

## **RSPH Level 2 Award in Encouraging Vaccination Uptake**

**April 2021**

**Guided Learning Hours (GLH) 7**

**Total Qualification Time (TQT) 8 hours**

**Ofqual Qualification Number: 603/7516/4**

### **Description**

The objective of this qualification is to provide learners with the knowledge and understanding to promote the importance of vaccination programmes and to use behaviour change models and motivational techniques to support individuals in making a decision to receive a vaccination.

The qualification will enable learners to understand the importance of vaccination programmes, as well as key sources of vaccine concern and vaccine hesitancy. It will support learners to develop their knowledge of behaviour change models and ways in which they can be applied in conversations and consultations with individuals and groups around vaccination programmes.

This qualification will be appropriate for individuals active in a number of roles such as: health coaches, care navigators, health and wellbeing advocates, social prescribing link workers, health mentors, health coaches, and wellbeing support workers. It is also suitable for those working in roles specifically related to vaccination programmes, as well those in community-facing roles such as health champions and community workers. It is also appropriate for any members of the wider public health workforce who are wishing to progress their career in this area.

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## Principles of Encouraging Vaccination Uptake

**Total Unit Time:** 8 hours

**Guided Learning:** 7 hours

**Unit Level:** 2

**Unit Number:** H/618/7133

### Summary of Learning Outcomes

**To achieve this qualification, a candidate must:**

- 1. Understand the importance of vaccines and the key features of vaccination programmes, *by being able to meet the following assessment criteria:***
  - 1.1 Describe how vaccination programmes provide protection to individuals and the wider community
  - 1.2 State the key features of vaccination programmes in the UK
  - 1.3 State how population health needs related to vaccinations within a specific community can be identified
  
- 2. Understand sources of vaccine concern and vaccine hesitancy with regards to a named vaccination programme, *by being able to meet the following assessment criteria:***
  - 2.1 Outline **THREE** individual factors that can lead to individuals experiencing concerns or hesitancy with regards to a named vaccination programme
  - 2.2 Outline **THREE** societal factors that can lead to individuals experiencing concerns or hesitancy with regards to a named vaccination programme
  - 2.3 Identify **THREE** sources of reliable information with regards to a named vaccination programme
  
- 3. Understand what can impact on behaviour change and how to explore these factors with an individual, *by being able to meet the following assessment criteria:***

- 3.1 Outline **TWO** models of behaviour change
  - 3.2 Explain how motivational techniques can support an individual to change their behaviour
  - 3.3 Identify ways in which models of behaviour change can be used to support health behaviour change conversations
  - 3.4 Describe the impact of Reflective and Automatic Motivation
  - 3.5 Identify barriers which can prevent behaviour change
- 4. Understand how to apply models of behaviour change in a brief intervention or conversation with an individual around vaccination programmes, by being able to meet the following assessment criteria:**
- 4.1 State how the main influences on an individual's choices, behaviours and decision making around vaccinations could be explored
  - 4.2 Explain how individuals can be supported to explore their readiness to make changes to their choices, behaviours and decision making around vaccinations
  - 4.3 Outline ways in which the motivation of individuals to change their choices, behaviour and decision-making around vaccinations could be enhanced
  - 4.4 Identify the barriers and facilitators of individuals to taking action around vaccinations and how they might overcome

## Indicative Content

### 1. Understand the importance of vaccines and the key features of vaccination programmes

- 1.1 *Protection to individuals and wider community:* Protection to individual provided by vaccine inducing immune response in individuals, priming immune system to attack if microbe capable of causing a specific disease enters the body, thereby preventing severe illness; protection to community achieved by making it more difficult for a disease to spread through a population with high vaccination rates; high vaccination rates in a population contribute to herd immunity and provide protection for individuals who are unvaccinated; high vaccination rates minimise opportunities for viruses to mutate and develop new strains; difference between *prevalence*, the existing cases of disease expressed as a proportion, and *incidence*, the new cases of disease reported as a number.
- 1.2 *Key features of vaccination programmes:* Examples of vaccinations included in the NHS Vaccination Schedule and when they are offered to individuals; role of annual vaccination programmes; role of vaccinations when travelling abroad; consent and the right to refuse; parental responsibility and consent.
- 1.3 *Identifying population health needs related to vaccinations:* Sources of reliable information around uptake of different vaccinations in a local area; potential impact of population characteristics, protected characteristics and demographic factors such as age, gender, ethnicity, religion and cultural beliefs on level of both need and uptake for different vaccinations in a local area.

### 2. Understand sources of vaccine concern and vaccine hesitancy with regards to a named vaccination programme

- 2.1 *Individual sources:* Perception of risk; fears around safety of vaccines; concerns around side-effects caused by vaccines; fears around the administration of a vaccine; lack of access to reliable and up-to-date information around vaccination programmes; low levels of understanding around the benefits of vaccination programmes to the individual; low levels of understanding around the benefits of vaccination programmes to wider society.
- 2.2 *Societal sources:* Misinformation and disinformation around vaccination programmes, including that spread through social media; peer pressure;

impact of religious or cultural beliefs on attitudes towards vaccinations; previous negative experiences with healthcare system.

- 23 *Reliable information:* Healthcare professionals; the NHS; Public Health England; Public Health Profiles; local authorities/councils; local public health teams; World Health Organisation; the UK Government; Joint Committee on Vaccination and Immunisation; Medical Health Regulatory Authority.

### **3. Understand what can impact on behaviour change and how to explore these factors with an individual**

- 31 *Different models of behaviour change:* Components of various models such as COM-B; Theory of Planned Behaviour; Theory of Reasoned Action; Health Belief Model.
- 32 *The motivational techniques that can support an individual to change their behaviour:* Working in *partnership*; *acceptance* of the clients situation and not judging their choices, *absolute worth* and potential of every individual, *autonomy* of the individual to make their own choices, *affirming* the individual's strengths and efforts; developing *accurate empathy* to show an active interest and working hard to understand the individuals position, showing *compassion* by promoting the individuals welfare and *evocation* which is the belief that individuals have within them what they need
- 33 *Ways in which models of behaviour change can be used to support health behaviour change conversations:* Any TWO from sharing with an individual to raising awareness of their motivation; exploring and building self-efficacy and control; discussing individuals' views on social norms and their impact; exploring the individual's views and opportunities to make changes; exploring beliefs, attitudes and barriers to change; exploring enablers and opportunities; exploring capabilities to make changes.
- 34 *Reflective and Automatic motivation:* Reflective Motivation: Beliefs about what is good and bad, conscious intentions, decisions and plans; Automatic Motivation: Emotional responses, desires and habits resulting from associative learning and physiological states.
- 35 *Barriers which can prevent behaviour change:* Social determinants of health including peer network, family, education, access, equality, physical disability, caring commitments, money; desire to change more than one behaviour; triggers.

#### 4. Understand how to apply models of behaviour change in a brief intervention or conversation with an individual around vaccination programmes

- 4.1 *Influences on choices, behaviour and decision making:* Influences on an individual's attitudes towards vaccinations determined; respect shown for individual's values, opinions and individual choice; personal values and opinions of the practitioner not allowed to influence the conversation; acknowledgement that individual choices can impact on others such as through the transmission of viruses; importance of empathy; consideration of individual and societal causes of vaccine concern and hesitancy as set out in 2.1 and 2.2.
- 4.2 *Explore readiness to make changes or take action:* Readiness of individuals to changes their views and stance on vaccine uptake explored by determining their confidence to act or achieve change; use of techniques such as decisional balance, readiness rulers and scaling questions
- 4.3 *Enhance the motivation of individuals to decide to receive a vaccination:* Motivation of individuals to change enhanced by determining their own motivation, their reasons for wanting to receive a vaccination and what they regard as the benefits of doing so; self-efficacy and self-esteem considered; appropriate tools and approaches used.
- 4.4 *The barriers and facilitators to taking action:* Barriers and facilitators of individuals to act determined, including any wider issues such as individual or societal sources of vaccine hesitancy and concern; ambivalence explored and resolved and resistance to taking action determined; sense of autonomy and self-efficacy developed; discrepancies supported and developed; empathy demonstrated; individual signposted to relevant sources of reliable information and guidance around vaccination programmes where required.

#### 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](http://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](http://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](http://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](http://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](mailto: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 3 Certificate in Health Coaching

RSPH Level 3 Certificate in Social Prescribing

RSPH Level 2 Award in Improving the Public's Health

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](http://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](http://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:

The Qualifications Department,  
Royal Society for Public Health,  
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