

Unit Title:	Maintaining and improving personal health and wellbeing
OCR unit number	H/503/3236
Level:	2
Credit value:	3
Guided learning hours:	20-30
Unit expiry date:	01/07/2016

Unit purpose and aim

In this unit, learners will understand the symptoms, causes of and treatments for physical, mental and emotional ill health, including ways to reduce the risk of STIs. Learners will understand how external factors, including media portrayal of lifestyle, can affect health and wellbeing. Learners will consider how to improve personal health and wellbeing including confidence and self-esteem. They will understand the potential consequences of risky behaviour to health, and understand how to seek and use advice about personal health and wellbeing.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand symptoms, causes and treatments of ill health, including STIs</p>	<p>The Learner can:</p> <p>1.1 Describe characteristics and causes of mental and emotional ill health</p> <p>1.2 Describe ways of supporting individuals with mental and emotional ill health</p> <p>1.3 Describe a) symptoms, b) causes c) treatments of STIs, including HIV</p>	<p>Examples of disorders could be:</p> <ul style="list-style-type: none"> • anorexia and bulimia and the link to self-image • bipolar disorder • stress and depression • poor mental or emotional health caused by substance misuse <p>Examples could include:</p> <ul style="list-style-type: none"> • medication such as anti-depressants, lithium • counselling/therapy • exercise regime • lifestyle change • eliminating factors having a negative affect on health <p>Examples of symptoms could be:</p> <ul style="list-style-type: none"> • Chlamydia: often no symptoms, or bleeding between periods; lower abdominal pain (women); discharge; pain passing urine (men and women) • Gonorrhoea: often no symptoms for women; pain when passing urine; discharge from penis (men)

Learning Outcomes	Assessment Criteria	Exemplification
	<p>1.4 Describe safe behaviour in relation to sexual activity, including STIs, HIV and unwanted pregnancy</p>	<ul style="list-style-type: none"> • HIV: flu-like symptoms; rash; swollen glands in early stages, then gradual failure of immune system over years, then increasingly severe infections and cancers leading to Aids diagnosis <p>Examples of causes could be:</p> <ul style="list-style-type: none"> • for all STIs: sex with an infected person (oral, vaginal or anal) • for HIV: unprotected vaginal or oral sex with infected person; needle sharing; from an infected mother to her baby; through infected blood (not a major route in the UK due to blood screening) <p>Examples of treatments could be:</p> <ul style="list-style-type: none"> • antibiotics or anti-viral drugs; ointments; creams • for HIV: treatable with specific drugs developed for HIV and Aids, but not curable <p>Examples of safe behaviour could include:</p> <ul style="list-style-type: none"> • using a condom • abstinence from sexual intercourse • reduced number of sexual partners • behaviour in relation to hygiene • behaviour in relation to self-checking
<p>2 Understand how external factors can affect confidence and self-esteem</p>	<p>2.1 Describe how achievements and setbacks can affect confidence and self-esteem</p> <p>2.2 Describe ways in which different media sources portray young people</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • achievement: happiness, relief, excitement, pride, increased confidence • setback: disappointment, unhappiness, shock, blaming/criticising self, loss of confidence <p>Examples of sources could include:</p> <ul style="list-style-type: none"> • magazines aimed at young people • women's magazines • newspapers (tabloid and broadsheet) • internet • advertising • TV shows aimed at young people or families

Learning Outcomes	Assessment Criteria	Exemplification
	2.3 Explain how media portrayal of young people affects confidence and self-esteem in a) a positive way b) a negative way	<p>Examples of positive effects could include:</p> <ul style="list-style-type: none"> • incentive/encouragement to improve personal health • recognition and validation of personal issues/difficulties <p>Examples of negative effects could include:</p> <ul style="list-style-type: none"> • negative comparison of self/friends/family/lifestyle with media images • lowering of self-esteem • aspiration to media images • excessive dieting/spending/other behaviour to emulate media images
3 Understand how to improve personal health and wellbeing	3.1 Assess personal health and wellbeing in relation to a) physical health b) mental health c) emotional health	<p>Examples of areas for personal assessment could include:</p> <ul style="list-style-type: none"> • diet and weight • stress management in relation to issues such as relationships, family life, study or work • work-life balance • levels and frequency of exercise
	<p>3.2 Describe how to improve aspects of personal health and wellbeing</p> <p>3.3 Explain the importance to health and wellbeing of a good 'work-life balance'</p> <p>3.4 Describe ways to raise confidence and self-esteem</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • eating a more balanced diet • taking up a new exercise regime • seeking professional advice about personal anxieties <p>Learners should describe the need to balance work/study, leisure and exercise and the link of a well-balanced lifestyle to health and wellbeing.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • reduce exposure to media images • talking with family and friends about feelings • seeking professional help e.g. CBT • positive thinking e.g. focussing on personal achievements/abilities • developing a skill or ability

Learning Outcomes	Assessment Criteria	Exemplification
4 Understand potential consequences of health-related choices and behaviour	4.1 Describe potential consequences of a) substance abuse b) early sexual activity 4.2 Describe how health-related choices can lead to dependency and addiction	Examples of potential consequences could include: <ul style="list-style-type: none"> • substance abuse: addiction/ alcoholism, HIV (with drug use), financial difficulties, relationship pressures and breakdown • sexual activity: STI, loss of virginity underage, unwanted or unplanned pregnancy, childbirth, HIV Examples of addictions and dependencies could include: <ul style="list-style-type: none"> • smoking • alcohol use • illegal or prescription drugs • dieting/exercise
5 Understand how to use advice and support for health and wellbeing	5.1 Explain how to use advice and support on health and wellbeing from different sources 5.2 Compare the advice and information given by different sources on health-related issues	Examples of sources could include: <ul style="list-style-type: none"> • friends and family • leaflets, books, magazines • websites, apps • GP, other health professionals Examples of sources for comparison could include: <ul style="list-style-type: none"> • GP surgeries and other medical sources • specialist websites such as Frank (drugs) or Brook (sexual activity) • magazines and other media

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.