

# YMCA Level 2 Award in Delivering Chair-Based Exercise (600/5924/2)

## Qualification Specification





YMCA Awards

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# Level 2 Award in Delivering Chair- Based Exercise

## Qualification Specification

Qualification number: 600/5924/2

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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 leading industry experts in consultation with employers and training providers.

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

## Qualification overview

This qualification is regulated by:

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

### Qualification aim

The aim of this qualification is to recognise the skills, knowledge and competence required of an individual to work in an unsupervised capacity, including the values and principles of adult social care and the ability to plan and deliver chair-based exercise to either disabled adults or frailer older adults.

### Overview of knowledge, skills and understanding

Learners will cover:

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

- The values and principles of adult social care
- Knowledge and understanding of chair-based exercise and its value with adults in care and community settings, including frailer older adults and disabled adults
- The difference between chair-based exercise and physical activity
- The impact of body systems changes associated with ageing, disability and inactivity
- The structure and content of a chair-based exercise session
- How to plan for frailer older adults or disabled adults.

#### Skills relating to the qualification

Depending on the pathway taken – either frailer older adult or disabled adult:

- Be able to plan a safe and effective chair-based exercise session (for one of the above groups)
- Be able to deliver a safe and effective chair-based exercise session (for one of the above groups)
- Be able to reflect upon a safe and effective chair-based exercise session (for one of the above groups).

## Target group and age range

This qualification is aimed at a range of learners aged 18 and over.

## Qualification structure

Learners are required to complete both 'core' units plus at least 1 of the 'additional' units, depending on the pathway(s) they wish to take. They may complete both additional units if they wish.

### Core units – both pathways

Unit reference number	Unit title	Level	Credit
D/502/9590	Introduction to the Values and Principles of Adult Social Care	1	1
T/504/0806	Understand the value of chair-based exercise with frailer adults and disabled adults	2	2

### Additional unit – pathway 1

Unit reference number	Unit title	Level	Credit
M/504/0951	Plan and deliver chair-based exercise for frailer older adults	2	3

### Additional unit – pathway 2

Unit reference number	Unit title	Level	Credit
K/504/0950	Plan and deliver chair-based exercise for disabled adults	2	3

The Total Qualification Time (TQT) for this qualification is 60. The Guided Learning Hours (GLH) assigned are 37 minimum.

## Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)



- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

## Entry requirements

Learner prerequisites

There is no pre-requisite for this course, however the following unit requires the learner to have knowledge of body systems.

Understand the value of chair-based exercise with frailer older adults and disabled adults (T/504/0806)

Learning outcome 1.

If the learner does not have existing knowledge then the tutor will need to make sure appropriate knowledge is covered on the programme of learning (eg, Anatomy and Physiology for Exercise, or something similar).

## Opportunities for progression

Future employment possibilities

This qualification can lead to employment as a 'Chair-based exercise instructor' in the Health/social care/active leisure sector.

Progression to further/higher level learning

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

- Level 2 Certificate in Walk Leading
- Level 2 Certificate in Fitness Instructing
- Level 3 Certificate in Activity Provision in Social Care.

## Mapping to standards

This qualification can be linked to the following standard:

- Adapt a physical activity programme to the needs of older adults SKAD467

For more information please visit [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## 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).

## Enquires and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](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, 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](http://www.ymcaawards.co.uk/centres/centre-guidance).

The YMCA Level 2 Award in Delivering Chair-Based Exercise 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.

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 evidence internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL).
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods, see the suggested example in the 'Qualification content' section of this specification.

### External assessment

There is no external assessment for this qualification.

### Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](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

# Introduction to the Values and Principles of Adult Social Care (D/502/9590)

## Unit aim

To develop the learner's awareness of the values and principles of adult social care.

## Unit content

The learner will:

### 1. Know the values and principles of adult social care

The learner can:

1.1 Identify key values and principles of adult social care

1.2 Outline why adult social care workers need to promote these values at all times

1.3 Identify areas where own values and principles may conflict with those of adult social care

The learner will:

### 2. Know the importance of diversity within adult social care

The learner can:

2.1 Outline why it is important to support and respect diversity and different cultures and values

2.2 Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes

## Assessment

- Worksheet

# Understand the value of chair-based exercise with frailer adults and disabled adults (T/504/0806)

## Unit aim

This unit develops the learner's understanding of chair-based exercise and its value with adults in care and community settings, including frailer older adults and disabled adults. Learners explore the difference between chair-based exercise and physical activity, and develop knowledge of how chair-based exercise can support physical and mental health and well-being. Learners will develop an understanding of the impact of body system changes associated with ageing, disability and inactivity as well as additional special considerations that must be taken into account. The structure and content of the chair-based exercise session is covered along with the importance of pre-exercise screening.

## Unit content

The learner will:

### 1. Understand the impact of the major changes associated with ageing, disability and inactivity

The learner can:

#### 1.1 Identify changes to:

- bones
- joints
- muscles
- heart
- blood vessels
- lungs
- nerves

#### 1.2 Explain the potential impact of the changes on:

- posture
- postural stability
- functional capacity
- well-being
- social interaction
- independence

The learner will:

## 2. Understand the health and functional benefits of chair-based exercise for frailer older adults and disabled adults

The learner can:

2.1 Identify the components of 'Total Fitness'

2.2 Identify the components of 'Physical Fitness'

2.3 Describe the differences between physical activity and exercise

2.4 Explain the benefits of:

- exercise
- physical activity

2.5 Identify the benefits for:

- frailer older adults
- disabled adults

The learner will:

## 3. Understand how chair-based exercise can help meet the social, emotional and psychological needs of frailer older adults and disabled adults

The learner can:

3.1 Explain the factors that need to be considered to help meet:

- social needs
- emotional needs
- psychological needs

The learner will:

## 4. Know how to engage frailer older adults and disabled adults to participate in chair-based exercise

The learner can:

4.1 Identify potential challenges to participation

4.2 Identify person-centred approaches to motivate individuals

4.3 Identify environmental requirements to facilitate inclusivity

4.4 Identify ways to support individuals to safely overcome potential challenges

The learner will:

## 5. Know special considerations that must be taken into account when delivering chair-based exercise to frailer older adults and disabled adults

The learner can:

5.1 Identify common functional impairments experienced by:

- frailer older adults
- disabled adults

5.2 Outline effects that common functional impairments may have on the ability to participate safely

5.3 Identify potential common effects of medication on the ability to participate safely

5.4 Identify the absolute contraindications and cautions

5.5 Identify where to access further advice, guidance or support regarding special considerations

The learner will:

## 6. Understand the importance of the structure of chair-based exercise sessions for frailer older adults and disabled adults

The learner can:

6.1 Describe the appropriate content and duration of the warm-up component

6.2 Explain the purpose of the warm-up component

6.3 Describe the appropriate content and duration of the main component

6.4 Describe the appropriate content and duration of the cool-down component

6.5 Explain the purpose of the cool-down component

The learner will:

## 7. Understand the importance of pre-exercise screening for chair-based exercise for frailer older adults and disabled adults

The learner can:

7.1 Explain the purpose of:

- pre-exercise screening
- informed consent

7.2 Explain the importance of using a person-centred approach

7.3 Explain how to maintain client confidentiality

Assessment

- Worksheet



# Plan and deliver chair-based exercise for frailer older adults (M/504/0951)

## Unit aim

This unit develops the learner's knowledge and skills in the safe delivery of chair-based exercise for frailer older adults. Learners will be able to show how to plan, deliver and reflect upon safe and evidence-based chair-based exercise sessions for frailer older adults.

## Unit content

The learner will:

### 1. Understand how to plan and prepare for chair-based exercise sessions for frailer older adults individually and in groups

The learner can:

1.1 Outline current national guidelines and/or recommendations for exercise and physical activity for frailer older adults

1.2 Describe the stages of exercise behaviour change

1.3 Explain the importance of session planning for individuals and groups

1.4 Explain how an individual's care plan will influence session planning

1.5 Explain how to use a person-centred approach in setting goals

1.6 Identify where to access further advice, guidance and support

1.7 Identify factors that need to be considered to ensure a safe and appropriate environment

The learner will:

### 2. Understand how to deliver chair-based exercise sessions for frailer older adults individually and in groups

The learner can:

2.1 Explain the principles of good teaching practice in relation to use of:

- voice
- visual and verbal cues
- teaching position
- teaching points
- correction techniques

- demonstration
- adaptation
- motivation and encouragement

The learner will:

### **3. Be able to plan and prepare for chair-based exercise sessions for frailer older adults individually and in groups**

The learner can:

#### **3.1 Agree goals with individuals**

#### **3.2 Plan a session within scope of practice**

#### **3.3 Plan suitable adaptations**

#### **3.4 Record a timed session plan in an appropriate format**

The learner will:

### **4. Be able to manage risk in relation to delivering chair-based exercise sessions to frailer older adults**

The learner can:

#### **4.1 Prepare the exercise environment**

#### **4.2 Set out appropriate equipment**

#### **4.3 Carry out equipment checks**

#### **4.4 Identify potential risks:**

- environment
- equipment

#### **4.5 Use the appropriate procedures to manage risk before, during and after sessions**

The learner will:

### **5. Know how to act in the event of adverse effects to a frailer older adult during chaired-based exercise**

The learner can:

#### **5.1 Identify potential adverse effects**

#### **5.2 Identify actions to be taken**

The learner will:

## 6. Be able to deliver safe and inclusive chair-based exercise sessions to frailer older adults

The learner can:

- 6.1 Deliver a session following the session plan content and timings
- 6.2 Use warm-up activities that are safe and effective for the participants
- 6.3 Give explanations and demonstrations that are technically correct for each exercise
- 6.4 Provide effective teaching points that are timely, motivational and clear
- 6.5 Monitor individuals and correct technique, as appropriate
- 6.6 Progress, regress or adapt exercises with individuals, as appropriate
- 6.7 Communicate as appropriate to participants' needs
- 6.8 Manage group dynamics appropriately
- 6.9 Use cool-down activities that are safe and effective for the participants
- 6.10 Leave the equipment and environment in a condition acceptable for future use

The learner will:

## 7. Be able to reflect on providing chair-based exercise sessions with frailer older adults individually and in groups

The learner can:

- 7.1 Give individuals the opportunity to reflect on the session and give feedback
- 7.2 Identify:
  - how well the session met the individuals' needs
  - the effectiveness of the relationship with the individuals
  - how well the instructing style met the individuals' needs
- 7.3 Identify how to improve personal practice

**Assessment guidance:**

Please refer to accompanying guidance document: *Additional Guidance to Awarding Organisations*.

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning Outcomes 3, 4, 5, 6 and 7 should be assessed in the real work environment, where this is not appropriate simulation can be used.

*As chair-based exercise is an area of risk for vulnerable groups, the accompanying Additional Guidance to Awarding Organisations document must also be observed when offering this unit.*

Assessment
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Worksheet</li><li>• Planning, delivering and evaluating (including observation)</li></ul> |
|---|

# Plan and deliver chair-based exercise for disabled adults (K/504/0950)

## Unit aim

This unit develops the learner's knowledge and skills in the safe delivery of chair-based exercise for adults with a disability. Learners will be able to show how to plan, deliver and reflect on safe and evidence-based chair-based exercise sessions for adults with a disability.

## Unit content

The learner will:

### 1. Understand how to plan and prepare for chair-based exercise sessions for disabled adults individually and in groups

The learner can:

1.1 Outline current national guidelines and/or recommendations for exercise and physical activity for disabled adults

1.2 Describe the stages of exercise behaviour change

1.3 Explain the importance of session planning for individuals and groups

1.4 Explain how an individual's care plan will influence session planning

1.5 Explain how to use a person-centred approach in setting goals

1.6 Identify where to access further advice, guidance and support

1.7 Identify factors that need to be considered to ensure a safe and appropriate environment

The learner will:

### 2. Understand how to deliver chair-based exercise sessions for disabled adults individually and in groups

The learner can:

2.1 Explain the principles of good teaching practice in relation to use of:

- voice
- visual and verbal cues
- teaching position

- teaching points
- correction techniques
- demonstration
- adaptation
- motivation / encouragement

The learner will:

### 3. Be able to plan and prepare for chair-based exercise sessions for disabled adults individually and in groups

The learner can:

#### 3.1 Agree goals with individuals

#### 3.2 Plan a session within scope of practice

#### 3.3 Plan suitable adaptations

#### 3.4 Record a timed session plan in an appropriate format

The learner will:

### 4. Be able to manage risk in relation to delivering chair-based exercise sessions to disabled adults

The learner can:

#### 4.1 Prepare the exercise environment

#### 4.2 Set out appropriate equipment

#### 4.3 Carry out equipment checks

#### 4.4 Identify potential risks:

- environment
- equipment

#### 4.5 Use the appropriate procedures to manage risk before, during and after sessions

The learner will:

### 5. Know how to act in the event of adverse effects to a disabled adult during chaired-based exercise

The learner can:

#### 5.1 Identify potential adverse effects

#### 5.2 Identify actions to be taken

The learner will:

## 6. Be able to deliver safe and inclusive chair-based exercise sessions to disabled adults

The learner can:

- 6.1 Deliver a session following the session plan content and timings
- 6.2 Use warm-up activities that are safe and effective for the participants
- 6.3 Give explanations and demonstrations that are technically correct for each exercise
- 6.4 Provide effective teaching points that are timely, motivational and clear
- 6.5 Monitor individuals and correct technique, as appropriate
- 6.6 Progress, regress or adapt exercises with individuals, as appropriate
- 6.7 Communicate as appropriate to participants' needs
- 6.8 Manage group dynamics appropriately
- 6.9 Use cool-down activities that are safe and effective for the participants
- 6.10 Leave the equipment and environment in a condition acceptable for future use

The learner will:

## 7. Be able to reflect on providing chair-based exercise sessions with disabled adults individually and in groups

The learner can:

- 7.1 Give individuals the opportunity to reflect on the session and give feedback
- 7.2 Identify:
  - how well the session met the individuals' needs
  - the effectiveness of the relationship with the individuals
  - how well the instructing style met the individuals' needs
- 7.3 Identify how to improve personal practice

**Assessment guidance:**

Please refer to accompanying guidance document: *Additional Guidance to Awarding Organisations*.

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning Outcomes 3, 4, 5, 6 and 7 should be assessed in the real work environment, where this is not appropriate simulation can be used.

*As chair-based exercise is an area of risk for vulnerable groups, the accompanying Additional Guidance to Awarding Organisations document must also be observed when offering this unit.*

Assessment	
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- Worksheet
- Planning, delivering and evaluating (including observation)







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*YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).*

*YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.*

*To view YMCA Awards' full range of qualifications please visit  
[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk).*

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