

Level 1 Award in Health Awareness

Credit Value: One (10 Notional Learning Hours)

Description:

This single unit award provides learners with a basic awareness of the principles of health and the impact on their health of the lifestyle choices they make. It will also prepare them to take responsibility for their personal health and work actively with health service providers to manage their own care and that of others, eg their families, when necessary; in this way, learners will be enabled to actively contribute towards more effective health service provision.

This award reflects the Department of Health's strategic thinking on health and inclusively for all. Valuable as a free-standing qualification for everyone, it is especially appropriate:

- In the workplace setting as an introduction to health awareness where it would be appropriate as a "core value" unit on which to build skills and knowledge in a wide variety of occupational settings:
 - Especially health and social care, including for those preparing for careers in these sectors or as a foundation for those in support roles to professionals
 - Education
 - Public services
 - Corporate settings
- As a part of health and lifestyle education for young people, through schools and colleges, and for those starting out in independent living
- As part of the preparation for those active in Local Involvement Networks (LINKS) and Patient and Public Involvement groups
- As underpinning learning for individuals accessing NHS Life Check

This award also provides a foundation for further learning. Successful candidates may progress to other health awards such as the RSPH Level 2 Awards in Understanding Health Improvement, and Healthier Foods and Special Diets, or broaden their knowledge in specific areas e.g. the WiPP Self Care Skills Training and The Expert Patient Programme. The award complements other national awards and initiatives promoting workplace wellness and healthy living.

There are few National Occupational Standards specifically addressing health awareness. This award reflects relevant elements of the Skills for Health SSC Standards for Health Trainers, for Infection Prevention and Control and for the Multidisciplinary/Multi-agency/ Multi-professional Public Health Skills and Career Framework at level 1. It also provides opportunities to improve health literacy and maps to relevant elements of employability statements.

Summary of Outcomes:

The candidate will be able to:

1. **Understand the meaning of “health”, by being able to:**
 - State what is meant by ‘Health & Wellbeing’
 - Recognise the different concepts of health
 - Identify basic human needs as a foundation for good health
2. **Understand the basic principles of public health, by being able to:**
 - Recognise the differences between individual and population health and wellbeing
 - State the basic information used in public health
 - State the health protection measures to reduce transmission of infection both at home and at work.
3. **Understand the lifestyle choices affecting personal health and wellbeing, by being able to:**
 - Identify the benefits of a healthy lifestyle
 - State why physical activity is important to good health
 - Identify components of a balanced diet
 - Discern risks of lifestyle choices in substance misuse
 - Identify the role of work in health and wellbeing.
4. **Understand how to manage personal health collaboratively with service providers, by being able to:**
 - State how to be an active participant in managing health
 - Identify ways to collaborate with health service providers

Content:

1. The meaning of “health”

‘Health and wellbeing’: The part played by health in adding years to life and quality of life to those years, for all.

The different concepts of ‘Health’: The concepts of ‘Health’; positive health (encompassing physical, mental and social wellbeing) and ill health. The differences between positive/holistic health and disease and illness focussed models.

Basic human needs: Breathing, food, water, sex, sleep, safety and security.

2. Basic principles of public health

The differences between individual and population health and wellbeing: Personal, individual health and the contribution of individuals to the wider health of an inclusive community.

Basic information used in public health: Life expectancy, illness and disability rates, their use in understanding and action to improve the population’s health and wellbeing.

Health protection measures to reduce transmission of infection: The contribution of individuals in their personal and work capacity to reduce

transmission of infection by correct hand washing and disposal of contaminated handkerchiefs. Role of vaccination and immunisation programmes and campaigns.

3. **Lifestyle choices affecting personal health and wellbeing**

The benefits of a healthy lifestyle: Increasing life expectancy and quality of life by maintaining a healthy weight and reducing the risks of preventable injury, disease and illness (embracing sexual health, and screening) and including Department of Health recommendations for health, examples and use of IT resources to access information, health and lifestyle assessment eg Lifecheck (early years, teen and midlife). Cultural factors in lifestyle choices.

Physical activity: The contribution to health of physical activity/inactivity.

Balanced diet: The contribution to health of a balanced diet and food choices.

Substance misuse: Lifestyle choices and risks of substance misuse, smoking, alcohol and other substances.

Role of work: The contribution of work (all productive contribution to society – paid, voluntary etc) to health and wellbeing and its part in maintaining health, promoting mental wellbeing, personal esteem, dignity and respect. The wider contribution of the workplace to preventative disease and illness including exposure to sun, protective clothing, road safety.

4. **Managing personal health collaboratively with health services.**

Active participation in managing health: Empowerment, self-care and care of others

Collaboration with health service providers: Partnership working and influencing health provision.

Assessment and Grading:

Attainment of the Learning Outcomes will be assessed by a multiple-choice examination consisting of one examination paper of 20 multiple choice questions to be answered in 45 minutes. 10 of these questions will relate to Outcome 3 and the remainder will relate to the other three Outcomes. Results grades will be awarded as Pass or Fail. To attain a pass, candidates must achieve 13 correct answers out of 20 (65%).

Suggested References for Tutors:

Choosing Health, making healthy choices easier DH 2004 TSO
 Saving Lives: reducing infection, delivering clean and safe care DH 2007
 Clean, safe care- reducing infections and saving lives DH 2008
 National Patient Safety Agency Information
 Immunisation against Infectious Disease DH 2006 vii
 Health and Illness M. Bury Polity Press 2005
 Maslow's Hierarchy of Needs and Need Levels, Abraham Maslow, Maslow 1971
 Health and Illness M. Bury Polity Press 2005
 The Social Origins of Health and Wellbeing. Richard Eckersley, Cambridge University Press, 2002.

The following websites have useful information:

- www.rsph.org/policy/HPV/PDF%20Resources.asp
- www.dh.gov.uk/fiveaday
- www.Healthspace.nhs.uk
- <http://www.expertpatients.co.uk/public/default.aspx>
- <http://www.selfcareconnect.nhs.uk> (by subscription)
- www.dh.gov.uk/lifecheck (teen lifecheck (12 - 15 years) and mid-life lifecheck (45 – 60 years))
- www.nhs.uk/lifecheck (early years 5 - 8 months)
- http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Healthyliving/DH_080149 (for information on health literacy)
- http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/DH_074279
- <http://www.connectingforhealth.nhs.uk>
- www.npsa.nhs.uk/
- www.apho.org.uk
- <http://www.hpa.org.uk>
- <http://www.btplc.com/Health/NHSIT/NPfit/index.htm>
- <http://www.ournhs.nhs.uk/>
- www.espmoels.co.uk
- www.healthcare2z.org
- The Vaccine Information Service <http://www.spmsd.co.uk/>
- Google Scholar – subject headings Health, Wellbeing

Recommended Prior Learning:

There are no mandatory prior learning requirements for this qualification. It is, however, recommended that candidates have a level of literacy and numeracy equivalent to *Level 1* in order to be able to fully access the course (but see notes on Special Assessment Needs below).

Examination Entry Requirements:

Candidates must have attained the knowledge outcomes detailed above, prior to taking the examination. This may be achieved by undertaking a course of instruction approved by the RSPH, or by having attained other suitable qualifications and/or experience.

Application for entry to the examination must be made through an RSPH registered training centre. A list of centres is available on the RSPH website: www.rsph.org.uk

Examination Results and Certificates:

RSPH Registered Centres will be supplied with a results list stating whether candidates have passed or failed the examination and indicating the grade.

Certificates for successful candidates are normally sent to RSPH Registered Centres for distribution to candidates.

Registration of Centres and Tutors with the RSPH:

Centres wishing to provide courses leading to the RSPH Level 1 Award in Health Awareness should first apply to the RSPH for registration.

With regard to tutors' qualifications and experience, the RSPH would expect tutors to have training experience and a qualification in a relevant subject area, as indicated below, but recognizes that experienced tutors can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of training experience.

Prospective trainers will normally have:

- a Level 3 (or equivalent) qualification or unit in Health Promotion from a recognised awarding body and
- a training qualification and/or practical experience of training

or:

- the RSPH Level 2 Award in Understanding Health Improvement and
- practical experience of training and other evidence of experience of health education and promotion

Trainers intending to deliver this award to children should also possess the skills and knowledge as defined in the Common Core of Skills and Knowledge for the Children's Workforce, available through www.teachernet.gov.uk/publications

Full details of registration procedures and application forms are available from the RSPH website (www.rsph.org.uk).

Examinations for this qualification can be held on demand and exam bookings can be made online via the RSPH website or directly with Qualifications Department:

The Qualifications Department,
Royal Society for Public Health
3rd Floor
Market Towers
1 Nine Elms Lane
SW8 5NQ

Exam bookings should be made at least two weeks before the date of the examination. Bookings made less than two weeks before the date of the examination will be subject to a late booking fee.

Special Assessment Needs:

Examination Centres may wish to make special arrangements for candidates for whom the standard examination format might present difficulties. Full details and the special arrangements form can be found on the RSPH website.

Relevance to National Occupational Standards:

Few National Occupational Standards specifically address health awareness. Appendix 1 shows the links between this award and relevant elements of existing standards.

Relevance to Key Skills, Employability and Health Literacy:

It is expected that the delivery of this qualification should provide opportunities to help learners develop certain key skills at Level 1. See Appendix 2 for details.

The award also links to published employability statements – see Appendix 3.

Development of key skills, especially in communication, will help learners to improve their understanding of health information, to use it more effectively to improve their health and manage any health conditions which they might have.

Other Issues:

The course of study in preparation for this examination may provide opportunities for developing understanding of wider issues that affect us all. Some areas for consideration are given below.

Spiritual, social and cultural issues:

Social and cultural impact on health and lifestyle that may influence choices and decisions in health will be discussed.

Moral and ethical issues:

Moral and ethical issues relating to adding years to life and life to those years, public health and economic decisions will contribute to discussion.

Economic issues:

The impact on work and the economy of poor health, caused by making poor health choices and conversely the contribution of work towards the health and wellbeing of the individual.

Environment:

The course will enable consideration of the impact of environmental pollution from a range of sources on personal and public health e.g. provision of clean water supply, light pollution.

European and global issues:

The World Health Organization (WHO) standards on nutrition and health are reflected in this award.

Health and safety:

Health and Safety considerations are explicit in the qualification. For example, the importance of hand washing in reducing risk in the transmission of infection and preventable accidents.

Appendix 1: Links to National Standards:

National Standards	Relationship to RSPH Level 1 Award in Health Awareness
<p><i>Skills for Health HT2: Communicate with individuals to promote their own health and wellbeing.</i> K2: A basic awareness of the evidence about how individuals can promote their own health including changing behaviour.</p>	<p>Addressed in specification Outcome 3 (whole).</p>
<p><i>Skills for Health IPC2: Perform hand hygiene to prevent spread of infection.</i> K4: A factual knowledge of the chain of infection. K6: A working knowledge of the situations requiring hand hygiene, the solutions required to achieve hand hygiene and when they are appropriate, and approved techniques for performing hand hygiene.</p>	<p>Addressed briefly in specification Outcome 2 Assessment Criterion (AC) 2.3. Addressed in specification Outcome 2 AC 2.3.</p>
<p><i>Multidisciplinary/Multiagency/multiprofessional Public Health Skills and Career Framework</i> <i>Core area: Surveillance and assessment of the population's health and wellbeing</i> Level 1: a) Awareness of the difference between individual and population health and wellbeing. d) Awareness of factors that affect health and wellbeing and how everyone can contribute in their personal and work capacity.</p>	<p>Addressed in specification Outcome 2 AC 2.1. Addressed in specification Outcome 1, AC 1.2 Outcome 2, AC 2.3 Outcome 3 (whole) Outcome 4 (whole)</p>
<p>Level 2: a) Awareness of how accurate data and information contributes to an understanding of the population's health and wellbeing. d) Awareness of the basic data collection methods needed for accurate data recording.</p>	<p>Both addressed in specification Outcome 2, AC 2.2.</p>
<p><i>Defined area – Health improvement</i> Level 1: a) Awareness of hazards to health b) Awareness of how behaviour impacts on health.</p>	<p>Addressed in specification Outcome 2, AC 2.3. Outcome 3 (whole) Addressed in specification Outcome 2, AC 2.3. Outcome 3 (whole) Outcome 4 (whole)</p>
<p><i>NHS KSF</i> HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1.</p>	<p>Addressed in specification Outcome 1, AC 1.2. Outcome 2, AC 2.3 Outcome 3 (whole)</p>

Appendix 2: Key Skills Guidelines:

This award provides a number of opportunities to help learners develop competence in key skills and to produce evidence towards attainment of key skills. Improved competence in key skills, especially communication, will enable learners use health information more effectively.

Successful completion of the qualification does not in itself imply attainment of the listed key skills; this is dependent on the candidate producing a portfolio of evidence and the teaching and learning methods adopted by the tutor(s) and candidate in the delivery of the qualification.

Opportunities for key skill development during the delivery of this award are signposted below.

Communication:

C1.1. Take part in either a one-to-one discussion or a group discussion.

Candidates could discuss several aspects of the syllabus including the matters described in “Other Issues” below.

C1.2. Read and obtain information from at least one document.

Candidates could read material found when looking at websites, in relation to ICT1.1 below, and identify the main points covered.

Information and Communication Technology:

ICT 1.1. Find and select relevant information.

Candidates could search a website (e.g DH Choosing a Better Diet, Choosing Activity: a physical activity action plan, NHS Lifecheck, www.healthspace.nhs.uk or British Nutrition Foundation) for information relevant to the syllabus.

Application of Number:

N1.1. Interpret information from two different sources. One must be a chart, table, graph or diagram.

Candidates could be asked to interpret information from two relevant documents. One could be the Eatwell Plate model which candidates could be asked to interpret in terms of the types of foods which make up a healthy diet.

Appendix 3: Links to Employability Statements

Employability Statements	Relationship to RSPH Level 1 Award in Health Awareness
Asset Skills Employability Mapping Tool	
B1.1. Feel good about yourself and be confident.	Addressed in specification Outcome 1, Assessment Criterion (AC) 1.2 Outcome 3, especially AC 3.1 and 3.5.
B1.5. Take care of your own health and hygiene.	Addressed in specification Outcome 2, AC 2.3 Outcome 3 (whole)
B2.2. Make sure home and work life are balanced.	Addressed in specification Outcome 3, AC 3.5.
B2.5. Assess, weigh and manage risk.	Addressed in specification Outcome 3, AC 3.1 to 3.5.
B2.8. Act responsibly with alcohol and medications.	Addressed in specification Outcome 3, AC 3.4.
Other Employability Statements provided by QCA in relation to Foundation Learning Tier	
<p><i>Communication:</i> Read and understand data shown in a number of ways. Write and speak so others take notice and understand. Listen and ask questions to understand and value the points of others.</p>	Development of these communication skills will help learners to put into practice the knowledge they attain by taking this award. It will help them to improve their understanding of health information, to use it more effectively to improve their

Share information using IT. Act in a way that shows you know how to talk to others, write, read and listen.	health including by actively working with health professionals to manage any health conditions which they (or people they have responsibility for, eg their families) might have.
<i>Manage information:</i> Find, gather and sort out information using the best tools for the job.	Development of this skill will help learners to access further health information to help make improvements to health.
<i>Positive attitudes and behaviours:</i> Feel good about yourself and be sure of what you do. Take care of your own health.	Addressed in specification Outcome 1, AC 1.2 Outcome 3 (whole) Addressed in specification Outcome 2, AC2.3 Outcome 3 (whole) Outcome 4 (whole)
<i>Be responsible:</i> Make sure home and work life are balanced. Decide how risky a task is and try to limit that risk. Be answerable for your actions. Act in a caring and helpful way towards people you work and live with.	Addressed in specification Outcome 3, AC 3.5. Assuming a “task” means, in this case, a lifestyle behaviour, this is addressed in specification Outcome 3 (whole). This could be interpreted as taking responsibility for one’s own health, and is addressed by specification Outcome 3 (whole) Outcome 4 (whole) This is integral to the award as a whole.
<i>Learn continuously:</i> Look at what you are good at and what you need to improve.	Addressed in Outcome 3 (whole).
<i>Think and solve problems:</i> Tell a person if there is a problem.	This relates particularly to specification Outcome 4 (whole) as part of collaborating with health service providers in managing one’s health.

Take care of your own health.	Addressed in specification Outcome 2, AC 2.3 Outcome 3 (whole) Outcome 4 (whole)
<i>Be responsible:</i> Make sure home and work life are balanced.	Addressed in specification Outcome 3, AC 3.5.
Decide how risky a task is and try to limit that risk.	Assuming "a task" means, in this case, a lifestyle behaviour, this is addressed in specification Outcome 3 (whole).
Be answerable for your actions	This could be interpreted as taking responsibility for one's own health, and is addressed by specification Outcome 3 (whole) Outcome 4 (whole)
Act in a caring and helpful way towards people you work and live with.	This is integral to the award as a whole.
<i>Learn continuously:</i> Look at what you are good at and what you need to improve.	Addressed in specification Outcome 3 (whole).
<i>Think and solve problems:</i> Tell a person if there is a problem.	This relates particularly to specification Outcome 4 (whole) as part of collaborating with health service providers in managing one's health.