
Level 2 Award for Young Health Champions

October 2024

Guided Learning Hours: 22 hours

Total Qualification Time: 36 hours

Ofqual Qualification Number: 603/2751/0

Description

This qualification is for individuals with an interest in health and wellbeing who want to help their peers develop a healthier lifestyle. The objective of the qualification is to develop the competences required of a young health champion. It will enable learners to provide peer support through an understanding of the individual and social drivers of healthy and unhealthy behaviours as well as signpost local health services. It will also provide knowledge of a health and wellbeing issue relevant to the learner and develop skills to deliver positive health messages.

Learners will take three mandatory units and one optional unit from a choice of eight. The mandatory units are:

- YHC 1 Health Improvement
- YHC 2 Research Health Improvement Services
- YHC 3 Deliver a Health Improvement Message

The optional units are:

- YHC 4 Understanding Alcohol Misuse
- YHC 5 Encouraging physical activity
- YHC 6 Encouraging a Healthy Weight and Healthy Eating
- YHC 7 Understanding Sexual Health
- YHC 8 Supporting Smoking Cessation
- YHC 9 Understanding the Misuse of Substances
- YHC 10 Understanding Emotional Wellbeing
- YHC 11 Encouraging Creative Activity

Units YHC 1 and YHC 4-10 are also available from RSPH as stand-alone single unit qualifications. These single unit qualifications are not targeted specifically at improving the health of young people but are applicable to all age groups.

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Unit YHC 1 Principles of Health Improvement (This is a mandatory unit)

Guided Learning: 6 hours

Total unit Time: 8 hours

Unit Level: 1

Unit Reference No. L/504/2898

Summary of Learning Outcomes:

To achieve this qualification, a learner must:

- 1 Understand what is meant by health and wellbeing, *with reference to:***
 - 1.1 The WHO definition of health.
 - 1.2 The significance of this definition.

- 2 Understand factors that have led to the improvement of public health, *with reference to:***
 - 2.1 **THREE** public health advances that have resulted in large scale improvements in public health.
 - 2.2 How each of these advances has had an impact on the public's health.

- 3 Understand how lifestyle may have a negative effect on health, *with reference to:***
 - 3.1 **THREE** long term health conditions that are linked to lifestyle behaviours .
 - 3.2 **THREE** reasons why people make unhealthy lifestyle choices.

- 4 Understand how lifestyle may have a positive effect on health, *with reference to:***
 - 4.1 **THREE** behaviours that have a positive effect on health.
 - 4.2 How these behaviours have a positive effect on the individual.
 - 4.3 **THREE** reasons why people make healthy lifestyle choices.

- 5 Know how to improve your own health, *with reference to:***
 - 5.1 Own attitude to health
 - 5.2 A lifestyle change that can improve your health.
 - 5.3 How this lifestyle change could be achieved.
 - 5.4 The benefits of this change.
 - 5.5 Who or what can help you to achieve your aim.

Indicative content will be made available to RSPH Centres on qualification approval.

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook, or by a multiple-choice examination. Centre assessment decisions will be subject to scrutiny by RSPH. Alternatively, learners can sit a Multiple Choice Examination.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can either use directly or modify to suit their own particular requirements.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

The multiple-choice examination consists of 25 questions and is provided by RSPH. A candidate who is able to satisfy the learning outcomes must score 17/25 in the examination. The candidate will have 45 minutes to complete the examination. Strong performance in some areas of the qualification content may compensate for poorer performance in other areas.

Unit YHC 2 Research Health Improvement Services (This is a mandatory unit)

Guided Learning: 4 hours

Total Unit Time: 8 hours

Unit Level: 2

Unit reference number: J/616/7747

Summary of Learning Outcomes

To achieve this unit a candidate must:

1 Carry out a search of the local area to locate health improvement services, by being able to meet the following assessment criteria:

- 1.1 Identify local services for health improvement
- 1.2 Provide signposting to an appropriate health improvement service in your local area.
- 1.3 Identify reliable sources of information for health improvement

2 Determine the resources available from a local health improvement service, by being able to meet the following assessment criteria:

- 2.1 Collect information and resources relevant to a health improvement service
- 2.2 Describe the personal advice, guidance and referral arrangements available from a health improvement service

3 Carry out a review of local health improvement services, by being able to meet the following assessment criteria:

- 3.1 Assess the strengths of local health improvement services
- 3.2 Assess the weaknesses of local health improvement services

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 3 Deliver a Health Improvement Message (This is a mandatory unit)

Guided Learning: 6 hours

Total Unit Time: 10 Hours

Unit Level: 2

Unit reference number: R/616/7749

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand why peer advice is important for the delivery of health improvement messages, *by being able to meet the following assessment criteria:***
 - 1.1 Outline the advantages and disadvantages of providing advice to peers
 - 1.2 Compare peer advice with advice from 'authority' figures
- 2 Carry out preparations for delivering a health improvement message, *by being able to meet the following assessment criteria:***
 - 2.1 Identify the key points of the health improvement message
 - 2.2 Obtain resources relevant to the chosen health improvement message and audience
 - 2.3 Prepare materials suitable for the health improvement message
- 3 Deliver a health improvement message, *by being able to meet the following assessment criteria:***
 - 3.1 Explain the role of the Young Health Champion
 - 3.2 Present a positive message using language appropriate to the topic and audience
 - 3.3 Use a style of delivery appropriate for the topic and audience
 - 3.4 Use listening skills and respond appropriately to questions
 - 3.5 Signpost opportunities to health improvement services
- 4 Carry out a review of the delivery of the health improvement message, *by being able to meet the following assessment criteria:***
 - 4.1 Assess the strengths of the delivery of the health improvement message
 - 4.2 Assess what could be improved in the delivery of the health improvement message

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 4 Understanding Alcohol Misuse (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: K/505/2127

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people misusing alcohol, by being able to meet the following assessment criteria:**
 - 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.

- 2 Understand the personal and social consequences of alcohol misuse, by being able to meet the following assessment criteria:**
 - 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.

- 3 Know how to provide help and support to the individual, by being able to meet the following assessment criteria:**
 - 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.

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 5 Encouraging Physical Activity (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: M/505/2128

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand the health benefits of physical activity, by being able to meet the following assessment criteria:**
 - 1.1 Describe **THREE** effects of physical activity on health.
 - 1.2 Describe **THREE** effects of physical activity on mental health and well-being.
 - 1.3 Outline the recommended levels of physical activity required for health for young people and adults.

- 2 Understand factors that affect an individual's participation in physical activity, by being able to meet the following assessment criteria:**
 - 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.

- 3 Know how to encourage individuals to increase their level of physical activity, by being able to meet the following assessment criteria:**
 - 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.

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 6 Encouraging a Healthy Weight and Healthy Eating (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: M/505/2131

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people being under or over a healthy weight, by being able to meet the following assessment criteria:**
 - 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.

- 2 Understand the personal consequences of being under or over a healthy weight, by being able to meet the following assessment criteria:**
 - 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 well-being of being under or over a healthy weight.

- 3 Understand the principle of healthy eating, by being able to meet the following assessment criteria:**
 - 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.

- 4 Know how to provide help and support to the individual, by being able to meet the following assessment criteria:**
 - 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

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 7 Understanding Sexual Health (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: M/616/8262

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand the Law on Sexual Relationships in the UK, by being able to meet the following assessment criteria:**
 - 1.1 Outline the purpose of the law and the meaning of consent
 - 1.2 Outline the meaning of child sexual exploitation
 - 1.3 Identify services that can support individuals at risk of sexual exploitation

- 2 Know that there is a range of sexual relationships, by being able to meet the following assessment criterion:**
 - 2.1 List **THREE** different sexual relationships.

- 3 Understand factors that may result in high risk sexual activity, by being able to meet the following assessment criteria:**
 - 3.1 Define what is meant by high risk sexual activity.
 - 3.2 Describe **THREE** social factors that could lead to high risk or unwanted sexual activity.
 - 3.3 Outline **THREE** factors that are individual specific that could lead to high risk or unwanted sexual activity.

- 4 Understand the personal and social consequences of high risk sexual activity, by being able to meet the following assessment criteria:**
 - 4.1 Outline **THREE** possible effects on health of high risk sexual activity.
 - 4.2 Describe **THREE** sexually transmitted infections and their possible effect on health.
 - 4.3 Identify **THREE** possible effects on the individual due to an unwanted pregnancy.

- 5 Know how to provide help and support to the individual with regard to their sexual health, by being able to meet the following assessment criteria:**
 - 5.1 List **THREE** organisations which provide services for individuals relating to sexual health and outline the services provided.
 - 5.2 Describe **THREE** ways an individual could be supported to improve their sexual health.
 - 5.3 Identify **THREE** barriers to changing behaviour with regard to sexual health and how these can be overcome.

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 8 Supporting Smoking Cessation (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: F/505/2134

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people smoking, by being able to meet the following assessment criteria:**
 - 1.1 Describe **THREE** social factors that could result in smoking.
 - 1.2 Outline **THREE** factors that are individual-specific which could lead to smoking.

- 2 Understand the personal and social consequences of smoking, by being able to meet the following assessment criteria:**
 - 2.1 Outline **THREE** direct effects on health of smoking.
 - 2.2 Identify **THREE** possible indirect effects on the individual due to smoking.
 - 2.3 Identify **THREE** effects on family members, friends and wider society due to smoking by individuals.

- 3 Know how to provide help and support to the individual with regard to smoking cessation, by being able to meet the following assessment criteria:**
 - 3.1 List **THREE** agencies / organisations which provide services for individuals wishing to stop smoking and outline the services provided.
 - 3.2 Describe **THREE** ways by which an individual could be encouraged to reduce their risk of harm from smoking.
 - 3.3 Identify **THREE** barriers to changing behaviour with regard to smoking and how these can be overcome.

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 9 Understanding the Misuse of Substances (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: D/505/2139

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people misusing substances, by being able to meet the following assessment criteria:**
 - 1.1 Describe **THREE** social factors that could result in the misuse of substances.
 - 1.2 Outline **THREE** factors that are individual-specific which could lead to the misuse of substances.

- 2 Understand the personal and social consequences of substance misuse, by being able to meet the following assessment criteria:**
 - 2.1 Outline **THREE** direct effects on health of substance misuse.
 - 2.2 Identify **THREE** possible indirect effects on the individual due to substance misuse.
 - 2.3 Identify **THREE** effects on family members, friends and wider society due to substance misuse by individuals.
 - 2.4 Describe the adverse effects of **THREE** substances that are misused in the community.

- 3 Know how to provide help and support to the individual with regard to substance misuse, by being able to meet the following assessment criteria:**
 - 3.1 List **THREE** agencies / organisations which provide services for individuals affected by substance misuse and outline the services provided.
 - 3.2 Describe **THREE** ways by which an individual could be encouraged to reduce their risk of harm from substance misuse.
 - 3.3 Identify **THREE** barriers to changing behaviour with regard to substance misuse and how these can be overcome.

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk)

Unit 10 Understanding Emotional Wellbeing (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit Reference Number: D/616/7737

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand the importance of emotional wellbeing and how it contributes to people's health, by being able to meet the following assessment criteria:**
 - 1.1 State the WHO definition of mental health
 - 1.2 Explain the spectrum of mental health from mental ill health to emotional wellbeing
 - 1.3 Identify how emotional wellbeing can impact on physical, social and mental health

- 2 Understand how to develop resilience and how it can be used to manage difficulties, by being able to meet the following assessment criteria:**
 - 2.1 Describe what is meant by resilience
 - 2.2 Identify ways in which resilience can be developed
 - 2.3 Identify ways in which resilience enables individuals to manage difficulties

- 3 Understand the factors that can have a positive and negative effect on emotional wellbeing by being able to meet the following assessment criteria:**
 - 3.1 Identify factors which can impact on emotional wellbeing
 - 3.2 Explain how these factors may have a negative effect on emotional wellbeing
 - 3.3 Explain how these factors may have a positive effect on emotional wellbeing

- 4 Understand how to manage own emotional wellbeing by being able to meet the following assessment criteria:**
 - 4.1 Identify behaviours which can help support positive mental health and improve emotional wellbeing.
 - 4.2 Identify ways to improve own emotional wellbeing

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Unit YHC 11 Encouraging Creative Activity (this is an optional unit)

Guided Learning Hours: 6

Total Qualification Time (TQT): 10

Unit Level: 2

Unit Number: K/651/3827

Summary of Learning Outcomes

To achieve this unit a candidate must:

1. **Understand the health benefits of creative activity, by being able to meet the following assessment criteria:**
 - 1.1 Describe **THREE** effects of creative activity on health and wellbeing
 - 1.2 Identify **THREE** types of creative engagement that can impact on health and wellbeing
 - 1.3 Outline ways in which creative activity can fulfil the Five Ways to Wellbeing

2. **Understand factors that influence an individual's engagement with creative activity, by being able to meet the following assessment criteria:**
 - 2.1 Outline **THREE** social factors that may positively or negatively influence an individual's participation in creative activity
 - 2.2 Outline **THREE** individual-specific factors that may influence an individual's participation in creative activity

3. **Know how to encourage individuals to increase their level of creative activity, by being able to meet the following assessment criteria:**
 - 3.1 List **THREE** organisations and places where creative activity for health can take place, including at least one in your locality, and outline the opportunities involved
 - 3.2 Describe **THREE** ways by which an individual could be encouraged to develop their participation in creative activities
 - 3.3 Identify approaches to overcoming barriers to accessing creative activities

4. **Understand how to design a creative activity for your peers, by being able to meet the following assessment criteria:**
 - 4.1 Describe how to identify creative activities that appeal to your peers
 - 4.2 Outline factors to consider when designing an activity that is open and accessible to your chosen audience
 - 4.3 Describe how to identify and work with local individuals, organisations or services in the design and delivery of the activity
 - 4.4 Describe how to support the delivery of the activity

5. Understand how to evaluate the delivery of a creative activity, by being able to meet the following assessment criteria:

- 5.1 Assess the strengths of the delivery
- 5.2 Identify what could be improved in the delivery of the creative activity

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook. Centre assessment decisions will be subject to scrutiny by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

These materials are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Registration of Candidates:

Candidates must be registered with RSPH and have a candidate number before any work can be submitted for scrutiny.

Candidate registration forms can be downloaded from the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

Submission of completed candidate portfolios and workbooks

Centres should follow the RSPH procedures for submitting internally assessed work for external verification. These can be found under **Resources** in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk).

How to apply to offer this qualification

To become a centre approved to offer this qualification, please complete the 'Centre Application Form' which can be found on our website in the Qualifications and Training section. If you are already an approved centre, please complete the 'Add an additional qualification form' which can be downloaded from the Centre area on the website www.rsph.org.uk. Please ensure that you include details of your quality assurance procedures. You will need to attach a CV to this application. Please contact the Qualifications Department at centreapproval@rsph.org.uk if you need any assistance.

National Occupational Standards

The qualification has been mapped to the following National Occupational Standards of Skills for Health:

AB2.2012 Support individuals who misuse substances
AD1.2012 Raise awareness about substances, their use and effects
AH10 Employ techniques to help individuals to adopt sensible drinking behaviour
AJ1 Help individuals address their offending behaviour
AJ2 Enable individuals to change their offending behaviour
CHD ED3 Encourage behaviour and activities that reduce the risk of Coronary Heart Disease (CHD)
CHD HA3 Provide support for individuals who express a wish to reduce their alcohol consumption
CHS145 Provide support to individuals to manage their body weight
CHS79 Support individuals who express a wish to stop smoking
HT2 Communicate with individuals about promoting their health and wellbeing
HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

Further details of these National Occupational Standards can be obtained from RSPH Qualifications.

Special Assessment Needs:

Centres that have candidates with special assessment needs should consult The Society's Reasonable Adjustment and Special Consideration Policy; this is available from RSPH and the RSPH web site (www.rsph.org.uk).

Progression

Learners who achieve this qualification can progress to the following qualifications (excluding any Award that was achieved as an **optional unit** within the YHC qualification):

RSPH Level 2 Award in Understanding Alcohol Misuse
RSPH Level 2 Award in Encouraging physical activity
RSPH Level 2 Award in Encouraging a Healthy Weight and Healthy Eating
RSPH Level 2 Award in Understanding Sexual Health
RSPH Level 2 Award in Supporting Smoking Cessation
RSPH Level 2 Award in Understanding the Misuse of Substances
RSPH Level 2 Award in Understanding Emotional Wellbeing
RSPH Level 2 Award in Understanding Health Improvement

Recommended Qualifications and Experience of Tutors

RSPH would expect that tutors have teaching experience and a qualification in a relevant subject area, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience. It is recommended that tutors also have the following:

- Awareness of the wider Young Health Movement
- Competency to support learners in completing their portfolios
- An understanding of how young people learn and how to engage them
- Basic public health awareness to support YHC campaigns and initiatives

Other Information:

All RSPH specifications are subject to review. Any changes to the assessment or learning outcomes will be notified to Centres in advance of their introduction. To check the currency of this version of the specification, please contact the Qualifications Department or consult the RSPH website.

Centres must be registered with RSPH.

Any enquiries about this qualification should be made to:

The Qualifications Department,
Royal Society for Public Health,
John Snow House
59 Mansell Street,
London
E1 8AN

Tel. 0207 265 7300
www.rsph.org.uk
Email: info@rsph.org.uk