

Unit Title:	Understanding how to maintain personal health and wellbeing
OCR unit number	F/503/3213
Level:	1
Credit value:	3
Guided learning hours:	25-30
Unit expiry date:	01/07/2016

Unit purpose and aim

This unit will enable learners to recognise the symptoms of and ways to prevent physical, mental and emotional ill health, including sexually transmitted infections (STI). It will help Learners understand how external factors can affect personal health and wellbeing, and how to lessen the negative impact of such factors. Learners will understand reasons for personal choices and how these can affect health and wellbeing in the short and long-term. They will learn where and how to get advice on personal health and wellbeing, including how to get help in an accident or emergency.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Know symptoms of physical, mental and emotional ill health, including STIs</p>	<p>The Learner can:</p> <p>1.1 Identify symptoms of physical, mental and emotional ill health</p> <p>1.2 Identify symptoms of sexually transmitted infections (STIs)</p> <p>1.3 Outline ways to prevent STIs</p>	<p>Learners could research symptoms related to diagnosed physical illnesses, or to mental or emotional disorders such as bipolar disorder, stress, depression and eating disorders.</p> <p>Examples of STIs could include:</p> <ul style="list-style-type: none"> • HIV • Chlamydia • Genital warts • Gonorrhoea <p>Examples could include:</p> <ul style="list-style-type: none"> • using condoms • reducing sexual activity • behaviour related to cleanliness • awareness of link between HIV and drug use

Learning Outcomes	Assessment Criteria	Exemplification
<p>2 Understand how mental and emotional health and wellbeing can be affected</p>	<p>2.1 Identify factors that may affect mental and emotional health and wellbeing in</p> <p>a) positive ways</p> <p>b) negative ways</p> <p>2.2 Outline how external factors may affect feelings, emotions and behaviour in a positive and negative way</p> <p>2.3 Outline positive ways of managing external effects on health and wellbeing</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • relationship issues (positive or negative) • pressures related to school/work • personal achievements or setbacks • financial circumstances (positive or negative) • psychological (related to abuse or trauma) • environmental (change of school/house/job, bereavement, arrival of new baby) <p>Examples could include:</p> <ul style="list-style-type: none"> • negative feelings such as anxiety, low self-esteem or depression • positive feelings such as increased happiness, energy or sense of wellbeing • behaviour such as overeating, drinking, use of illegal drugs <p>Examples could include:</p> <ul style="list-style-type: none"> • acceptance of change/rising to the challenge • adapting aspects of lifestyle such as diet or exercise to help reduce stress • seeking advice or professional help
<p>3 Understand personal choices regarding health and wellbeing</p>	<p>3.1 Outline reasons for personal choices that could affect health and wellbeing</p>	<p>Examples of choices could include:</p> <ul style="list-style-type: none"> • taking illegal drugs • smoking • sexual activity • drinking alcohol <p>Examples of reasons could include:</p> <ul style="list-style-type: none"> • curiosity • to increase enjoyment of lifestyle • for relaxation • to ease stress • addiction • low self-esteem • peer pressure

Learning Outcomes	Assessment Criteria	Exemplification
	3.2 Outline how personal choices can affect health and wellbeing in a) the short-term b) the long-term	Examples could include: <ul style="list-style-type: none"> • potential short-term consequences of substance abuse: fun, sociable, relaxing, health problems such as shortness of breath; potential long-term consequences: addiction/alcoholism, HIV (with illegal drug use), financial difficulties, relationship pressures and breakdown • potential short-term consequences of sexual activity: fun, intimacy, STI, loss of virginity underage; potential long-term consequences: pregnancy, childbirth, HIV
4 Understand how to use advice about health and wellbeing	4.1 Identify situations where advice on health and wellbeing may be needed 4.2 Identify sources of information on health and wellbeing 4.3 Describe how to use sources of advice about health and wellbeing 4.4 Outline how to get help in an accident or emergency	Examples could include: <ul style="list-style-type: none"> • use of/need for contraception • unwanted/unplanned pregnancy • substance abuse • giving up smoking/alcohol • diet • healthier lifestyle • exercise • managing a stressful situation/event Examples could include: <ul style="list-style-type: none"> • websites • books on health • magazine advice pages • GP surgeries • Sexual health clinics Examples could include: <ul style="list-style-type: none"> • to diagnose symptoms/problems • to find solutions • to access further advice; more information • to help manage or alleviate the problem Learners should include: <ul style="list-style-type: none"> • dialling 999 • identifying the emergency or type of help needed to the call operator • provision of information including location to emergency operator

Assessment and evidence requirements

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific marking guidance for each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Functional Skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	

Relationships with Personal, Learning and Thinking Skills (PLTS)

This section indicates how the unit relates to the six PLTS areas:

PLTS					
Independent Enquirers	Creative Thinkers	Reflective Learners	Team Workers	Self Managers	Effective Participators
✓		✓			✓

Resources

The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Frequently Asked Questions (FAQs)

Additional information

For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.