

**RSPH L2 Award for Young Health  
Champions**  
**Unit 2 Research Health Improvement  
Services**  
**Learner Workbook**  
**Tutor Guide**



# Information for tutors and internal assessors

## How to use the learner workbook

This workbook is provided for learners taking the RSPH Level 2 Award for Young Health Champions (Unit 1 Principles of Health Improvement) or the RSPH Level 1 Award in Health Improvement. It contains a number of tasks that learners need to complete in order to provide evidence that they have met the assessment criteria and learning outcomes for the qualification.

The workbook is not write protected, so tutors can enlarge the spaces provided for learner answers to suit their individual needs before printing (the spaces are larger in the learner versions of the workbook). Alternatively, if suitable facilities are available the workbook can be downloaded and completed by learners electronically.

Learners can be provided with the entire workbook at the start of their course, or with individual sections for each assessment criterion / learning outcome for completion as they progress through the course.

Each section starts with the name of the learning outcome and assessment criterion, followed by a series of tasks for the learner to complete. At the end of the material for each learning outcome there is a page for the internal assessor to comment on the learner's work and state whether or not they believe the learning outcome has been met. There is no requirement for progression through the workbook to be in the order shown. The order can be varied to suit the course strategy of the tutor or the requirements of learners.

In order for a learner to achieve a learning outcome, the learner must provide evidence against each of the assessment criteria for that learning outcome. Evidence must be suitable and sufficient, learners who are able to provide appropriate answers for each of the tasks will meet the assessment criteria and achieve the learning outcomes.

## Candidates with Special Assessment Needs

Tutors should contact RSPH in the event that reasonable adjustments need to be applied to learners' work. An example of a suitable reasonable adjustment would be a third person completing the workbook on behalf of the learner. The learner would need to dictate their responses to the tasks to the third person and have these read back to them to ensure that what is written is a fair reflection of the intentions of the learner. For further details please refer to the Regulations and Guidance for Candidates with Special Assessment Needs in the Centre area at [www.rsph.org.uk](http://www.rsph.org.uk)

## **Additional Information for Tutors/Assessors**

This tutor / internal assessor version of the workbook includes additional material and reference to specific points that should be covered by the tutor, and marking guidelines for the assessor for each of the tasks. These are contained within text boxes as shown below.



Pages for the use of the internal assessor to comment on the learner's work have been omitted from this version of the workbook.

In all other aspects the workbook is the same as the Learner Workbook.

The workbook also includes as an appendix a complete set of case studies that are used for some of the tasks. Learner versions of the work book will not contain these case studies, tutors should print off the case studies from the appendix as and when required, ensuring that different learners receive different case studies if appropriate.

## **Assessment Procedure**

Centres must register learners with RSPH as soon as they know how many learners will be submitting work and in advance of submitting the internally assessed and verified work. Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

Centres will be invoiced for the learners registered and should expect to receive results and certificates for successful learners within four weeks of the EV receiving the workbook.

Workbooks that are completed electronically can be emailed to the EV (with their permission). Handwritten workbooks can be electronically scanned and emailed. Centres should note that learner work will not normally be returned.

Registration forms and the RSPH External Verification Procedure can be obtained from the Centre Area of the RSPH web-site.

## Unit 2 - Research Health Improvement Services

This Learner Workbook covers the Learning Outcomes of **Unit 2: Research Health Improvement Services** which is a mandatory unit.

It gives you the opportunity to research your local area to determine the health improvement services available, give details of the resources and advice available from one of them and assess the strengths and weaknesses of the area's services as a whole.

### **Tutor Guidance:**

**The purpose of this section is to inform learners of what they will be able to do following completion of the unit. Explain that this unit will help learners map the health improvement services available within their local area, which will both inform the choice of topic for their health improvement campaign and give them the knowledge required to signpost audience members during their campaign.**

**By the end of this unit, you will know how to:**

- 1 Carry out a search of your local area to locate health improvement services, *by being able to:***
  - 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 for health improvement
  
- 2 Determine the resources available from a local health improvement service, *by being able to:***
  - 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 a health improvement service, *by being able to:***
  - 3.1 Assess the strengths of local health improvement services
  - 3.2 Assess the weaknesses of local health improvement services

## Learning Outcome 1: Carry out a search of the local area to locate health improvement services

### 1.1 Identify local services for health improvement

**As you learned in Unit 1, individual, social and medical factors all play critical roles in protecting and improving our health and well-being.**

Another important component in the promotion and protection of public health, is the range of health improvement services which we all have access to as citizens.

#### **Tutor Guidance:**

**Lead the group in a discussion of what a health improvement service is. Learners should be encouraged to think of non-clinical services such as parks, gyms and libraries and think about how these non-clinical services can contribute to health improvement. The group should also discuss which of these services are free and which have a cost associated with them.**

#### **Task 1**

Using the table provided below, write down as many health improvement services as you can think of, using the images below as a clue.

Consider the various health and wellbeing issues covered in Unit 1, and remember that these facilities do not have to be specialist services, or even part of the NHS.

Write the relevant health issue to the service in brackets. e.g. Brook Advisory Group (Sexual Health) and state if the services are free or chargeable.

Service	Free / Chargeable

#### **Marking Guide:**

**Any relevant service.**



# Pressures on Health Improvement Facilities

One of the biggest challenges facing the health and social care sector in the UK, is the growing number of people looking to access emergency and primary care services.

## Tutor Guidance:

This is a formative activity. Discussions could cover population growth, social factors such as an increase in obesity levels and the impact of austerity measures on local authorities and the NHS.

## Task 2

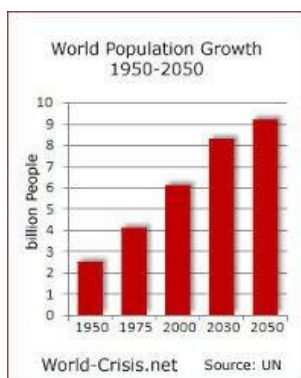
Why do you think that more and more people are accessing primary and emergency care services?

Think about factors such as changes in our national population, the impact of media and entertainment, and the size of the NHS compared to health services in other countries.

Write your ideas in the box below and compare these with those of others in your group.

What factors did all of you or most of you agree on?

Were there any factors that only one of your group thought of?



### Task 3

In the table below, put a ring around the answer which you think is most accurate for each of the questions. This will test your knowledge of the impact that these factors can have on our health service.

#### **Tutor Guidance:**

**This is another formative activity. In each question below the highest figure is the answer. This will help learners better understand the financial pressures faced by the NHS and how social factors and health improvement could affect these figures.**

<b>Estimated cost of a night in hospital?</b>	£100	£200	£500
<b>Estimated cost of an appointment with a GP?</b>	£15	£25	£45
<b>Number of missed GP appointments per day?</b>	60,000	40,000	25,000
<b>Estimated cost of obesity to the UK economy each year?</b>	£16,000,000	£16,000,000,000	
<b>Estimated cost of treating smokers to the UK economy each year?</b>	£270,000	£2,700,000,000	

# Referrals to Health Improvement Services

As you have learned, it is incredibly important for health and care organisations to actively work with us to help improve our own health and well-being, so that we can avoid becoming ill and relying too much on health improvement services.

You are now going to take on the role of a Discharge Coordinator working in a busy Accident and Emergency department.

You are about to encounter five different patients, all of whom originally reported to A+E as a direct or indirect result of one of the health and well-being issues covered in Unit 1.

As part of the **Making Every Contact Count (MECC)** initiative, your job is to give them guidance and support by suggesting both changes they could make to their behaviour and health improvement services they could make use of, in order to avoid the situation re-occurring.

## **Tutor Guidance:**

**This section is about understanding an individual's health and social needs and signposting them to where they can obtain effective care and support.**

### **Patient 1**

Ben is 12 years old and has been brought to hospital from school with acute chest pains. He loves football, but since he broke his leg in a nasty tackle a year ago, he hasn't done any exercise. His older brother is now in year 12 and is allowed off site for lunch. Ben likes this as he gets his brother to bring back chips for him.



## **Tutor Guidance:**

**It is hinted that Ben's chest pains are driven by a lack of physical exercise combined with an unhealthy diet. The fact that he has not exercised since breaking his leg could also indicate psychological issues which may be affecting his mental health and emotional wellbeing.**

### **Patient 2**

Drew is a fourteen year old male, who was rushed to A+E after seeming to have suffered a possible asthma attack at school, despite not being diagnosed with the condition.

He is very quiet and shy when you try and talk to him, especially when his mum is in the room. You notice that he has yellow stains around the end of his fingers.





**Tutor Guidance:**

**Drew may be smoking, which has in turn precipitated an asthma attack. He is clearly nervous about talking about this in front of an authority figure in his mum. This provides an opportunity to talk about the potential and importance of peer mentoring by YHCs.**

**Patient 3**

Lucy is a seventeen year old girl, who has been brought to your department with severe cuts to her wrists.

A teacher accompanied Lucy in the ambulance from school, as they are currently finding it difficult to contact her parents.

The teacher tells you that Lucy's grades have recently deteriorated and that she has seemed to be very withdrawn and downbeat around school.



**Tutor Guidance:**

**It is suggested that Lucy is suffering from poor emotional well-being or mental ill health, which has caused her to self-harm**

**Patient 4**

Ali is a twenty-five year old male and has reported to A+E after beginning to experience excruciating pain and loss of blood from his penis.

Ali is generally fit and healthy and works out at the gym every couple of nights. He has never touched a cigarette and very rarely drinks alcohol, but did have a bit too much to drink a couple of weekends ago.

He becomes a little shy when you try to ask him more questions about this particular weekend.



**Tutor Guidance:**

**It is suggested that Ali has contracted a sexually transmitted infection from a recent night out. Given that he doesn't drink regularly, this could also be an opportunity to talk about the issues related to binge drinking.**

## Patient 5

Melissa is a twenty-two year old female, who has been brought to the hospital by ambulance from a nightclub in the city centre, having suffered a sudden cardiac arrest.

She is a recent graduate and just started working in the City of London in banking. Her patient records show her to have a clean bill of health until now. When she regains consciousness, she tells you that she exercises every day and regularly runs half-marathons.

However, the paramedic who brought her into the hospital tells you that when they were removing her clothes to use the defibrillator, a little packet of white powder fell on the floor.



### **Tutor Guidance:**

**Indications are that Melissa has suffered a cardiac arrest prompted by use of cocaine. This provides an opportunity to talk about the hidden impact of drugs upon the heart and the other internal organs, and the way in which stimulants such as cocaine can accelerate the heart rate and cause it to malfunction.**

**The group can also refer back to the case study about Fabrice Muamba in Unit 1. In his case his heart malfunctioned due to physical activity increasing his heart rate.**

## 1.2 Provide signposting to an appropriate health improvement service in your local area

### **Tutor Guidance:**

**Now that the group have discussed possible reasons why the patients have been admitted to A&E they now need to determine to what service the patients should be referred. Learners should identify both the type of service to which the patient should be referred, and the actual location of the service. This will require the learners to research what services are available locally.**

### **Task 4**

Before you provide follow-up care for each of the patients listed above, you need to spend some time coming up with a health improvement plan for each of them and provide them with information about the health improvement service(s) you have suggested they could make use of. Using the table provided on the next page you need to:

- Give the name and address of the service you have identified in your local area
- Select which patients you are going to refer to each service. You can refer your patient to more than one if you feel that this would be appropriate.
- Identify the transport links and directions, distance and any eligibility or registration requirements for each health improvement service
- Briefly describe any problems you can foresee with the patient accessing the service. This can include things like problems with disabled access, restricted opening hours or whether the service is free or chargeable.

Service	Patient(s)	Name & address of service	Directions/transport	Eligibility/registration? Access issues? Free/chargeable?
<b>Reducing alcohol, tobacco or drug consumption</b>				
<b>Increasing physical activity</b>				
<b>Promoting a healthy weight</b>				
<b>Sexual health</b>				
<b>Mental health and emotional support</b>				

**Marking Guide:**

**The following referrals should be suggested by the learners:**

**Reducing Alcohol , Tobacco or Drug Consumption**

Essential—Drew, Melissa. Optional—Ali

**Increasing Physical Activity**

Essential—Ben Optional—Drew

**Promoting a Healthy Weight**

Essential—Ben Optional—Drew

**Sexual Health**

Essential—Ali

**Mental Health and Emotional Support**

Essential—Lucy Optional—Ben

1.3 Identify reliable sources of information for health improvement

**Tutor Guidance:**

**Discuss with the learners what is meant by reliable in this context, such as accuracy, objectivity and currency.**

**Task 5**

Where would you obtain reliable sources of information for health improvement services? Give **THREE** examples of a reliable source of information, then give one example of an unreliable source, explaining why it is unreliable (a reliable source is one which is regularly kept up-to- date and provided by an official authority).

**Reliable sources of information**


**An unreliable source of information**

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**Reason why this source is unreliable**

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**Marking Guide:**

**Any relevant information source. For the unreliable source of information, possible answers are:**

***Adverts - not always objective, issues are framed in order to market a solution proposed by the seller.***

***Newspaper Articles - can be influenced by the views of the editor and only represent a snapshot in time, so may not be up-to-date***

***Advice from peers—can sometimes be out of date or information could be misunderstood by a peer.***

## **Learning Outcome 2: Determine the resources available from a local health improvement service**

**Before you formally refer each patient to the health improvement facility which you have decided is suited to them, you need to research the resources available at each facility which will have a positive impact on that individual's health.**

This is an important step in both making sure you have made the right decision, as well as in convincing your patient that the referral you are making will have a positive impact upon their health and well-being.

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

### **Task 6**

You need to collect information from a local health improvement service and determine what resources are available from the service. Use the table on the next page to outline the information that you have collected and what you have found out about the resources available.

This information can be included on leaflets and other information that you have collected from the centre, or information downloaded from the service's website.

Resources could include exercise equipment, weighing scales, sources of fresh fruit and vegetable, free condoms or smoking cessation aids like Nicorette.

To meet the assessment criteria, you only need to provide information on **ONE** service.

### **Task 7**

Again, use the table on the next page to outline the type of advice, guidance and referral services available at the service you identified for Task 6. This advice and guidance could be in the form of specialist counselling or signposting to more specialist help.

#### **Marking Guide:**

**Examples of advice, guidance and referral support could range from a referral to specialist counselling services to the prescription of methadone for substance misuse.**

**Learners can either obtain a physical resource (poster, leaflet, brochure) from the service if appropriate, or can provide a screenshot/photograph of that resource to submit as portfolio evidence.**

Service	Information and Resources	Advice, Guidance and Referral arrangements





## Learning Outcome 3: Carry out a review of a local health improvement service

### Suitability of Health Improvement Resources

**The constantly changing risks to our individual and public health mean that the health improvement services available to us also need to be flexible and suited to our needs.**

This means that the government, local councils and the NHS need to ensure that individuals are able to access the resources and guidance they need, in order to protect and improve their health.

3.1 Assess the strengths of local health improvement services

3.2 Assess the weaknesses of local health improvement services

#### **Tutor Guidance:**

**Introduce this section by expanding on the information provided in the learner workbook for this section and task. Learners only need to address the strengths and weaknesses of one service.**

#### **Task 8**

The Consultant who is currently supervising your work has asked you to review the suitability of the health improvement facilities to which you have referred your patients.

The **Clinical Commissioning Group** operating in the local area have been given some funding, which they plan to use to make improvements to the resources and guidance available at one health improvement facility in your local area.

Thinking about the health and wellbeing needs of the local area, consider the health improvement services as a whole that you have referred patients too. Assess:

**Two** strengths of the service which the funding could make even better.

**Two** weaknesses of the service which the funding could address and improve.

#### **Marking Guide:**

**Strengths of the service could include the provision of 24-hour access, the transport links to the service, the provision of a free service or product and the overall reliability of the service provided.**

**Weaknesses of the service could include restricted hours of access, any cost implications for the clients and any difficulties which could be incurred in travelling to the service.**