
Level 2 Award for Young Health Champions

January 2020

Guided Learning Hours: 22 hours

Total Qualification Time: 36 hours

Ofqual Qualification Number: 603/2751/0

Description

This qualification is for individuals with an interest in health and wellbeing who want to help their peers develop a healthier lifestyle. The objective of the qualification is to develop the competences required of a young health champion. It will enable learners to provide peer support through an understanding of the individual and social drivers of healthy and unhealthy behaviours as well as signpost local health services. It will also provide knowledge of a health and wellbeing issue relevant to the learner and develop skills to deliver positive health messages.

Learners will take three mandatory units and one optional unit from a choice of seven. The mandatory units are:

- YHC 1 Health Improvement
- YHC 2 Research Health Improvement Services
- YHC 3 Deliver a Health Improvement Message

The optional units are:

- YHC 4 Understanding Alcohol Misuse
- YHC 5 Encouraging physical activity
- YHC 6 Encouraging a Healthy Weight and Healthy Eating
- YHC 7 Understanding Sexual Health
- YHC 8 Supporting Smoking Cessation
- YHC 9 Understanding the Misuse of Substances
- YHC 10 Understanding Emotional Wellbeing

Units YHC 1 and YHC 4-10 are also available from RSPH as stand-alone single unit qualifications. These single unit qualifications are not targeted specifically at improving the health of young people but are applicable to all age groups.

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Unit YHC 1 Principles of Health Improvement (This is a mandatory unit)

Guided Learning: 6 hours

Total unit Time: 8 hours

Unit Level: 1

Unit Reference No. L/504/2898

Summary of Learning Outcomes:

To achieve this qualification, a learner must:

- 1 Understand what is meant by health and wellbeing, with reference to:**
 - 1.1 The WHO definition of health.
 - 1.2 The significance of this definition.
- 2 Understand factors that have led to the improvement of public health, with reference to:**
 - 2.1 **THREE** public health advances that have resulted in large scale improvements in public health.
 - 2.2 How each of these advances has had an impact on the public's health.
- 3 Understand how lifestyle may have a negative effect on health, with reference to:**
 - 3.1 **THREE** long term health conditions that are linked to lifestyle behaviours .
 - 3.2 **THREE** reasons why people make unhealthy lifestyle choices.
- 4 Understand how lifestyle may have a positive effect on health, with reference to:**
 - 4.1 **THREE** behaviours that have a positive effect on health.
 - 4.2 How these behaviours have a positive effect on the individual.
 - 4.3 **THREE** reasons why people make healthy lifestyle choices.
- 5 Know how to improve your own health, with reference to:**
 - 5.1 Own attitude to health
 - 5.2 A lifestyle change that can improve your health.
 - 5.3 How this lifestyle change could be achieved.
 - 5.4 The benefits of this change.
 - 5.5 Who or what can help you to achieve your aim.

Content

1 Understand what is meant by health and wellbeing

- 1.1 *WHO definition of health:* importance of health being defined as not simply the absence of disease.
- 1.2 *What is significant about this definition:* importance of health defined positively in terms of good physical, social and mental health and wellbeing rather than negatively; fact that the definition of health has remained unchanged for 70 years.

2 Understand factors that have led to the improvement of public health

- 2.1 *Public health advances that have resulted in large scale improvements in public health:* improvements to public health due to factors such as better housing, sanitation, provision of clean water; improvements in nutrition and food safety, education.
- 2.2 *How each of these advances has had an impact on public health:* explanations of advances are relevant, accurate and based on evidence.

3 Understand how lifestyle may have a negative effect on health

- 3.1 *THREE long term health conditions that are linked to lifestyle behaviours:* examples of long term health conditions which, based on evidence, are clearly caused by lifestyle behaviours such as cardiovascular disease, type 2 diabetes and chronic obstructive pulmonary disease (CoPD).
- 3.2 *THREE reasons why people make unhealthy lifestyle choices:* exploration of why people make unhealthy lifestyle choices such as peer pressure, domestic situation, influence of media, lack of positive role models, poor self-image, lack of knowledge and understanding about effect of lifestyle.

4 Understand how lifestyle may have a positive effect on health

- 4.1 *THREE behaviours that have a positive effect on health:* behaviours such as ensuring diet is healthy, engaging in physical activity or extending range of physical activities, rest and relaxation, hobbies and interests, moderate alcohol consumption, regular health and fitness checks.
- 4.2 *How these behaviours have a positive effect on the individual:* outline of how the above (or other) behaviours affect the health of the individual such as improved feeling of well-being / mental health, self-esteem; possible physical improvements.

- 4.3 *THREE reasons why people make healthy lifestyle choices*: exploration of why people make healthy lifestyle choices such as: receiving 'health warning', positive role models, interest in sport, increased knowledge and understanding of benefits of healthy lifestyle, as a positive response to bullying.

5 Know how to improve your own health

- 5.1 *Attitude to health*: Assess own attitude to health by questions such as 'how healthy do you think you are?' Do you actively try to improve your health? Are you physically active or inactive? Do you smoke or drink? What is your diet like? Would you change your diet or activity level to improve your health? Have you missed many days off school or work due to illness? Use of health questionnaires or quizzes to explain attitudes to health.
- 5.2 *Lifestyle change that can improve own health*: identification of a lifestyle change that could improve own health such as stopping smoking, reducing alcohol consumption, increasing physical activity, changing diet, any of the 5 Ways to Wellbeing.
- 5.3 *How to achieve lifestyle change*: lifestyle change could be achieved through participation in relevant after-school clubs and societies, participation in self-help groups, accessing facilities in the community; gradual change or 'big-bang' approach; keeping personal records such as health diaries, food diaries, weekly weight measurements, improvement in fitness etc.
- 5.4 *Benefits of change*: benefits such as improved self-image, increased fitness, extra spending money (e.g. if spending less money on alcohol or cigarettes), increased alertness, better sleep, improved mental wellbeing.
- 5.5 *Who or what can help*: family and friends, school /work-mates, social groups, professional health workers and health trainers, individuals trying to achieve same health improvement.

Assessment

Attainment of the Learning Outcomes for this unit can be assessed by a portfolio of evidence or workbook, or by a multiple-choice examination. Centre assessment decisions will be subject to scrutiny by RSPH. Alternatively, learners can sit a Multiple Choice Examination.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can either use directly or modify to suit their own particular requirements.

If **Portfolio Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along 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).

The multiple-choice examination consists of 25 questions and is provided by RSPH. A candidate who is able to satisfy the learning outcomes must score 17/25 in the

examination. The candidate will have 45 minutes to complete the examination. Strong performance in some areas of the qualification content may compensate for poorer performance in other areas.

Unit YHC 2 Research Health Improvement Services (This is a mandatory unit)

Guided Learning: 4 hours

Total Unit Time: 8 hours

Unit Level: 2

Unit reference number: J/616/7747

Summary of Learning Outcomes

To achieve this unit a candidate must:

1 Carry out a search of the local area to locate health improvement services, by being able to meet the following assessment criteria:

- 1.1 Identify local services for health improvement
- 1.2 Provide signposting to an appropriate health improvement service in your local area.
- 1.3 Identify reliable sources of information for health improvement

2 Determine the resources available from a local health improvement service, by being able to meet the following assessment criteria:

- 2.1 Collect information and resources relevant to a health improvement service
- 2.2 Describe the personal advice, guidance and referral arrangements available from a health improvement service

3 Carry out a review of local health improvement services, by being able to meet the following assessment criteria:

- 3.1 Assess the strengths of local health improvement services
- 3.2 Assess the weaknesses of local health improvement services

Content

1 Carry out a search of the local area to locate health improvement services

- 1.1 *Local services for health improvement:* local services for health improvement relating to alcohol reduction, substance misuse, tobacco consumption; physical activity; weight management and healthy eating; sexual health; mental and emotional health; highlight those services which are free and which are chargeable.
- 1.2 *Signposting to an appropriate health improvement service in your local area:* name or organisation or service; address, transport links and directions, distance; eligibility or registration requirements; accessibility issues if relevant.
- 1.3 *Reliable sources of information for health improvement:* compare reliable sources of information with unreliable sources such as adverts, newspapers, peers; identify which sources provide information from evidence based research and those which may be focused on number of views rather than valid information.

2 Determine the resources available from a local health improvement service

- 2.1 *Collect information relevant to health improvement:* information relevant to health improvement such as screenshots of websites, local campaigns, local radio; resources such as leaflets, posters, brochures.
- 2.2 *Personal advice, guidance and referral arrangements available for health improvement:* information relating to what the service is able to provide to the individual with regard to advice and guidance for health improvement; arrangements or procedures for the service to refer visitors to other agencies or organisations for health improvement; type of organisation/ agency to which referrals may be made if relevant.

3 Carry out a review of local health improvement services

- 3.1 *Strengths of local health improvement services:* suitability of health improvement service assessed for relevance to needs of clients; ease of understanding and customer journey; accuracy and attainability; ease of use and costs.
- 3.2 *Weaknesses of local health improvement services:* accessibility, relevance to needs and suitability, assessed for relevance to needs of clients, ease of use and cost implications.

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 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 Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

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Unit YHC 3 Deliver a Health Improvement Message (This is a mandatory unit)

Guided Learning: 6 hours

Total Unit Time: 10 Hours

Unit Level: 2

Unit reference number: R/616/7749

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand why peer advice is important for the delivery of health improvement messages, *by being able to meet the following assessment criteria:***
 - 1.1 Outline the advantages and disadvantages of providing advice to peers
 - 1.2 Compare peer advice with advice from 'authority' figures
- 2 Carry out preparations for delivering a health improvement message, *by being able to meet the following assessment criteria:***
 - 2.1 Identify the key points of the health improvement message
 - 2.2 Obtain resources relevant to the chosen health improvement message and audience
 - 2.3 Prepare materials suitable for the health improvement message
- 3 Deliver a health improvement message, *by being able to meet the following assessment criteria:***
 - 3.1 Explain the role of the 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 Use listening skills and respond appropriately to questions
 - 3.5 Signpost opportunities to health improvement services
- 4 Carry out a review of the delivery of the health improvement message, *by being able to meet the following assessment criteria:***
 - 4.1 Assess the strengths of the delivery of the health improvement message
 - 4.2 Assess what could be improved in the delivery of the health improvement message

Content

1 Understand why peer advice is important for the delivery of health improvement messages

- 1.1 *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.
- 1.2 *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.

2 Carry out preparations for delivering health improvement message

- 2.1 *Key points of the health improvement 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 *Resources:* a range of resources are obtained that are relevant to the health issue and to the peer or group to which the health improvement message will be delivered.
- 2.3 *Prepare materials suitable for the health improvement message:* materials are prepared that can be used in the delivery of the health improvement message and are suitable and relevant for the chosen peer group.

3 Deliver a health improvement message

- 3.1 *Explain the role:* what the YHC can offer and what they cannot help with (boundaries of role); provision of appropriate government health recommendations; where to find further information; where to seek support; cannot offer medical advice and not subject matter experts.
- 3.2 *Present a positive message:* the health and wellbeing message is presented to the chosen peer or group, including a rationale or justification of the topic such as important local issue and in language that is appropriate to the audience and the topic of the health improvement message; the message is presented in a positive way.
- 3.3 *Style of delivery:* style and pace of delivery is varied and remains appropriate to the topic as well as the peer or group.

3.4 *Use listening skills and respond appropriately to questions:* use of reflective listening, open questions, acknowledgement and summarising; questions are responded to in an appropriate manner for the peer or group and topic; opportunities are taken to signpost health improvement services during the talk and when responding to questions.

4 Carry out a review of the delivery of the health improvement message

4.1 *Assess the strengths:* determine which elements of the health and wellbeing 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 health and wellbeing 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

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 scrutiny by RSPH.

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Unit YHC 4 Understanding Alcohol Misuse (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: K/505/2127

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people misusing alcohol, by being able to meet the following assessment criteria:**
 - 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.

- 2 Understand the personal and social consequences of alcohol misuse, by being able to meet the following assessment criteria:**
 - 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.

- 3 Know how to provide help and support to the individual, by being able to meet the following assessment criteria:**
 - 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.

Content

1 Understand factors that result in people misusing alcohol

- 1.1 *Social factors that could result in the misuse of alcohol:* Socio-economic status, employment, education, culture, price, availability, media.
- 1.2 *Factors that are individual-specific which could lead to the misuse of alcohol:* Parents, friends and family, peer pressure, gender, age, health factors.

2 Understand the personal and social consequences of alcohol misuse

2.1 *Direct effect on health of alcohol misuse:*

- Accidents/injuries.
- Liver disease including cirrhosis.
- Cancers of the mouth, pharynx, larynx, oesophagus, breast and colon.
- Early death.
- Addiction.
- Gastrointestinal system, including dyspepsia (indigestion), gastritis and pancreatitis.
- Cardiovascular system, including cardiac arrhythmias, hypertension and stroke.
- Reproductive system, including impotence, problems with libido and unexplained infertility.
- Other effects including memory loss, seizures and eczema.
- Mental health issues.

2.2 *Possible indirect effects on health due to the misuse of alcohol:* poor nutrition / diet; diabetes due to weight gain; unprotected sex, unwanted pregnancy, unwanted sexual activity; increased risk of STIs, foetal alcohol syndrome, appearance of ageing, increased risk of infections due to decreased immunity.

2.3 *Effect on family members and wider society due to the misuse of alcohol by individuals:* domestic violence; anti-social behaviour; criminal behaviour, cost to the NHS, drink driving, child neglect, effect on carers.

3 Know how to provide help and support to the individual

3.1 *Agencies / organisations which provide services for individuals affected by alcohol use:* organisations such as Drinkaware, Alcoholics Anonymous, NHS, Local agencies, Addaction.

3.2 *Ways by which an individual could be encouraged to reduce their risk of harm from alcohol misuse:* support from peers and family, knowing facts about alcohol, awareness of behaviour, brief interventions, alcohol reduction strategies, counselling and emotional support.

- 3.3 *Barriers to changing behaviour with regard to alcohol and how these can be overcome:* Barriers such as denial, addiction / physical dependency, peer pressure and culture.

Methods for overcoming barriers such as education, aspirations, opportunities, motivation and self-efficacy.

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 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 Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

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Unit YHC 5 Encouraging Physical Activity (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: M/505/2128

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand the health benefits of physical activity, by being able to meet the following assessment criteria:**
 - 1.1 Describe **THREE** effects of physical activity on health.
 - 1.2 Describe **THREE** effects of physical activity on mental health and well-being.
 - 1.3 Outline the recommended levels of physical activity required for health for young people and adults.

- 2 Understand factors that affect an individual's participation in physical activity, by being able to meet the following assessment criteria:**
 - 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.

- 3 Know how to encourage individuals to increase their level of physical activity, by being able to meet the following assessment criteria:**
 - 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.

Content

1 Understand the health benefits of physical activity

- 1.1 *Effects of physical activity on health:* reduction in severity of major illnesses such as CHD, strokes, hypertension, diabetes. Increased fitness, activity levels.
- 1.2 *Effects of physical activity on mental health and well-being:* improved self-esteem, mood, social interactions, reduction in stress, release of endorphins, increased mental alertness, improved sleep.
- 1.3 *Recommended levels of physical activity required for health for young people and adults:* current recommended guidelines.

2 Understand factors that affect an individual's participation in physical activity

- 2.1 *Social factors that may affect an individual's participation in physical activity:* access, transport costs, safety, availability, cultural.
- 2.2 *Individual-specific factors that may affect participation in physical activity:* gender, individual capability, interest and motivation, competing factors on time, cultural and religious, attitudes and beliefs, role models.

3 Know how to encourage individuals to increase their level of physical activity

- 3.1 *Agencies / organisations which encourage physical activity for health:* agencies and organisations such as NHS, Sport England, local authorities, schools, leisure centres, youth clubs.
- 3.2 *Ways by which an individual could be encouraged to increase their level of physical activity:* methods such as joining a club / gym, walking / cycling rather than use car or public transport, encouraging spectating as prelude to participation, need to stress health and enjoyment aspects, peer pressure.
- 3.3 *Barriers to changing behaviour with regard to physical activity and how these can be overcome:* barriers such as apathy, physical and mental health, embarrassment; methods for overcoming barriers such as influence of role models, peer pressure, education, aspirations, opportunities, motivation, self-efficacy.

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 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 Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along 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 YHC 6 Encouraging a Healthy Weight and Healthy Eating (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: M/505/2131

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people being under or over a healthy weight, by being able to meet the following assessment criteria:**
 - 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.

- 2 Understand the personal consequences of being under or over a healthy weight, by being able to meet the following assessment criteria:**
 - 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 well-being of being under or over a healthy weight.

- 3 Understand the principle of healthy eating, by being able to meet the following assessment criteria:**
 - 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.

- 4 Know how to provide help and support to the individual, by being able to meet the following assessment criteria:**
 - 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.

Content

1 Understand factors that result in people being under or over a healthy weight

- 1.1 *Social factors that could result in people being under or over a healthy weight:* general education, socio-economic factors, access to affordable food, opportunities for physical activity, safety, cheapness of calories, media.
- 1.2 *Factors that are individual-specific which could result in a person being under or over a healthy weight:* physical activity, mental health, effect of illness and medication, family.

2 Understand the personal consequences of being under or over a healthy weight

- 2.1 *Effect on physical health of being under or over weight:* effect on blood pressure and cardiovascular system, diabetes, shortness of breath, effect on bones and joints.
- 2.2 *Effect on mental health and emotional well-being of being under or over a healthy weight:* self-esteem, stigma, social exclusion, bullying.

3. Understand the principle of healthy eating

- 3.1 *What constitutes a healthy diet:* current nutritional guidelines for fat, carbohydrate, protein, fibre, importance of varied diet, fruit and vegetables (5 a day), Eatwell plate; recommendations to increase fruit and vegetable consumption, Increase fibre, reduce salt, reduce saturated fat and reduce sugar.
- 3.2 *Good sources of protein, carbohydrates, fats, essential vitamins and minerals:* main sources of protein, fat, carbohydrate, iron, calcium, general sources of vitamins such as fruit and vegetables.
- 3.3 *Positive and negative effects of diet on health:* examples such as negative effect of salt, cholesterol and a high sugar diet; positive effects such as increased energy and well-being, reduced risk of cardiovascular disease, reduced risk of certain cancers.
- 3.4 *How food labels can support healthy eating:* examples such as traffic light system, What's inside, definition of low fat and low salt.

4 Know how to provide help and support to the individual

- 4.1 *Agencies / organisations which provide services for individuals wishing to achieve a healthy weight and eat more healthily:* Agencies and organisations such as GPs, pharmacies, Weight Watchers, school nurse, local authority / NHS public health teams.

- 4.2 *Ways by which an individual could be encouraged to achieve a healthy weight and eat more healthily:* food diaries, increasing physical activity levels, Eatwell plate, help with understanding food labels, peer support, community food clubs, counselling services, cookery clubs.
- 4.3 *Barriers to changing behaviour with regard to weight management and healthy eating and how these can be overcome:* barriers such as embarrassment; denial; lack of awareness; attitudes, beliefs and values; need for specialist support; language and communication; culture; methods for overcoming barriers such as support from family, friends and professionals; supply relevant and reliable information; behaviour change diaries, peer pressure, aspirations, motivation, opportunity, self-efficacy.

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 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 Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along 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 YHC 7 Understanding Sexual Health (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: M/616/8262

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand the Law on Sexual Relationships in the UK, by being able to meet the following assessment criteria:**
 - 1.1 Outline the purpose of the law and the meaning of consent
 - 1.2 Outline the meaning of child sexual exploitation
 - 1.3 Identify services that can support individuals at risk of sexual exploitation

- 2 Know that there is a range of sexual relationships, by being able to meet the following assessment criterion:**
 - 2.1 List **THREE** different sexual relationships.

- 3 Understand factors that may result in high risk sexual activity, by being able to meet the following assessment criteria:**
 - 3.1 Define what is meant by high risk sexual activity.
 - 3.2 Describe **THREE** social factors that could lead to high risk or unwanted sexual activity.
 - 3.3 Outline **THREE** factors that are individual specific that could lead to high risk or unwanted sexual activity.

- 4 Understand the personal and social consequences of high risk sexual activity, by being able to meet the following assessment criteria:**
 - 4.1 Outline **THREE** possible effects on health of high risk sexual activity.
 - 4.2 Describe **THREE** sexually transmitted infections and their possible effect on health.
 - 4.3 Identify **THREE** possible effects on the individual due to an unwanted pregnancy.

- 5 Know how to provide help and support to the individual with regard to their sexual health, by being able to meet the following assessment criteria:**
 - 5.1 List **THREE** organisations which provide services for individuals relating to sexual health and outline the services provided.
 - 5.2 Describe **THREE** ways an individual could be supported to improve their sexual health.
 - 5.3 Identify **THREE** barriers to changing behaviour with regard to sexual health and how these can be overcome.

Content

1 Understand the Law on sexual relationships in the UK

- 1.1 *Purpose of the law and meaning of consent:* definition of consent; age of consent to any sexual activity for both men and women; law on sexual activity between anyone aged under 18 and someone in a position of trust; why there is a law in place; legal protection for children; criteria followed by health professionals to assess maturity and competence of under 16s regarding contraception and sexual health (Fraser guidelines); need for confidentiality and consent, duty of care and the Sexual Offences Act (2003).
- 1.2 *Meaning of child sexual exploitation:* as defined by the Department for Education including physical contact and non-contact activities; notions of manipulation and power and key factors/indicators of child sexual exploitation.
- 1.3 *Services which can support individuals at risk of sexual exploitation:* examples of local or national services with a mission of child protection or preventing abuse, including charities and government agencies; services to protect young people online.

2 Know that there is a range of sexual relationships

- 2.1 *Different sexual relationships:* heterosexual, same sex, consenting, non-consenting, long term, casual.

3 Understand factors that may result in high risk sexual activity

- 3.1 *What is meant by high risk sexual activity:* activity that may result in an unwanted pregnancy or sexual encounter.
- 3.2 *Social factors that could lead to high risk or unwanted sexual activity:* socio-economic, cultural, social norms.
- 3.3 *Factors that are individual specific that could lead to high risk or unwanted sexual activity:* peer pressure, alcohol or drug use, mental and emotional health, self-esteem, family factors, personal beliefs.

4 Understand the personal and social consequences of high risk sexual activity

- 4.1 *Possible effects on health of high risk sexual activity:* sexually transmitted infections (STIs), unwanted pregnancy, well-being, loss of self-esteem.
- 4.2 *Sexually transmitted infections and their possible effect on health:* gonorrhoea, syphilis, chlamydia, herpes simplex, HPV, HIV; effect of these infections on the health of the individual.
- 4.3 *Possible effects on the individual due to an unwanted pregnancy:* economic and educational effects, loss of opportunity, responsibility for baby, social and health effects.

5 Know how to provide help and support to the individual with regard to their sexual health

- 5.1 *Organisations which provide services for individuals relating to sexual health and outline the services provided:* agencies such as NHS, Brookes, Marie Stopes, sexual health clinics, school nurse, GP.
- 5.2 *Ways an individual could be supported to improve their sexual health:* ways such as being supportive, delaying sexual activity, contraception, as part of a relationship, sexual health check-ups, accessing sexual health services.
- 5.3 *Barriers to changing behaviour with regard to sexual health and how these can be overcome:* barriers such as culture, religion, age, fear, confidentiality, physical disability, learning disability, embarrassment, own personal beliefs / judgemental approach; methods for overcoming barriers such as people being non-judgemental, education, confidence, stating facts rather than opinions.

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 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 Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along 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 YHC 8 Supporting Smoking Cessation (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: F/505/2134

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people smoking, by being able to meet the following assessment criteria:**
 - 1.1 Describe **THREE** social factors that could result in smoking.
 - 1.2 Outline **THREE** factors that are individual-specific which could lead to smoking.

- 2 Understand the personal and social consequences of smoking, by being able to meet the following assessment criteria:**
 - 2.1 Outline **THREE** direct effects on health of smoking.
 - 2.2 Identify **THREE** possible indirect effects on the individual due to smoking.
 - 2.3 Identify **THREE** effects on family members, friends and wider society due to smoking by individuals.

- 3 Know how to provide help and support to the individual with regard to smoking cessation, by being able to meet the following assessment criteria:**
 - 3.1 List **THREE** agencies / organisations which provide services for individuals wishing to stop smoking and outline the services provided.
 - 3.2 Describe **THREE** ways by which an individual could be encouraged to reduce their risk of harm from smoking.
 - 3.3 Identify **THREE** barriers to changing behaviour with regard to smoking and how these can be overcome.

Content

1 Understand factors that result in people smoking

1.1 *Social factors that could result in smoking:* factors such as socio-economic status, employment, education, culture, availability, media.

1.2 *Factors that are individual-specific which could lead to smoking:* factors such as parents, friends and family, peer pressure, age.

2 Understand the personal and social consequences of smoking

2.1 *Direct effects on health of smoking:* cardiovascular problems, shortness of breath, increased risk of various cancers, bronchitis, emphysema, addiction, early death.

2.2 *Possible indirect effects on the individual due to smoking:* poor nutrition, diet, lack of exercise, effect on asthma, erectile dysfunction, appearance of ageing, decreased immunity, poor eyesight, dental problems.

2.3 *Effects on family members, friends and wider society due to smoking by individuals:* effect of secondary smoke, link with sudden infant death syndrome, cost to the NHS.

3 Know how to provide help and support to the individual with regard to smoking cessation

3.1 *Agencies / organisations which provide services for individuals wishing to stop smoking:* agencies such as smoking cessation clinics, NHS, GPS, ASH.

3.2 *Ways by which an individual could be encouraged to reduce their risk of harm from smoking:* strategies such as nicotine replacement, cutting down on number of cigarettes smoked, support from peers and family, knowing facts about smoking, brief intervention, counselling and emotional support.

3.3 *Barriers to changing behaviour with regard to smoking and how these can be overcome:* barriers such as denial, addiction/physical dependency, peer pressure, culture; methods for overcoming barriers such as aspirations, opportunities, education, effect on family, motivation, self-efficacy.

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 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 Evidence** is chosen as the assessment method, please use the Portfolio Assessment Summary forms for each unit along with the Portfolio Front Sheet and attach to the portfolio.

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Unit YHC 9 Understanding the Misuse of Substances (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: D/505/2139

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand factors that result in people misusing substances, by being able to meet the following assessment criteria:**
 - 1.1 Describe **THREE** social factors that could result in the misuse of substances.
 - 1.2 Outline **THREE** factors that are individual-specific which could lead to the misuse of substances.

- 2 Understand the personal and social consequences of substance misuse, by being able to meet the following assessment criteria:**
 - 2.1 Outline **THREE** direct effects on health of substance misuse.
 - 2.2 Identify **THREE** possible indirect effects on the individual due to substance misuse.
 - 2.3 Identify **THREE** effects on family members, friends and wider society due to substance misuse by individuals.
 - 2.4 Describe the adverse effects of **THREE** substances that are misused in the community.

- 3 Know how to provide help and support to the individual with regard to substance misuse, by being able to meet the following assessment criteria:**
 - 3.1 List **THREE** agencies / organisations which provide services for individuals affected by substance misuse and outline the services provided.
 - 3.2 Describe **THREE** ways by which an individual could be encouraged to reduce their risk of harm from substance misuse.
 - 3.3 Identify **THREE** barriers to changing behaviour with regard to substance misuse and how these can be overcome.

Content

1 Understand factors that result in people misusing substances,

- 1.1 *Social factors that could result in the misuse of substances:* socio-economic status, employment, education, culture, price, availability, media.
- 1.2 *Factors that are individual-specific which could lead to the misuse of substances:* parents, friends and family, peer pressure, age, health factors.

2 Understand the personal and social consequences of substance misuse,

- 2.1 *Direct effects on health of substance misuse:* mental health issues, physical health, specific effects of named drugs.
- 2.2 *Possible indirect effects on the individual due to substance misuse:* poor sexual health, risk taking, loss of inhibitions, poor nutrition, memory loss, criminality.
- 2.3 *Effects on family members, friends and wider society due to substance misuse by individuals:* criminal behaviour, risk of prosecution, driving under the influence, child neglect.
- 2.4 *Adverse effects of substances that are misused in the community:* appropriate descriptions of adverse effects according to substances selected.

3 Know how to provide help and support to the individual with regard to substance misuse

- 3.1 *Agencies / organisations which provide services for individuals affected by substance misuse and outline the services provided:* examples include 'Talk to Frank', Addaction, Youth Services, local authority drug and alcohol advice teams.
- 3.2 *Ways by which an individual could be encouraged to reduce their risk of harm from substance misuse:* support from peers and family, knowing facts about alcohol, awareness of behaviour, brief interventions, counselling and emotional support.
- 3.3 *Barriers to changing behaviour with regard to substance misuse and how these can be overcome:* legal issues, shame, fear, peer pressure, denial, trust and confidentiality, lack of awareness and knowledge; methods for overcoming barriers such as education, aspirations, opportunities, motivation, self-efficacy.

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 scrutiny by RSPH.

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Unit 10 Understanding Emotional Wellbeing (This is an optional unit)

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit Reference Number: D/616/7737

Summary of Learning Outcomes

To achieve this unit a candidate must:

- 1 Understand the importance of emotional wellbeing and how it contributes to people's health, *by being able to meet the following assessment criteria:***
 - 1.1 State the WHO definition of mental health
 - 1.2 Explain the spectrum of mental health from mental ill health to emotional wellbeing
 - 1.3 Identify how emotional wellbeing can impact on physical, social and mental health

- 2 Understand how to develop resilience and how it can be used to manage difficulties, *by being able to meet the following assessment criteria:***
 - 2.1 Describe what is meant by resilience
 - 2.2 Identify ways in which resilience can be developed
 - 2.3 Identify ways in which resilience enables individuals to manage difficulties

- 3 Understand the factors that can have a positive and negative effect on emotional wellbeing *by being able to meet the following assessment criteria:***
 - 3.1 Identify factors which can impact on emotional wellbeing
 - 3.2 Explain how these factors may have a negative effect on emotional wellbeing
 - 3.3 Explain how these factors may have a positive effect on emotional wellbeing

- 4 Understand how to manage own emotional wellbeing *by being able to meet the following assessment criteria:***
 - 4.1 Identify behaviours which can help support positive mental health and improve emotional wellbeing.
 - 4.2 Identify ways to improve own emotional wellbeing

Content

1 Understand the importance of emotional wellbeing and how it contributes to people's health

- 1.1 *The WHO definition of mental health:* recognition of the importance of mental health in terms of wellbeing, realising potential, ability to cope with stress, do meaningful work and contribute to local community; mental health as a positive dimension.
- 1.2 *Spectrum of mental health from mental ill health to emotional wellbeing:* different meanings of key terms; "mental health" as a term which encompasses a broad spectrum from very good mental health to mental ill health; tendency of some people to call mental health "emotional wellbeing"; "mental health" relevant to all; "mental illness" used to describe experience of one or more of a wide range of mental health conditions which are disorders affecting mood, thinking and behaviour; examples of mental illness including depression, anxiety disorders and eating disorders; stigma around mental illness and how that leads to its invisibility, increasing difficulty in seeking support.
- 1.3 *How emotional wellbeing can impact on physical, social and mental health:* WHO definition of health and how emotional wellbeing can impact on physical, social and mental health; importance of positive social connections as an indicator of wellbeing; stigma of mental illness leading to reluctance to ask for help or maintain positive social connections; impact this has on emotional wellbeing due to isolation or loneliness.

2 Understand how to develop resilience and how it can be used to manage difficulties

- 2.1 *What is meant by resilience:* behaviours, thoughts and actions that promote personal wellbeing and positive mental health; ability to withstand, adapt to and recover from stress and adversity; maintaining or returning to a state of positive emotional wellbeing by using effective coping strategies.
- 2.2 *Ways in which resilience can be developed:* examples of well researched techniques such as making strong connections and helping others; awareness of positive and negative coping strategies; practising self-care; living a meaningful life by working towards goals or contributing to community; having a positive self-view and perspective; practising acceptance and learning from mistakes.
- 2.3 *Ways in which resilience helps enables individuals to manage difficulties:* universal nature of emotional difficulty; how resilience can enable us to recover quickly from natural events such as emotional pain and sadness; ability to cope with challenging times and transitions such as changing school, moving house, going to university, experiencing a bereavement or change in family structure; impact of a physical health condition on emotional wellbeing such as a period in hospital or receiving treatment; how resilience at these times allows

individuals to ask for help if needed, use positive coping strategies to look after themselves and recover from a negative experience.

3 Understand the factors that can have a positive and negative effect on emotional wellbeing

- 3.1 *Factors which can impact on emotional wellbeing:* number and variety such as sleep, physical activity, social media, relationships, body image, drugs, alcohol, coping strategies; unique perspective of individuals and different effects on them (own unique experience of how they are affected).
- 3.2 *Possible negative impacts:* negative effects of factors such as poor sleep; social media use; poor relationships; body image; alcohol and drugs; coping strategies such as risky behaviour.
- 3.3 *Possible positive impacts:* positive effects of factors such as good sleep hygiene; usefulness of social media; strong relationships; body image; coping strategies.

4 Understand how to manage own emotional wellbeing

- 4.1 *Behaviours which can help support positive mental health and improve emotional wellbeing:* evidenced based behaviours such as the New Economics 5 Ways to Wellbeing and Action for Happiness' 10 Keys to Happier Living.
- 4.2 *Ways to improve own emotional wellbeing:* tailored approach to personal emotional wellbeing needs based on either the 5 Ways to Wellbeing or 10 keys to Happier Living.

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 scrutiny by RSPH.

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Centre Guidance

Registration of Candidates:

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

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.

National Occupational Standards

The qualification has been mapped to the following National Occupational Standards of Skills for Health:

AB2.2012 Support individuals who misuse substances
AD1.2012 Raise awareness about substances, their use and effects
AH10 Employ techniques to help individuals to adopt sensible drinking behaviour
AJ1 Help individuals address their offending behaviour
AJ2 Enable individuals to change their offending behaviour
CHD ED3 Encourage behaviour and activities that reduce the risk of Coronary Heart Disease (CHD)
CHD HA3 Provide support for individuals who express a wish to reduce their alcohol consumption
CHS145 Provide support to individuals to manage their body weight
CHS79 Support individuals who express a wish to stop smoking
HT2 Communicate with individuals about promoting their health and wellbeing
HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

Further details of these National Occupational Standards can be obtained from RSPH Qualifications.

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).

Progression

Learners who achieve this qualification can progress to the following qualifications (excluding the Award which was achieved as an **optional unit** within the YHC qualification):

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

Recommended Qualifications and Experience of Tutors

RSPH would expect that tutors have teaching experience and a qualification in a relevant subject area, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience. It is recommended that tutors also have the following:

- Awareness of the wider Young Health Movement
- Competency to support learners in completing their portfolios
- An understanding of how young people learn and how to engage them
- Basic public health awareness to support YHC campaigns and initiatives

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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