

YMCA Level 1 Award in Lifestyle Management (500/8442/2)

Qualification Specification



YMCA Awards

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Level 1 Award in Lifestyle Management

Qualification Specification

Qualification number: 500/8442/2

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether taking their first steps into fitness or simply wishing to boost their skills. Our high quality resources and assessment materials have been created by 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)
- QW (Qualifications Wales)

Qualification aim

This award is aimed at the learner who has not identified a desire to enter the fitness industry in terms of a possible career, but has the aim of gaining a greater understanding of managing their own lifestyle in ways that will lead to improvements in health and wellbeing. These improvements could then lead to enhanced life and work skills, knowledge and improved career opportunities generally, plus act as a stimulus for further learning either in this subject area, or generally.

Overview of knowledge, skills and understanding

Learners will cover:

- Their lifestyle choices and identify where positive changes could be made to improve health and wellbeing
- Personal development and how their personal skills, abilities and behaviours can be improved
- A variety of leisure activities and state a preference about what they do in their leisure time
- The benefits of a balanced diet and its contribution to a healthy lifestyle
- The importance of maintaining a healthy diet.

Target group and age range

This qualification is aimed at a range of learners, including those pre 16.

Qualification structure

This qualification is made up of 4 mandatory units. Learners are expected to achieve 4 units successfully to gain certification.

The total credit value for this qualification is 8 credits.

Mandatory units

Unit reference number	Unit title	Level	Credit
Y/600/4343	Lifestyle management	1	2
K/502/0469	Developing self	1	2
K/502/0651	Making the most of leisure time	1	2
R/615/1969	Introduction to Healthy Eating	1	2

The Total Qualification Time (TQT) for this qualification is 80. The Guided Learning Hours (GLH) assigned are 70

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 offer 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

There are no entry requirements for this qualification.

Opportunities for progression

Learners can progress to study further in the same or different areas. For example;

- Level 1 Award in Fitness and Physical Activity

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)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have 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 have 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 (e.g., 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 (e.g., know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

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

The YMCA Awards Level 1 Award in Lifestyle Management 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 ensure 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 ensure 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

Lifestyle management (Y/600/4343)

Unit aim

This unit provides the learner with the knowledge to be able to explore their own lifestyle choices and ideally learn where positive changes could be made to improve their health and wellbeing.

Unit content

The learner will:

1. Understand the basic principles for managing health and lifestyle

The learner can:

1.1 Identify the basic principles for managing their own health and lifestyle

1.2 Use the basic principles to manage their own health and lifestyle

The learner will:

2. Know the risks of lifestyle choices on health and total fitness

The learner can:

2.1 Identify the risks of lifestyle choices on health and total fitness

2.2 Demonstrate personal responsibility for lifestyle choices

Assessment Specification

- Coursework/worksheet

Developing self (K/502/0469)

Unit aim

The aim of this unit is to introduce learners to ways in which they can reflect on their personal development and how their personal skills, abilities and behaviours can be improved.

Unit content

The learner will:

1. Take an active role in their self development

The learner can:

1.1 Describe personal strengths or abilities

1.2 Select an area for self development

1.3 Explain why this area is important for their self development

The learner will:

2. Be able to plan for their self development

The learner can:

2.1 Prepare a plan for their identified area of self development

2.2 List activities, targets and timelines for their self development

2.3 Plan how to review progress towards achieving their targets

2.4 Work through the agreed plan

The learner will:

3. Review their self development and plan for the future

The learner can:

3.1 Review their self development plan

3.2 Suggest improvements and amendments to the plan

3.3 Explain how they will continue with their self development in the future

Assessment specification

- Worksheet

Making the most of leisure time (K/502/0651)

Unit aim

The aim of this unit is to introduce the learner to a range of leisure activities, and to encourage them to express their preferences for what they do in their leisure time.

Unit content

The learner will:

1. Understand how to make the best use of their leisure time

The learner can:

1.1 Describe the benefits of participating in leisure activities

1.2 Describe a range of leisure activities available to them

1.3 Identify ways in which they can make the best use of their leisure time

The learner will:

2. Be able to participate in a range of activities

The learner can:

2.1 Make arrangements to take part in different leisure activities to include:

a) a relaxing activity

b) a challenging activity

c) an activity which involves learning a new skill

2.2 Take part in the activities

The learner will:

3. Carry out a review of the activities they have tried

The learner can:

3.1 Describe their experiences of the activities

3.2 State their preference for one activity from those tried out and give reasons for this choice

Assessment specification

- Portfolio

Introduction to Healthy Eating (R/615/1969)

Unit aim

Unit aims: To enable the learner to understand the benefits of a balanced diet and its impact on health

Unit content

The learner will:

1. Understand the importance of maintaining a balanced diet for health

The learner can:

- 1.1 Outline the importance of a balanced diet for health, to include;
- 1.2 Identify key nutrients needed to maintain a healthy and balanced diet
- 1.3 Identify a food source for each of the key nutrients
- 1.4 Give examples of current UK healthy eating advice
- 1.5 Outline the purpose of food labelling, to include;
- 1.6 Outline the possible impact of a poor diet on health

The learner will:

2. Be able to assess own diet in relation to UK healthy eating guidelines

The learner can:

- 2.1 Record own food and drink diary for five days (to include a weekend)
- 2.2 Identify areas of own diet that fit in with UK healthy eating guidelines (based on own food and drink diary)
- 2.3 Identify areas of own diet that would benefit from improvement (based on own food and drink diary)

Assessment specification

- Worksheet
- Food and drink diary (case study)



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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