



Level 2 Award for COVID-19 Young Health Champions

January 2021

Guided Learning Hours: 8 hours

Total Qualification Time: 14 hours

Ofqual Qualification Number: 603/7129/8

Description

This qualification is for individuals with an interest in health and wellbeing, who want to support their peers to understand the impact of COVID-19 and to be able to participate in the measures in place to prevent its transmission in communities.

The objective of the qualification is to develop the competences required of a COVID-19 Young Health Champion. It will enable learners to develop an understanding of the impact of COVID-19 on individuals and communities, as well as to build their knowledge of the intended impact of measures in place to prevent the transmission of COVID-19.

The qualification will support learners to understand the importance of peer-to-peer messaging around COVID-19. It will also enable learners to develop the skills required to design, deliver and review a message to their peers around participation in measures to prevent the transmission of COVID-19 and to signpost their peers to sources of reliable information on this issue.

Contents

	Page
CYHC 1 - The impact of COVID-19 and the measures in place to prevent its transmission	3
CYHC 2 - Deliver a message around the importance of measures to prevent COVID-19 transmission to a group of peers	7
Centre Guidance	13
Registration of Candidates	13
Submission of Completed Candidate Workbooks and Portfolios	13
Centre Guidance	13
Mapping to standards	13
Progression	14
Suggested Reading and Useful Websites	14
Special Assessment Needs	14
Recommended Experience and Qualifications of Tutors	14
Other Information	15

Unit CYHC 1 - The impact of COVID-19 and the measures in place to prevent its transmission

Total Unit Time: 4 hours

Guided Learning: 4 hours

Unit Level: 2

Unit Number: T/618/6360

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1. Understand the impact of COVID-19 on individuals and communities, by being able to meet the following assessment criteria:**
 - 1.1 Outline **THREE** examples of how the COVID-19 virus can directly affect the health and wellbeing of an individual
 - 1.2 State **THREE** examples of how the COVID-19 pandemic can affect the wider community
 - 1.3 Identify **THREE** groups who are considered to be at heightened risk of severe illness caused by COVID-19

- 2. Understand the origins of COVID-19, the purpose of measures in place to prevent its transmission and the factors that can influence participation with those measures, by being able to meet the following assessment criteria:**
 - 2.1 State the origins of both the virus that causes COVID-19 and the global pandemic declared in 2020
 - 2.2 Outline how COVID-19 is transmitted and how the level of transmission is measured
 - 2.3 Outline the intended impact of social distancing and face masks in preventing COVID-19 transmission
 - 2.4 Describe the importance of good personal hygiene in preventing COVID-19 transmission
 - 2.5 Outline the importance of regular testing and self-isolation in preventing COVID-19 transmission
 - 2.6 Describe the intended impact of an effective vaccine in preventing COVID-19 transmission
 - 2.7 Outline the factors that can affect the extent to which individuals participate in measures designed to prevent COVID-19 transmission

Indicative Content

1. Understand the impact of COVID-19 on individuals and communities

- 1.1 *Impact on individuals:* Spectrum of severity depending on individual factors such as age and presence of underlying health conditions, with significant proportion of people infected with the virus having no symptoms. Impact on physical health and wellbeing to potentially include: high temperature; continuous cough; loss of smell and/or taste; shortness of breath; headaches; fatigue; long COVID; pneumonia; admission to intensive care; need for ventilation; potential mortality. Impact on mental health and wellbeing to include; increased risk of mental health problems such as anxiety, depression and cognitive difficulties. Impact on both physical and mental health and wellbeing of financial difficulties and loss of income.
- 1.2 *Impact on wider community:* Pressure on healthcare services; missed appointments and reluctance to access healthcare services for reasons unrelated to COVID-19; closure of schools; damage to the economy caused by lockdown and social restrictions; impact on income of businesses and professionals unable to offer goods and services as a result of lockdown and social restrictions; increased difficulty in supporting vulnerable individuals and groups as services are affected and restricted; decreased access to social networks; increased difficulty for community groups to meet.
- 1.3 *Groups at heightened risk of severe illness:* Individuals aged 70 and over; individuals with one or more underlying health conditions including lung conditions such as asthma and bronchitis, diabetes, heart disease, liver disease, kidney disease; individuals who are obese; individuals receiving medication or treatment that can affect the immune system including chemotherapy and immunotherapy; men are at a higher risk than women; individuals from Black, Asian and Minority Ethnic backgrounds are a higher risk than those from other ethnic groups

2. Understand the purpose of measures in place to prevent transmission

- 2.1 *Origins of COVID-19 and the global pandemic:* Zoonotic disease believed to have jumped from bats to humans; early infected individuals found to have visited a seafood wholesale market in Wuhan, China.
- 2.2 *How COVID-19 is transmitted and transmission is measured:* COVID-19 is caused by a virus transmitted through the ingestion of saliva droplets produced through activities such as talking, sneezing, coughing, shouting and singing. Levels of transmission measured using the R number/reproduction number to estimate

the number of people who will catch a contagious disease from one infected individual.

- 23 *Impact of social distancing and face masks:* Two metre rule reduces proximity between individuals and makes it more difficult for saliva droplets containing the virus that causes COVID-19 to travel far enough in the air to be ingested by another individual; face masks act as a barrier to stop saliva droplets from being produced, spread and ingested.
- 24 *Impact of good personal hygiene:* For individuals who are infected with COVID-19, handwashing and personal hygiene reduces the probability that they will pass the virus that causes the disease onto others through contamination of shared objects; For individuals who are not currently infected with COVID-19, handwashing and personal hygiene reduces the probability that touching a contaminated surface or object will result in them becoming infected by the virus that causes COVID-19.
- 25 *Impact of regular testing and self-isolation:* Enables symptomatic individuals to establish whether they have the disease and to self-isolate and seek help if required; self-isolation prevents transmission of the virus that causes COVID-19 within the community by an infected individual; enables asymptomatic individuals with COVID-19 to be identified and asked to self-isolate; helps the Government and local authorities to understand the rate of infection and the R number/reproduction number in localities.
- 26 *Intended impact of an effective vaccine:* Vaccine to induce an immune response in individuals, priming them to attack if the virus that causes COVID-19 enters the body; vaccine to potentially prevent an infected individual spreading the virus to an uninfected individual; vaccine potentially contributing to society achieving herd immunity and protecting others.
- 27 *Factors affecting participation in measures to prevent transmission of COVID-19:* Impact of misinformation and disinformation online and through social media around COVID-19 and measures; perception of risk held by individuals, particularly those who are not classed as vulnerable or directly at-risk; social factors such as reliance on public transport and working in employment sectors that cannot be fulfilled through working from home, such as hospitality; working in employment sectors that involve a relatively high level of exposure to COVID-19 such as health and social care; reluctance to self-isolate due to potential loss of income; reluctance to pass on details of friends and family members to Test and Trace

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 centre assessment standards 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 of Evidence** is chosen as the assessment method, please use the Learner Assessment Summary forms for each unit together 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 CHC 2 - Deliver a message around the importance of measures to prevent COVID-19 transmission

Guided Learning: 4 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: A/618/6361

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1. Understand why peer advice is important for the delivery of messages around COVID-19, by being able to meet the following assessment criteria:**
 - 1.1 Outline the importance of young people participating in measures to prevent the transmission of COVID-19
 - 1.2 Outline the advantages and disadvantages of providing advice to peers
 - 1.3 Compare peer advice with advice from authority figures
 - 1.4 Describe the roles and responsibilities of a COVID-19 Young Health Champion

- 2. Carry out preparations for delivering a message around COVID-19, by being able to meet the following assessment criteria:**
 - 2.1 Identify the key points of the message around COVID-19
 - 2.2 Identify the delivery method best suited to reaching the intended audience and the advantages and disadvantages associated with it
 - 2.3 Obtain resources relevant to the chosen message around COVID-19 and its audience
 - 2.4 Prepare materials suitable for the chosen message around COVID-19
 - 2.5 Prepare for anticipated questions and feedback from the audience

- 3. Deliver a message around COVID-19, by being able to meet the following assessment criteria:**
 - 3.1 Explain the role of a COVID-19 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 Consider questions, comments and feedback in a non-judgmental manner and respond accordingly
 - 3.5 Signpost to additional sources of reliable information and support

- 4. Carry out a review of the delivery of the COVID-19 message, by being able to meet the following assessment criteria:**
 - 4.1 Assess the strengths of the delivery of the COVID-19 message
 - 4.2 Assess what could be improved in the delivery of the COVID-19 message

Indicative content

1 Understand why peer advice is important for the delivery of messages around Covid-19

- 1.1 *Importance of young people participating in measures:* Whilst at lower risk, young people are still able to catch COVID-19 and become ill as a result of it; young people are still able to pass COVID-19 onto family members and others who may be at-risk; symbolic importance of all members of society coming together to follow shared rules.
- 1.2 *Advantages and disadvantages of providing advice to peers:* advantages and disadvantages of peer advice compared, such as 'talking the same language', similarity of experiences, understanding of barriers or stigma, disadvantages such as not being seen as an expert, lack of experience, lack of authority.
- 1.3 *Peer advice and advice from 'authority' figures:* peer advice compared with advice from authority figures such as parents or professionals such as teachers; willingness to accept advice from peers and resistance to authority figures; perception that authority figures would not understand issues, greater experience of authority figures, resources available to authority figures compared to peers
- 1.4 *Role and responsibilities of a COVID-19 Young Health Champion:* what the COVID-19 Young Health Champion does and what they cannot help with (boundaries of role); provision of appropriate government health recommendations around Covid-19; where to find further information; where to seek support; cannot offer medical advice and not subject matter experts

2 Carry out preparations for delivering Covid-19 message

- 2.1 *Key points of the COVID-19 message:* health improvement message is divided into a small number of key points that should be covered in any presentation on the topic.
- 2.2 *Best-suited delivery method:* Opportunities for delivering the COVID-19 message explored such as assemblies, poster and leaflet campaigns, information stands at local events, social media channels; Merits of each method discussed, including their suitability in reaching the intended audience, the different ways in which information can be presented when using them, the ability of each method to be used to monitor and respond to questions, comments or feedback from delivery

- 2.3 *Resources:* a range of resources are obtained that are relevant to the peer or group to which the COVID-19 message will be delivered.
- 2.4 *Prepare materials suitable of the COVID-19 message:* materials are prepared that can be used in the delivery of the COVID-19 message and are suitable and relevant for the chosen peer group.
- 2.5 *Prepare for anticipated questions, comments and feedback:* A range of potential questions, comments and feedback are identified and discussed with possible responses considered; opportunities to signpost to other sources of reliable information and support identified: potential difference in nature and style of comments typically received through social media and in- person delivery compared and discussed; strategies for managing comments or questions that raise concerns around the wellbeing of a peer discussed with tutor; strategies for knowing how and where to seek support should offensive or upsetting comments be received agreed with tutor;

3 Deliver a Covid-19 message

- 3.1 *Explain the role:* reference to roles, responsibilities and boundaries highlighted in AC 1.4.
- 3.2 *Present a positive message:* the Covid-19 message is presented to the chosen peer or group, including a rationale or justification of the topic in language that is appropriate to the audience and the topic of Covid-19; the message is presented in a positive manner.
- 3.3 *Style of delivery:* style of delivery is appropriate to the topic as well as the needs and interests of the target audience.
- 3.4 *Consider questions, comments and feedback:* use of empathy to understand the viewpoint of a respondent; acknowledgement that Covid-19 and the associated pandemic are complex issues; questions are responded to in an appropriate manner; questions, comment and feedback that raise concerns are passed onto tutor through process agreed in 2.5.
- 3.5 *Signpost to reliable sources:* Audience signposted to the reliable sources of support and information around Covid-19 identified in 2.5 where necessary.

4 Carry out a review of the delivery of the Covid-19 message

- 4.1 *Assess the strengths:* determine which elements of the Covid-19 message went well, including content, pitch, structure, interaction *based on feedback from* sources such as mentors, peers and audience members.
- 4.2 *Assess what could be improved:* determine which elements of the Covid-19 message could be improved in areas such as justification of topic, tone, relevance to audience and level of interaction *based on feedback from* sources such as mentors, peers and audience members.

Assessment

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

Centre Guidance

Registration of Candidates

Candidates must be registered with RSPH and have a candidate number before any work can be submitted for external 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 scrutiny. These can be found under Resources in the Centre Area of the Qualifications section of the RSPH website (www.rsph.org.uk).

Centre Guidance

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.

Mapping to Standards

This unit maps to the Public Health Skills and Knowledge Framework and to the following National Occupational Standards of Skills for Health:

- HT2 Communicate with individuals about promoting their health and wellbeing
- HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

For more information concerning this mapping, please contact RSPH using the details provided below.

Progression

Learners who achieve this qualification can progress to other related RSPH qualifications such as:

RSPH Level 2 Award for Young Health Champions

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

Suggested Reading and Useful Websites

A list of suggested reading and useful websites can be found in the Centre Area of the Qualifications section of the RSPH web-site (www.rsph.org.uk). Centres should be prepared to make the list available to learners, should they require it.

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).

Recommended Qualifications and Experience of Tutors

RSPH would expect that tutors or facilitators have teaching experience and a Level 3 or above qualification in a relevant subject area. However, it will consider experienced practitioners who supervise staff in the workplace and who have appropriate background knowledge to deliver this qualification.

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:

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