

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

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Unit 15

Promoting health and wellbeing

H/507/4434

Guided learning hours: 60

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Most of us are guilty of not always prioritising our health and wellbeing. That could be eating too much, eating the wrong thing, having unprotected sex, not exercising or spending too much time in the sun. These are all things that we know we shouldn't do, yet we still continue. Health education is of paramount importance in improving the health and wellbeing of all individuals.

This unit gives you the opportunity to plan and carry out your own, small-scale, health education campaign by giving you the underpinning knowledge and understanding of the importance of health and wellbeing and how we can choose to affect both. The unit will also introduce you to the different approaches used in health education and its promotion, including the role of the media, allowing you to better plan and promote your campaign. You will understand that health education depends on changing people's behaviour and you will have an opportunity to understand the various models of behaviour change and the factors that will influence individuals and their will to change. You will equally need to understand that not everyone has the same ability to change, so you will be able to investigate the effects of peer pressure and social conditions on the behaviour of individuals. You will study health initiatives, strategies and existing campaigns, discovering how they are designed, planned, resourced, implemented and reviewed.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand reasons for maintaining a healthy lifestyle	<p>1.1 Personal benefits of regular physical activity, i.e.</p> <ul style="list-style-type: none">• physical (e.g. weight loss, increased muscle mass and tone, lower pulse rate, larger heart, increased lung efficiency, increased bone density)• health (e.g. reduced chance of developing: obesity, type II diabetes, high blood pressure, osteoporosis)• psychological/emotional (e.g. reduced stress, increased motivation, reduction in depression, improved self-esteem, improved confidence)• social (e.g. increased social contact) <p>1.2 Personal benefits of healthy eating, i.e.</p> <ul style="list-style-type: none">• physical (e.g. healthy skins, improved immune system, optimum organ function, weight loss)• health (e.g. less chance of developing obesity, type II diabetes, high blood pressure, osteoporosis, some cancers; improved fertility)• emotional (e.g. improved self-esteem, improved confidence, improved concentration) <p>1.3 Benefits to society of maintaining a healthy lifestyle (e.g. increased life expectancy, reducing sickness and dependency, reducing cost of care, controlling communicable diseases)</p> <p>1.4 Adverse life style choices, i.e.</p> <ul style="list-style-type: none">• smoking• alcohol• drug use• legal highs• unprotected sex• overexposure to UV light

Learning outcomes	Teaching content
The Learner will:	Learners must be taught
2 Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing	<p>2.1 Health promotion strategies, i.e.</p> <ul style="list-style-type: none"> behaviour change models (e.g. health belief model, stages of change model, social learning theory, theory of planned behaviour, theory of reasoned action) <p>2.2 Design principles, i.e.</p> <ul style="list-style-type: none"> information gathering/statistics consulting with appropriate agencies/organisations/people links to national campaigns setting objectives that are specific, measurable, realistic and acknowledge the starting point of the target group/audience ethical issues (e.g. rights of individuals, rights of others, not doing harm, confidentiality, being fair and equitable) approaches used pre-set criteria/outcome measures clear and accurate information communicated appropriately obtaining feedback from participants <p>2.3 Government papers/initiatives/legislation (e.g. Saving Lives, Our Healthier Nation, Every Child Matters, Choosing Health, smoking ban, food labelling, alcohol units, banning tobacco adverts)</p> <p>2.4 National campaigns, i.e.</p> <ul style="list-style-type: none"> physical activity (e.g. This Girl Can) diet (e.g. Change4Life) smoking (e.g. Smokefree) heart disease diabetes STIs mental health alcohol (e.g. Drink Aware) <p>2.5 Targets (e.g. national, local)</p> <p>2.6 The roles of professionals in promoting health and wellbeing, i.e.</p> <ul style="list-style-type: none"> professionals (e.g. school nurses, midwives, dentists, dieticians, social workers) roles (e.g. education, advice and guidance, support) <p>2.7 Routines to support health and wellbeing (e.g. personal hygiene (e.g. brushing teeth twice daily), general hygiene, healthy diet, relaxation, exercise (e.g. attending the gym 3 times a week), working practice)</p>

Learning outcomes		Teaching content
The Learner will:		Learners must be taught
3	Understand factors that influence responses to the promotion of health and wellbeing	<p>3.1 Barriers to following health advice (e.g. location, physical disability, time, employment, income, culture, education, social class, peer pressure)</p> <p>3.2 Possible conflicts (e.g. tobacco industry, food manufacturers, alcohol producers and suppliers, media sponsorship, costs of healthy alternatives)</p> <p>3.3 Role of media (e.g. advertising, bias, depiction of ideal body form, promoting health advice, reporting initiatives and current advice)</p>
4	Be able to implement and evaluate a campaign promoting health and wellbeing	<p>4.1 Aims and objectives, i.e.</p> <ul style="list-style-type: none"> improving health of individuals and society (e.g. by providing health-related learning, exploring values and attitudes, providing knowledge and skills for change, promoting self-esteem and empowerment, changing beliefs) <p>4.2 Target audience (e.g. children, adolescents and young adults, adults, pregnant women, older people, adults with learning disabilities)</p> <p>4.3 Context (e.g. one to one, group)</p> <p>4.4 Choice of approach (e.g. empowerment, educational, behavioural, fear)</p> <p>4.5 Choice of media, i.e.</p> <ul style="list-style-type: none"> appropriate to target audience (e.g. social media, posters, podcasts, information booklets, face-to-face meetings) <p>4.6 Measurable outcomes, i.e.</p> <ul style="list-style-type: none"> what to set how to measure use of pre and post-campaign questionnaires obtaining feedback <p>4.7 Evaluation, i.e.</p> <ul style="list-style-type: none"> aims and objectives outcome measures/pre-set criteria strengths and weaknesses aspects to improve likely impact

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand reasons for maintaining a healthy lifestyle	P1: Describe personal benefits of a healthy lifestyle	M1: Analyse the impact on health of adverse lifestyle choices	
	P2: * Explain the benefits to society of following a healthy lifestyle		
2. Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing	P3: Explain health promotion strategies used by professionals when promoting health and wellbeing	M2: Analyse the use of routines when promoting health and wellbeing	D1: Evaluate the role of the media in promoting or influencing health and wellbeing
	P4: * Describe the role of professionals in promoting health and wellbeing		
3. Understand factors that influence responses to the promotion of health and wellbeing	P5: * Explain possible barriers that prevent individuals from following advice on health and wellbeing	M3: Discuss possible conflicts when promoting health and wellbeing	
4. Be able to implement and evaluate a campaign promoting health and well being	P6*: Plan and carry out a small-scale campaign promoting health and wellbeing		
	P7: Analyse the success of a campaign promoting health and wellbeing		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Understand reasons for a maintaining a healthy lifestyle

Learners must be able to describe the benefits an individual may experience from adopting a healthy lifestyle. They must also be able to further explain the benefits to wider society of individuals maintaining a healthy life style. M1 requires learners to provide an analysis of the impact of at least two adverse lifestyle choices. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care. Unit 4 Anatomy and physiology, Unit 13 Sexual health, reproduction and early developmental stages.

LO2: Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing

Learners must be able to explain health promotion strategies used by professionals when promoting health and wellbeing, and describe the role of professionals in promoting health and wellbeing. In addition to this, M2 requires the learner to analyse at least two routines that may be utilised to promote health and wellbeing. For this LO learners will benefit from drawing on learning from Unit 11 Career planning for health and social care LO2. Unit 24 Public health.

LO3: Understand factors that influence responses to the promotion of health and wellbeing

Learners must explain at least two barriers that could prevent individuals from following health advice. To achieve M3, learners need to discuss possible conflicts when promoting health and wellbeing. D1 relates to both LO2 and LO3 as the learners are expected to evaluate the role of the media in promoting and influencing health promotion. Strengths and weaknesses of media involvement need to be covered. For this LO learners will benefit from drawing on learning from Mandatory unit 1 Building positive relationships in health and social care LO3. Unit 6 Personalisation and a person centred approach to care. Unit 9 Supporting people with learning disabilities. Unit 14 The impact of long-term physiological conditions. Unit 17 Supporting people with mental health conditions, Unit 18 Caring for older people, Unit 21 Looked after children and young people. Unit 22 Psychology for health and social care LO3, Unit 23 Sociology for health and social care LO2, LO3. Unit 24 Public Health.

LO4: Be able to implement and evaluate a campaign promoting health and wellbeing

Learners must plan, carry out and evaluate the success of a small-scale campaign to promote health and wellbeing. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care LO4. Unit 10 Nutrition for health.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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