This unit provides the learner with the fundamental knowledge and understanding required when helping and supporting an individual at risk of the misuse of alcohol.

Unit content

The learner will:

1. Understand factors that result in people misusing alcohol

The learner can:

1.1 Describe THREE social factors that could result in the misuse of alcohol.

1.2 Outline THREE factors that are individual-specific which could lead to the misuse of alcohol.

The learner will:

2. Understand the personal and social consequences of alcohol misuse

The learner can:

2.1 Outline THREE direct effects on health of alcohol misuse.

2.2 Identify THREE possible indirect effects on the individual due to the misuse of alcohol.

2.3 Identify THREE effects on family members, friends and wider society due to the misuse of alcohol by individuals.

The learner will:

3. Know how to provide help and support to the individual

The learner can:

3.1 List THREE agencies / organisations which provide services for individuals affected by alcohol use and outline the services provided.

3.2 Describe THREE ways by which an individual could be encouraged to reduce their risk of harm from alcohol misuse.

3.3 Identify THREE barriers to changing behaviour with regard to alcohol and how these can be overcome.

Encouraging physical activity (M/505/2128)

Unit aim

This unit provides the learner with the fundamental knowledge and understanding required when encouraging others to increase their level of physical activity and how to address any barriers they may experience in the process.

Unit content

The learner will:

1. Understand the health benefits of physical activity

The learner can:

1.1 Describe THREE effects of physical activity on health.

1.2 Describe THREE effects of physical activity on mental health and wellbeing.

1.3 Outline the recommended levels of physical activity required for health for young people and adults.

The learner will:

2. Understand factors that affect an individual's participation in physical activity

The learner can:

2.1 Outline THREE social factors that may affect an individual's participation in physical activity.

2.2 Outline THREE individual-specific factors that may affect participation in physical activity.

The learner will:

3. Know how to encourage individuals to increase their level of physical activity

The learner can:

3.1 List THREE agencies / organisations which encourage physical activity for health and outline the services provided.

3.2 Describe THREE ways by which an individual could be encouraged to increase their level of physical activity.

3.3 Identify THREE barriers to changing behaviour with regard to physical activity and how these can be overcome.

Encouraging a healthy weight and healthy eating (M/505/2131)

Unit aim

This unit provides the learner with the fundamental knowledge and understanding required when encouraging others to achieve a healthy weight through healthy eating and how to address any barriers that they may experience in the process.

Unit content

The learner will:

1. Understand factors that result in people being under or over a healthy weight

The learner can:

1.1 Describe THREE social factors that could result in people being under or over a healthy weight.

1.2 Outline THREE factors that are individual-specific which could result in a person being under or over a healthy weight.

The learner will:

2. Understand the personal consequences of being under or over a healthy weight

The learner can:

2.1 Outline the direct effect on physical health of being under or over weight.

2.2 Outline the effect on mental health and emotional wellbeing of being under or over a healthy weight.

The learner will:

3. Understand the principle of healthy eating

The learner can:

3.1 State what constitutes a healthy diet.

3.2 Identify good sources of protein, carbohydrates, fats, essential vitamins and minerals.

3.3 Outline THREE positive and THREE negative effects of diet on health.

3.4 State how food labels can support healthy eating.

The learner will:

4. Know how to provide help and support to the individual

The learner can:

4.1 List THREE agencies / organisations which provide services for individuals wishing to achieve a healthy weight and eat more healthily and outline the services provided.

4.2 Describe THREE ways by which an individual could be encouraged to achieve a healthy weight and eat more healthily.

4.3 Identify THREE barriers to changing behaviour with regard to weight management and healthy eating and how these can be overcome.

Assessment specification

- Worksheet

Understanding sexual health (T/505/2132)

Unit aim

This unit provides the learner with the fundamental knowledge and understanding required when providing information to help and support the individual with regard to their sexual health.

Unit content

The learner will:

1. Know that there is a range of sexual relationships

The learner can:

1.1 List THREE different sexual relationships.

The learner will:

2. Understand factors that may result in high risk sexual activity

The learner can:

2.1 Define what is meant by high risk sexual activity.

2.2 Describe THREE social factors that could lead to high risk or unwanted sexual activity.

2.3 Outline THREE factors that are individual specific that could lead to high risk or unwanted sexual activity.

The learner will:

3. Understand the personal and social consequences of high risk sexual activity

The learner can:

3.1 Outline THREE possible effects on health of high risk sexual activity.

3.2 Describe THREE sexually transmitted infections and their possible effect on health.

3.3 Identify THREE possible effects on the individual due to an unwanted pregnancy.

The learner will:

4. Know how to provide help and support to the individual with regard to their sexual health

The learner can:

4.1 List THREE agencies / organisations which provide services for individuals relating to sexual health and outline the services provided.

4.2 Describe THREE ways an individual could be supported to improve their sexual health.

4.3 Identify THREE barriers to changing behaviour with regard to sexual health and how these can be overcome.

Assessment specification

- Worksheet

Understanding body image (D/504/5482)

Unit aim

This unit provides the learner with the fundamental knowledge and understanding required when providing information to help and support the individual with regard to the concept of body image.

Unit content

The learner will:

1. Understand the influences on body image

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

1.3 outline influences on body image and the impact these have on young people

The learner will:

2. Know what is meant by 'selfesteem'

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 someone might lack confidence / self esteem

3.3 outline how confidence-building strategies could be applied to this situation

Assessment specification

- Worksheet

Mental health and wellbeing (F/505/6958)

Unit aim

This unit provides the learner with the fundamental knowledge and understanding required when providing information to help and support the individual with regard to their own mental health and wellbeing.

Unit content

The learner will:

1. Understand the concept of mental health and wellbeing.

The learner can:

1.1 Outline what is meant by:

- emotional health and wellbeing
- a mental health problem
- a mental health disorder.

1.2 Give examples of common:

- mental health problems
- mental health disorders.

The learner will:

2. Understand how different factors affect mental health and wellbeing.

The learner can:

2.1 Identify the features of emotional wellbeing.

2.2 Identify a range of risk factors that can harm a person's mental health.

2.3 Identify a range of resilience factors that can protect a person's mental health.

The learner will:

3. Understand how stereotyping impacts on mental health and wellbeing

The learner can:

3.1 Identify how stereotyping and stigma are damaging for someone with a mental health problem or disorder.

3.2 Identify how stereotyping and stigma can be challenged in relation to mental health.

The learner will:

4. Understand where to get support and help.

The learner can:

4.1 Identify a range of services that support people with mental health problems or disorders.

Assessment specification

- Worksheet



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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