

RSPH L2 Award for Young Health Champions

Unit 1 Principles of Health Improvement

RSPH Level 1 Award in Health Improvement

Learner Assessment 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

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.

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|--|

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 1 - Principles of Health Improvement

In this unit, you will learn about how we define health and wellbeing, the ways in which our health and wellbeing can be affected by both our own decisions and society around us, and how we can all improve our own health.

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 provide learners with foundational knowledge around health and wellbeing, which will give them a platform to complete the additional units in the Award.

By the end of this unit, you will:

- 1 Understand what is meant by health and wellbeing, *by being able to***
 - 1.1 State the WHO definition of health
 - 1.2 State what is significant about this definition
- 2 Understand factors that have led to the improvement of public health, *by being able to*:**
 - 2.1 Understand **three** public health advances that have resulted in large scale improvements in public health
 - 2.2 Explain how each of these advances has had an impact on the public's health
- 3 Understand how lifestyle may have a negative effect on health, *by being able to*:**
 - 3.1 Identify **three** long term health conditions that are linked to lifestyle behaviours
 - 3.2 List **three** reasons why people make unhealthy lifestyles choices
- 4 Understand how lifestyle may have a positive effect on health, *by being able to*:**
 - 4.1 Identify **three** behaviours that have a positive effect on health
 - 4.2 State how these behaviours have a positive effect on the individual
 - 4.3 List **three** reasons why people make healthy lifestyle choices
- 5 Know how to improve your own health, *by being able to*:**
 - 5.1 Determine your own attitude to health
 - 5.2 Identify a lifestyle change that can improve your health
 - 5.3 Describe how you could achieve this lifestyle change
 - 5.4 Identify the benefits of this change
 - 5.5 Identify who or what can help you with this change

Learning Outcome 1: Understand what is meant by health and wellbeing

- 1.1 State the WHO definition of health
- 1.2 State what is significant about this definition

In order to understand how we can improve our own health and well-being, it is important that we know how to define both terms.

Tutor Guidance:

Introduce the activity by asking the learners to work in small groups to record any words and phrases which they attribute to health and wellbeing, around the bubble provided.

Then brings the group back together to talk through the answers the different groups have given.

Task 1

Using the bubble provided below, write down as many words and terms as you can think of, which you feel relate to health and well-being. Does anyone in your group have different ideas to you?



What do you think your answers say about your approach to health and wellbeing?

Marking Guide:

This activity is an opportunity to establish how broadly and holistically learners think about health and wellbeing. Some key terms which could be used to spark discussion are:

Mental health—Stressing to learners that terms such as happiness, loneliness and self-esteem are just as relevant to this topic as schizophrenia and bi-polar disorder.

Social and individual drivers of health—Where do learners think the balance sits between individual and social factors in influencing our health and wellbeing? What can we do as individuals to improve our health? How do social factors such as housing and education affect our health?

Task 2

In small groups, research and consider the cases of the well-known figures below. Do any of these cases change your understanding of health and wellbeing?

1. Zoella and her 'digital detoxes'
2. Demi Lovato and her struggles with addiction
3. Michael Carrick and the impact of the 2009 Champions League Final
4. Prince Harry and the loss of his mum



Marking Guide:

Learners should be able to explain that health and wellbeing are complex issues and are affected by many factors. Ill-health is not always due to a single cause and apparently physically fit and healthy individuals can be suffering from ill-health.

Zoella is a social media influencer who has made her name by appearing to be confident and happy using social media. However, she attends weekly therapy sessions to support her to manage her anxiety disorder and takes regular 'digital detoxes' to minimise the harmful aspects of social media use.

Demi Lovato is an internationally-renowned singer and actress. She has suffered from depression, eating disorders and self-harm and in 2018 overdosed on prescription painkillers.

Michael Carrick was an international footballer who played for Manchester United and the England national team. He suffered with depression for two years after making a mistake in the 2009 Champions League Final.

Prince Harry sought help to manage the death of his mother, the Princess of Wales, twenty years after she passed away. He has described having to hide symptoms of anxiety during royal engagements and feel like he was "constantly on the verge of punching someone".

This case illustrates the way in which health is about more than basic physical fitness. It is a very complex and multi-faceted part of our lives. An individual who seems to be happy and healthy at

first glance, may not necessarily be so.

In order to understand how we can improve our own health and well-being, it is important that we know how to define both terms.

Task 3

As you have learned from previous activities, the concept of health is not an easy or simple one to define. As Young Health Champions, you will work with the definition of health put forward by the World Health Organisation (WHO).

Tutor Guidance:

Refer back to the previous two activities and ask learners whether their perspectives and understanding of health and wellbeing have changed. The tutor can then lead a discussion on the importance of how we define health and wellbeing, both as individuals and as a society.

What is the WHO definition of health?

Marking Guide:

"A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity".

Examples such as those of Zoella and Demi Lovato show that often not possible to view any one type of health (physical, mental or emotional) in isolation as one can have an impact on another.

It is also important to understand on a deeper level, how the different elements of one type of health can impact upon each other. An example of this would be the numerous studies showing the impact of long-term substance misuse upon mental health (increased risk of paranoia, depression, aggression and other problems).

What is significant about this definition?

Marking Guide:

The inclusion of wellbeing, making this a positive and inclusive definition of health which takes into account its multi-faceted and interconnected nature, rather than one simply focused on the avoidance of illness.

Examples such as those of Demi Lovato and Zoella show that often not possible to view any one type of health (physical, mental or emotional) in isolation as one can have an impact on another.

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depression, aggression and other problems).

Learning Outcome 2: Understand factors that have led to the improvement of public health

- 2.1 Identify three public health advances that have resulted in large scale improvements in public health
- 2.2 Explain how these advances have had an impact on the public's health

Over the last century, our public health has been protected and improved by a number of developments across both medicine and society.

Task 4

Below are a number of different advances which each had a large scale impact on public health.

1. The discovery of antibiotics in 1928

<https://www.healio.com/endocrinology/news/print/endocrine-today/%7B15afd2a1-2084-4ca6-a4e6-7185f5c4cfb0%7D/penicillin-an-accidental-discovery-changed-the-course-of-medicine>

2. The introduction of the NHS cervical screening programme in 1988

<https://www.gov.uk/government/publications/health-matters-making-cervical-screening-more-accessible/health-matters-making-cervical-screening-more-accessible--2>

3. The introduction of the smoking ban in pubs in 2007

<https://www.bbc.co.uk/news/health-40444460>



Using the case studies above, or choosing some of your own, complete the table below to show how they have positively impacted upon the public's health. Other topics could include the provision of clean drinking water, better housing or the creation of the NHS.

| Health Advance | How has it improved the public's health? |
|----------------|--|
| 1. | |
| 2. | |

| | |
|----|--|
| 3. | |
|----|--|

Tutor Guidance:

Tutor could lead a discussion on the importance of the social and individual drivers of health. This may have already been discussed in Activity 1— What is Health and Wellbeing?

Social and individual drivers of health—Where do learners think the balance sits between individual and social factors in influencing our health and wellbeing? What can we do as individuals to improve our health? How do social factors such as housing and education affect our health?

Marking Guide:

Any relevant points from below.

Image one— Antibiotics

Antibiotics are used to treat or prevent bacterial infections. The most commonly used antibiotic, penicillin, was discovered in 1928 and is credited with saving an estimated 200,000,000 lives.

There is concern within the health community around antibiotic resistance. This occurs when over-prescription of antibiotics means that bacteria begin to become resistant to their impact as they become more used to them.

Image two – Smoking ban in pubs

In 2007, the UK Government banned smoking in all enclosed public places and work places. The ban was justified on the basis that smokers were putting others nearby at risk as they exposed them to second-hand smoke.

The number of young people aged between 11-16 smoking has halved since the introduction of the ban. Following its introduction there was a 23% increase in quit attempts made via NHS stop-smoking services. 14% of ex-smokers had been influenced in their decision to quit by the ban, whilst 20% of current smokers say they smoke less because of it.

Image three – Creation of the NHS

The NHS was launched in 1948 and deals with 1 million patients every 36 hours. Since 1948, there have been significant improvements in most key indicators of health, ranging from life expectancy to infant mortality.

Additional option —Improvements in social housing.

In 19th and early 20th century Britain, multiple families lived together in poorly maintained houses with little or no sanitation facilities. These environments were very ill-suited to promoting health and wellbeing, often representing ideal breeding grounds for illness and disease.

Despite the vastly improved situation in modern Britain, it is estimated that health conditions caused or exacerbated by inadequate housing still costs the NHS £600 million per year.

Additional option — Provision of clean water.

The provision of clean water is something which has been responsible for building health and wellbeing across the developed world. However, it is estimated that over 780 million people worldwide do not have access to an improved (non-natural) water source.

Learning Outcome 3: Understand how lifestyle may have a negative effect on health

3.1 Identify **THREE** long term health conditions that are linked to lifestyle behaviours

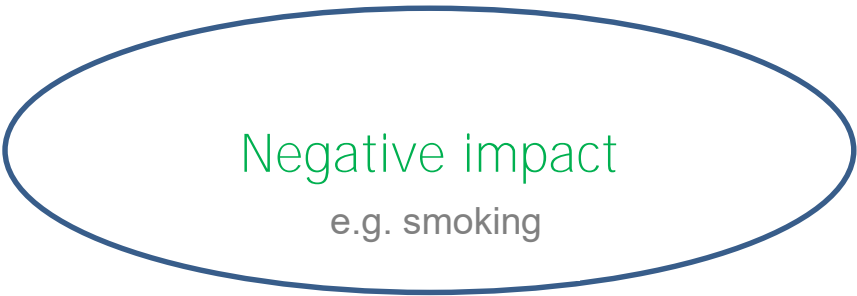
Whilst the public health advances have been key factors in the improvement of our health and wellbeing over the years, the way in which we choose to behave is just as important.

Tutor Guidance

Explain to learners that after spending some time studying the social determinants of health, they are now going to focus back on the ways in which individual behaviour can influence health and wellbeing.

Ask learners to consider in small groups the long-term conditions which can be caused by various negative lifestyle choices.

In a group, research and discuss lifestyle choices which can have a negative impact upon health.



Then, using your research, what are **THREE** long-term conditions that could develop if such lifestyle choices are sustained over a period of time? Write these down using the table below.

| Lifestyle Choice | Long-term Condition |
|-------------------|---------------------|
| Example – Smoking | Lung cancer |
| | |
| | |
| | |

Marking Guide:

Substance misuse (long-term impact ranges from increased risk of anxiety, depression and schizophrenia to erectile dysfunction)

Unhealthy diet (long-term impact ranging from obesity to heart disease)

Alcohol misuse (long-term impact ranging from liver failure to stomach cancer)

Smoking (long term impact ranging from mouth cancer to asthma).

3.2 List **THREE** reasons why people make unhealthy lifestyle choices

Task 6

Read the case study below or use one given to you by your tutor. Then:

- A) Discuss the issues which may be affecting the individual's health hinted at by the case study.
- B) Discuss the causes or factors that are encouraging the individual to act the way they do.
- C) Write in the table below **THREE** reasons why people make unhealthy lifestyle choices.

Leigh aged 16



Leigh is 16 and taking her GCSEs this year. She generally finds school a bit of a struggle but is desperate to get the grades she needs to continue her plan to be a midwife.

Leigh spends three or four hours a day on social media, mainly to see what her friends are doing and to follow celebrities she looks up to.

Her Leavers' Prom is only a few months away and she has been feeling negatively about her body and comparing herself against photos of her friends on social media. She has recently found herself making excuses to miss mealtimes at home.

- A) Discuss the issues which may be affecting the individual's health hinted at by the case study.

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|--|

- B) Discuss the causes or factors that are encouraging the individual to act the way they are doing.

| |
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|--|

- C) In the table below **THREE** reasons why people make unhealthy lifestyle choices.

| |
|----|
| 1. |
| 2. |

3.

Tutor Guidance:

Discussions for (A) and (B) should centre around potential exam anxiety, lack of a healthy diet, possibility of wider mental health or emotional wellbeing concerns.

Causes or factors encouraging Leigh to act this way—Pressure to do well at school, concerns around body image, need for reassurance through social media.

Marking Guide:

Why people make unhealthy lifestyle choices— social pressure to look a certain way, expectations to do well at school, inability to sustain relationships in the ‘real’ world, lack of knowledge around true impact of behaviours.

Learning Outcome 4: Understand how lifestyle may have a positive effect on health

- 4.1 Identify **THREE** behaviours that have a positive effect on health
- 4.2 State how these behaviours have a positive effect on the individual

As well as having a negative impact upon our health and well-being, our individual behaviour can also have a positive impact.

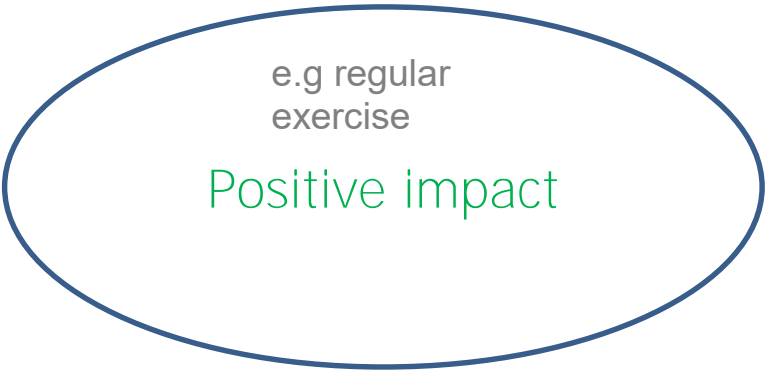
Tutor Guidance:

Outline to learners that after spending time studying ways in which individual behaviour can negatively influence health and wellbeing, they are now going to investigate how positive choices and behaviours can have a beneficial impact on health and wellbeing.

Ask learners to consider in small groups the short and long-term health benefits which can be caused through these positive lifestyle choices.

Task 7

In a group, research and write down **THREE** lifestyle choices that can have a positive impact upon health.



Then, using your research, what are **THREE** long-term benefits that could develop if such lifestyle choices are sustained over a period of time? Write these down using the table below.

| Lifestyle Choice | Long-term Benefit |
|-----------------------------------|--|
| <i>Example – regular exercise</i> | <i>Easier to maintain a healthy weight</i> |
| | |
| | |
| | |

Marking Guide:

Healthy diet (impact ranging from healthier skin to improved brain function and performance)

Adequate amounts of sleep (impact ranging from stronger immune system to lower stress levels)

Moderate alcohol intake (impact includes reduction of harm factors set out in Task 5)

Adequate levels of physical exercise (impact ranges from helping to control weight to supporting regulating blood pressure levels).

4.3 List **THREE** reasons why people make healthy lifestyle choices

Task 8

Look at the case study below or another one provided by your tutor. Then:

- D) Discuss the issues hinted at by the case study which may be affecting the individual's health.
- E) Discuss the causes or factors that are encouraging the individual to act the way they do.
- F) Write in the table below **THREE** reasons why the individual has made lifestyle choices that are healthy and will benefit their health.



Adam, 18

Adam is 18 and works an apprentice for Wigan Borough Council. He used to regularly play football when he was at school but has struggled to keep playing since his friends all went in different directions after leaving school.

After noticing that he was little out of breath walking up the stairs at work, he decided to buy a bike after a suggestion from his work colleague. They both live quite close to each other, so have started cycling into work together in a morning.

Adam has noticed that his ride in is much harder work if he doesn't have a proper breakfast.

- A) Discuss the issues hinted at by the case study which may be affecting the individual's health.

- B) Discuss the causes or factors that are encouraging the individual to act the way they do.

C) Write in the table below **THREE** reasons why the individual has made lifestyle choices that are healthy and will benefit their health.

| |
|----|
| 1. |
| 2. |
| 3. |

Tutor Guidance:

Discussions for (A) and (B) should centre around issues affecting Adam's health— Positive emotional wellbeing caused by socialising with his colleague, positive impact of a healthy diet and recognition of the importance of nutrition, positive impact of regular exercise.

Causes or factors encouraging Himesh to act this way— Desire to find a new hobby, awareness of health benefits from positive lifestyle choices, desire to engage positively with other individuals.

Marking Guide:

Why people make positive lifestyle choices— Desire for self-improvement, knowledge of benefits of positive lifestyle choices across all areas of health, knowledge of impact of negative lifestyle choices across all areas of health.

Learning Outcome 5: Know how to improve your own health

5.1 Determine own attitude to health

Task 9

Your tutor will provide you with a health and wellbeing survey. Complete this survey (it should take about ten minutes) in order to further explore your own attitude to health.

Tutor Guidance:

If learners are comfortable doing so, this can be completed by working in pairs. This provides the tutor with an opportunity to underline the importance of giving honest answers when communicating with health professionals.

Tutor should ask learners to think about the causes and factors which drive the answers they are giving to the questions on the survey. For example, if they eat nothing for breakfast, why is this the case?

The survey is available from the RSPH Centre Area.

Task 9

Your tutor will provide you with a health and wellbeing survey. Complete this survey (it should take about ten minutes) in order to further explore your own attitude to health.

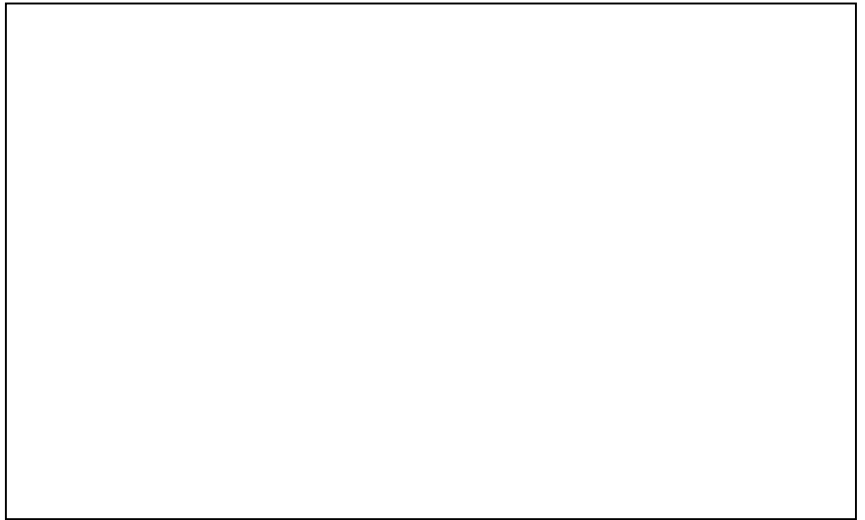
Once the survey has been completed, discuss your answers with your peers and tutor.

Are there any other words you would now health and wellbeing, compared to when you started the course?



Has completing this unit and taking the health and wellbeing survey revealed anything to you about your own attitude to health?

This could be something that you regularly do that you hadn't realised was good for your health, or something that you would like to change to improve your wellbeing.

**Marking Guide:**

Learner answers should be consistent and plausible.

5.2 Identify a lifestyle change that can improve your health.

5.3 Describe how you could achieve this lifestyle change

5.4 Identify the benefits of this change

5.5 Identify who or what can help you to achieve your aim.

Within this unit, you have developed your understanding of health and wellbeing, as well as the ways in which it can be both improved and damaged by our individual choices and other factors in wider society.

Task 10

Reflecting on this learning, use the grid below to suggest one change you could make to your own lifestyle, which you feel would be of benefit to your health and wellbeing.

This reflection will allow you to begin to consider what you might focus on as part of your health promotion campaign in Unit 3.

What do you want to do differently or more of? Be **specific** about this. Number of times, by a certain date, increase or reduce an amount.

How will you know you have achieved? Can you **measure** if you are achieving it?

Think about whether it is **achievable** for you. Is it a change YOU want to make? Do you need to make the change **bigger** or smaller

Is this change **relevant** to you? How much do you want to achieve it? Will it make a positive impact on your life?

How long are you going to give yourself? Do you need to plan in **time** to reflect?

How will I achieve this? What resources will I need? Will I need anyone's support?

Think of a nice reward for yourself if you carry it out successfully 😊

Summary Session

Ask the learners to share some of the health improvement targets they have set themselves with the rest of the group. Identify any common themes which have been revealed through this activity. If a pattern or trend is evident, discuss with the group as to whether this theme could form the subject for the health improvement campaign which learners will develop in Unit 3.