

# YMCA Level 1 Award in Health Champions (601/6693/9)

## Qualification Specification





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# Level 1 Award in Health Champions

## Qualification Specification

Qualification number: 601/6693/9

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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 their careers 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 have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

Ofqual

### Qualification aim

This qualification has been created to help people become peer educators. As a result of their training, the learner will be able to communicate knowledge in a clear and easily understood way to their peers (their equals in respect of age, education or social class).

### Overview of knowledge, skills and understanding

#### Knowledge and understanding relating to the qualification:

- The role of peer leaders and different leadership styles
- Key information and facts relating to health and well-being messages in subjects such as:
- Healthy weight and healthy eating
- Physical activity
- Body image
- Developing confidence and self-esteem
- Feelings and emotions
- Recognising and dealing with bullying, drugs and substance misuse
- Alcohol misuse
- Relationships and sexual health
- Smoking awareness

#### Skills relating to the qualification:

How to plan, deliver and evaluate a peer leadership activity using methods such as:

- Social media
- Information leaflets, wall poster, projects
- Presentations, group discussion
- Campaigns or open days

## Target group and age range

There is no pre-entry age requirement for learners wishing to complete the YMCA Level 1 Award in Health Champions.

## Qualification structure

This qualification is made up of 2 mandatory units with a credit value of 4, and 10 optional units from which an additional minimum of 2 credits must be selected.

### Mandatory units

Unit reference number	Unit title	Level	Credit
A/506/8333	Peer leadership	1	2
L/504/2898	Health improvement	1	2

### 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
D/504/5482	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
J/506/2468	Understanding drugs and substance misuse	1	1
R/601/9844	Develop an awareness of relationships and sexual health	1	1
T/503/4682	Smoking awareness	1	1

The Total Qualification Time (TQT) for this qualification is 60. The Guided Learning Hours (GLH) assigned are 47.



## 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](mailto:awards.products@ymca.co.uk).

## Entry requirements

There are no entry requirements for this qualification.

## Opportunities for progression

Learners may go on to study further qualifications at a higher level, in similar or related areas, for example:

- Level 2 Diploma in Promoting Health and Wellness
- Level 2 Award in Community Activation
- Level 2 Certificate in Fitness Walking
- Level 2 Diploma in Health, Fitness and Exercise Instruction
- Level 2 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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.ymcaawards.co.uk/centres/centre-guidance)

The YMCA Awards Level 1 Award in 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](http://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 covers 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](http://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](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

### Unit specifications and recommended assessment methods

# Peer leadership (A/506/8333)

## Unit aim

This unit provides the learner with the fundamental knowledge, understanding and skills required to communicate their knowledge in readily understandable ways to people who are their equal in such respects as age, education or social class.

## Unit content

The learner will:

### 1. Understand the role of peer leaders

The learner can:

1.1 Outline the role of a peer leader

1.2 State the qualities, skills and knowledge required to be an effective peer leader

The learner will:

### 2. Understand different leadership styles

The learner can:

2.1 Identify different leadership styles that may be used in peer activities

2.2 Identify own leadership style and how it can be applied to leading peer activities

2.3 Outline the impact of group dynamics on leading group activities

The learner will:

### 3. Be able to plan, deliver and evaluate a peer leadership activity

The learner can:

3.1 Plan and deliver a peer leadership activity

3.2 Review own practice as a peer leader identifying areas for improvement

#### Assessment specification

- Worksheet
- Activity task

# 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

# 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 misusing 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

## Assessment specification

- Task/Worksheet





# 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

## Assessment specification

- Task/Worksheet



# 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

- Task/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 '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 someone might lack confidence/self esteem

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

## Assessment specification

- Task/Worksheet

# 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

- Task/Worksheet

# Understanding feelings and emotions (R/503/1000)

## Unit aim

This unit develops learners' knowledge and understanding of emotions and feelings and ways of managing these effectively.

## 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

- Task/Worksheet



# 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

- Task/Worksheet

# Understanding drugs and substance misuse (J/506/2468)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand drug and substance misuse and associated risks

The learner can:

- 1.1 List legal and illegal drugs and other substances
- 1.2 Outline why people may use substances legitimately
- 1.3 Outline why people may misuse substances
- 1.4 Outline the risks associated with drug and substance misuse
- 1.5 Outline the impact of long-term drug and substance on daily life

The learner will:

### 2. Know how to access sources of help/support relating to substance misuse

The learner can:

- 2.1 State how to access help/support relating to substance misuse

## Assessment specification

- Task/Worksheet

# Develop an awareness of relationships and sexual health (R/601/9844)

## Unit aim

This unit provides the learner with the fundamental knowledge and understanding required to help people develop an awareness of relationships and sexual health.

## Unit content

The learner will:

### 1. Know what is meant by sexual health and relationships

The learner can:

- 1.1 Outline what is meant by 'friendships', 'relationships' and 'intimacy'
- 1.2 State why most people want close relationships
- 1.3 Identify different types of sexual health and relationship concerns
- 1.4 Outline risky sexual behaviours
- 1.5 Give reasons why a person may want to delay having a sexual relationship
- 1.6 Define what 'confidential' means in reference to sexual health and relationships

The learner will:

### 2. Know basic facts about the human reproductive system

The learner can:

- 2.1 Give names of male and female external sexual organs
- 2.2 Outline what happens during the menstrual cycle

The learner will:

### 3. Know about contraception

The learner can:

3.1 State methods of contraception suitable for a young person

3.2 Give examples of where contraception may be obtained without cost

3.3 State the age a person has to be to obtain contraceptive and sexual health services without parental consent

3.4 Identify where 'emergency contraception' might be obtained

3.5 Outline important things to remember when using a condom

3.6 Give examples of where to look for information or go for help about contraception

The learner will:

### 4. Know about HIV and other sexually transmitted infections

The learner can:

4.1 Define what HIV and AIDS are

4.2 Outline how HIV is transmitted

4.3 Identify the possible consequences of not having Chlamydia treated

4.4 State names of sexually transmitted infections

4.5 Give examples of where to obtain information, advice and treatment for sexually transmitted infections

The learner will:

### 5. Know about potential responses to relationships and sexual health

The learner can:

5.1 Outline ways that society can respond to sexual health and relationship issues

5.2 State some of the current legislation about sex and relationships

5.3 Give examples of ways in which sex and sexuality are reported in the media

Assessment specification

- Task/Worksheet

# Smoking awareness (T/503/4682)

## Unit aim

This unit provides the learner with the fundamental knowledge and understanding required when helping and supporting an individual who smokes or who is at risk of smoking.

## Unit content

The learner will:

### 1. Understand why people start to smoke tobacco products

The learner can:

1.1 Identify social factors that may encourage a person to smoke

1.2 Identify personal factors that may encourage a person to smoke

1.3 Identify how upbringing/environmental factors may encourage a person to smoke

The learner will:

### 2. Be aware of what is contained in tobacco products and the effects they have on the body

The learner can:

2.1 Identify substances and chemicals found in tobacco products

2.2 State the effects nicotine has on the body

2.3 State the effects tar has on the body

The learner will:

### 3. Understand the health implications smoking has on an individual, including the short-, medium- and long-term effects

The learner can:

3.1 State the physical and psychological effect smoking has on the body

3.2 Identify the short-term health implications of smoking

3.3 Identify the medium-term health implications of smoking

3.4 Identify the long-term health implications of smoking

3.5 Identify the risks posed to sexual health by smoking

3.6 Identify the risks of smoking during pregnancy

The learner will:

#### **4. Understand what is meant by 'second-hand smoke', and the risks posed to others by second-hand smoke**

The learner can:

**4.1 State what is meant by the term second-hand smoke**

**4.2 State the characteristics of second-hand smoke**

**4.3 State the health risks associated with second-hand smoke**

The learner will:

#### **5. Understand the law with regard to the sale of tobacco products and smoking**

The learner can:

**5.1 State the law regarding the age limit of the sales of tobacco-related products**

**5.2 State the law regarding cigarettes being brought into the UK**

**5.3 State the law regarding the sale of single cigarettes**

**5.4 State the law in relation to the health warnings on tobacco-related products**

**5.5 Identify who is responsible for the enforcement of the law in relation to the sale of tobacco**

**5.6 Identify what powers enforcement agencies have in relation to the sale of tobacco and the difficulties they have in enforcing the law**

**5.7 Identify the penalties associated with breaking the law regarding the sale of tobacco products**

**5.8 Identify points of the Smoke-Free Regulations**

The learner will:

#### **6. Understand what is meant by illicit tobacco and the consequences of the trade in and use of illicit tobacco**

The learner can:

**6.1 State what is meant by the term illicit tobacco**

**6.2 State how illicit tobacco products may be identified**

**6.3 Identify the additional dangers associated with smoking illicit tobacco products**

**6.4 Identify the negative consequences of trade in illicit tobacco**

The learner will:

## 7. Understand how to give up smoking and the short-, medium- and long-term benefits of stopping smoking

The learner can:

7.1 State where you can seek advice on how to give up smoking

7.2 Identify different methods and strategies on how to give up smoking

7.3 Identify the short-term benefits of giving up smoking

7.4 Identify the medium-term benefits of giving up smoking

7.5 Identify the long-term benefits of giving up smoking

Assessment specification

- Task/Worksheet









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