

Level 2 Award in Applied Health Improvement Assessment Advice and Suggestions

Unit Two: Applied Health Improvement

This unit is practically based and so should be assessed by candidates performing a range of activities. Assessment is by centre-designed and marked activities which will result in a portfolio of evidence. A candidate's marked portfolio is then submitted for external verification.

The suggestions below set out some activities which centres can employ to generate evidence that candidates can meet the assessment criteria. These are suggestions only and other evidence could be equally valid.

Learning Outcome 1:

Be able to identify facilities which could contribute to the health improvement of individuals and are accessible to the community.

- 1.1 Locate facilities for health improvement in a community; to include facilities for **FOUR** of the following: healthy eating, improving fitness, reducing weight, reducing alcohol intake, stopping smoking, sexual health
- 1.2 Identify how these facilities could contribute to health improvement
- 1.3 Determine how individuals can gain access to these facilities

Candidates could use a pro-forma to provide evidence for this learning outcome. Suggested lay-out is shown below. This is not exhaustive, for example centres might choose to have a single table on which information for all facilities is provided rather than a form for each.

	Name of facility
Facility	State here the type of facility (eg clinic, fitness centre, swimming pool, park, college)
Health Improvement	State here the health improvement possibilities at facility: healthy eating, improving fitness, reducing weight, reducing alcohol intake, stopping smoking, sexual health (Could be tick-box)
Resources	List the health improvement resources available at the facility eg fitness track, nutrition advice, health improvement classes, literature, fresh fruit and vegetables, stop-smoking aids
Contribution to health improvement	Brief statement explaining how the resources listed above can contribute to health improvement
Access	Contact details Opening times

	<p>How to get there (eg local bus routes, driving / walking directions from different locations)</p> <p>Restrictions (eg membership required, referral from GP, age requirement)</p> <p>Comments (eg no disabled access, low frequency of public transport, located at top / bottom of hill, small / large class sizes)</p>
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Learning Outcome 2:

Be able to provide support to individuals wishing to improve their health

- 2.1 Identify a behaviour change that may result in improvement in health and well-being of an individual
- 2.2 Identify **TWO** goals that will enable an individual to change their behaviour
- 2.3 Identify **THREE** factors that may result in resistance to change or regression
- 2.4 Outline how an individual can be helped to achieve their goals and overcome any resistance to change and / or setbacks

This learning outcome and associated assessment criteria could be covered by the use of case studies or role play. If role play is used there should be a method of recording the support / advice given by the candidates. This could be by video / audio recording, transcripts by tutor or report produced by candidate.

Use of case studies does not restrict assessment to written responses only. Information could be obtained by a Q&A session with the assessor, or by discussion. Assessor would need to record answers for evidence, this could be by use of a check-list containing a range of 'stock' answers that are ticked off by the assessor.

Case studies could be progressive, eg candidates are supplied with information to enable them to provide responses for assessment criteria 2.1 and 2.2. Further information could then be supplied (possibly based on their individual responses for 2.1 and 2.2) that relate to resistance to change or regression of the case study subject, enabling the candidate to provide evidence for criteria 2.3 and 2.4.

Learning Outcome 3:

Be able to record outcomes relating to health improvement

- 3.1 Use **TWO** different methods for recording and measuring health improvement outcomes
- 3.2 Explain the importance of client confidentiality

This could be an expansion of the case study / role play, or candidates could be provided with data which they would then record in an appropriate format.

The assessment criterion relating to confidentiality could be covered by asking candidates to provide a brief written account explaining the importance of confidentiality, or by oral questioning by the tutor / assessor.

Learning Outcome 4:

Be able to communicate with individuals to support their health improvement goals

- 4.1 Use **THREE** different communication methods relevant to health improvement

Evidence for this could be provided by the role play, or candidates could produce leaflets, posters etc on a health improvement theme (which could be linked to the role play / case study or completely different so that a range of health improvement issues are covered by the assessment).