

# Unit 25: Maintaining Personal Health and Wellbeing

<b>Unit code:</b>	<b>D/600/8779</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>7</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about maintaining personal health and wellbeing to include health eating and lifestyle choices and monitoring weight management. This unit applies to hairdressing, beauty and barbering salons.

## ● Unit introduction

This unit gives learners knowledge and understanding relating to personal health, wellbeing and weight management. Learners will undertake research on health and wellbeing, as well as food and nutrition. They will explore body image issues, the importance and composition of a nutritionally-balanced diet and lifestyle choices and their impact on personal health and wellbeing.

Learners will explore weight management programmes, figure analysis and aspects of exercise and fitness, including the benefits of exercise on fitness levels. This unit will encourage learners to identify how lifestyle choices can impact on their own personal health and wellbeing, and evaluate their own trends against current recommendations. This will enable learners to advise clients about their health, wellbeing and weight management.

This unit also appears in the *BTEC Level 2 Diploma in Beauty Therapy*.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to maintain personal health and wellbeing
- 2 Be able to monitor weight management.

# Unit content

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## 1 Be able to maintain personal health and wellbeing

*Sources of information on health and wellbeing:* internet; government; NHS guidelines eg Improving the Nation's Health, The National Healthy Schools Programme, Five-a-Day Programme

*Food and nutrition:* comparison of personal dietary intake against recommended daily dietary intake; components of a nutritionally-balanced diet (fibre, water, how nutrients are absorbed, effects of nutrients on the body); factors that influence food intake (age, food allergies, pregnancy, eating disorders, cholesterol levels, salt intake, fat and sugar content); factors that influence choice of food consumed (budgetary constraints, cooking abilities and facilities, time restrictions, food preferences, cultural and religious beliefs); principles of healthy eating choices; interpret retail food labels

*Considerations for body image:* basal metabolic rate; body shape and type (endomorph, ectomorph, mesomorph); posture; weight; method of calculating body mass index (BMI); measuring weight accurately; interpreting reference tables and guides

*Lifestyle choices that affect health and wellbeing:* sleep quality and patterns; working environments; shift patterns; work-life balance; smoking; drug/alcohol/substance misuse; stress levels; ways of coping with stress; posture; diet

## 2 Be able to monitor weight management

*Communicate and behave in a professional manner:* speaking; listening; body language; reading; recording; following instructions; presentation; treating others with sensitivity and respect when discussing matters of a personal nature; safe and hygienic working practices

*Weight management programmes:* weight management programmes, consulting others on the effectiveness and nutritional balance of weight management programmes eg via a questionnaire

*Principles of figure analysis:* identify and analyse good posture; effects of poor posture on body; hereditary and degenerative postural and figure faults (body fat, spinal curvatures, lordosis, scoliosis, kyphosis)

*Exercise and fitness:* safe exercise methods (aerobic exercise, isotonic and isometric exercises, yoga); principles of safe exercise on the body (ways of measuring and improving personal fitness); benefits of regular activity for fitness levels

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> access sources of information on health and wellbeing	<b>M1</b> analyse the effects of an individual's lifestyle choices	<b>D1</b> diagnose ways of improving an individual's health and wellbeing
<b>P2</b> state sources of information available on personal health and wellbeing		
<b>P3</b> describe the components that contribute to a balanced diet		
<b>P4</b> describe how nutrients are absorbed within the human body		
<b>P5</b> describe the effects of nutrients on the human body		
<b>P6</b> compare own dietary intake with recommended daily intake [IE4, RL1]		
<b>P7</b> describe the influencing factors that affect food intake and choice [IE3, IE4]		
<b>P8</b> state the principles of healthy eating choices		
<b>P9</b> describe how to interpret retail food labelling		
<b>P10</b> describe the considerations that need to be identified when looking at body image		
<b>P11</b> describe how lifestyle choices affect personal health and wellbeing [IE3, IE5]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P12</b> evaluate weight management programmes [EP4, IE4, IE6]	<b>M2</b> assess the suitability of posture exercises and safe exercise methods as part of weight management programmes for a given lifestyle.	<b>D2</b> compare the suitability of posture exercises and safe exercise methods as part of weight management programmes for two given lifestyles.
<b>P13</b> explain the principles of figure analysis		
<b>P14</b> describe how to identify and analyse good posture		
<b>P15</b> describe the effects of poor posture on the body		
<b>P16</b> evaluate safe exercise methods [IE4]		
<b>P17</b> explain the principles of safe exercise on the human body		
<b>P18</b> describe the benefits that regular activities have on fitness		
<b>P19</b> describe how to measure and improve personal fitness [EP4]		
<b>P20</b> communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
<b>P21</b> follow safe and hygienic working practices [EP1]		
<b>P22</b> outline safe and hygienic working practices.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be as practical as possible to engage and motivate learners, and tutors are advised to use a variety of delivery methods to stimulate learner thinking. This unit contains a lot of theory regarding health and wellbeing, which could be made relevant to learners by asking them to contextualise it to themselves, for example creating their own personal lifestyle and fitness plan.

Tutors can use a variety of delivery methods when exploring factors that influence lifestyle choices and health and wellbeing, including individual and group research, creating wall charts and posters, or inviting guest speakers from the NHS or hair and beauty sector.

The effects of lifestyle choices and nutrition present opportunities to use case studies, group discussions and possibly even role play. Tutors need to show learners how to interpret retail food labels and assess their nutritional value. It is important that learners are taught how to research issues relating to health and wellbeing. This will help facilitate their progression to higher education and assist them in employment.

Learners should also be taught how to carry out a figure analysis, calculate body mass index, measure weight accurately, interpret reference tables and guides, as well as any relevant safe and hygienic working practices.

Tutors should explore various weight management programmes. However, they should take care not to focus solely on weight management programmes that are intended to help lose weight, but also focus on those which help to maintain weight. It is important that learners appreciate the different purposes of weight management programmes.

Learners should be introduced to various safe exercise methods, including aerobic exercise, isotonic and isometric exercises and yoga.

It is important to note that this unit touches on topics that may be of a sensitive nature for learners, such as body image issues and personal factors that influence lifestyle choices. Care must be taken to ensure that learners do not feel at unease, or make others feel uncomfortable. What is important, is for learners to understand the concepts of personal health, nutrition and wellbeing so that they can apply these concepts to themselves and help inform others. There is an opportunity for learners to present their research and findings to the rest of the class, to help them develop their communication and presentation skills.

Learners should be encouraged to adopt a professional manner when communicating about potentially sensitive matters. This is an essential skill that will benefit them when they go into employment in the hair and beauty industry, where the client/therapist relationship is of paramount importance.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
<b>Assignment 1: Lifestyle Choices, Health and Wellbeing (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, M1 and D1).</b> Tutor introduces assignment brief.
Research into factors that influence lifestyle choices, health and wellbeing, using the internet, libraries, government and NHS data, questionnaires, videos and group discussions.  Food and nutrition. Recommended daily dietary intake. Components of a balanced diet. Factors that influence food intake and choice. Principles of healthy eating choices. Recommended daily dietary intake. Absorption of nutrients. Effects of nutrients on the body. Interpreting retail food labels.  Considerations relating to body image.  How lifestyle choices affect personal health and wellbeing.
Assignment workshops.
Principles of safe exercise on the body. Ways of measuring and improving fitness.
<b>Assignment 2: Weight Management Programmes Review (P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M2 and D2).</b> Tutor introduces assignment brief.
Professional ways of behaving and communicating. Safe and hygienic working practices.  Research into weight management programmes, using the internet, libraries, questionnaires, videos and group discussions.  Figure analysis. Ways of identifying and analysing good posture. Effects of poor posture on the body.  Exercise and fitness. Safe exercise methods. Principles of safe exercise on the body. Benefits of regular activity on fitness levels.
Assignment workshops.
Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P6, P7, P8, P9 P10, P11, M1 and D1 learners could create a report exploring factors that influence lifestyle choices, health and wellbeing, analysing the effects of an individual's lifestyle choices, and suggesting improvements for this person's health and wellbeing. This research may include pictures and visual evidence, such as the daily recommended dietary intake or effects of lifestyle choices and nutrients on the body.

P2, M1 and D1 give learners opportunities to draw on their own lifestyle choices. However, learners are not obligated to base their evidence on their own experience, they may use the example of someone they know, to avoid potential feelings of embarrassment.

P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M2 and D2 can be achieved through a review of weight management programme, consisting of questionnaires and data about the success and suitability of programmes, including the suitability of posture exercises and safe exercise methods as part of these programmes. It is essential that learners behave professionally when consulting others about their personal view of weight management programmes. A witness statement from the assessor will need to accompany the review, as evidence of communication, behaviour and adherence to safe and hygienic working practices.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9 P10, P11, M1, D1	Lifestyle Choices, Health and Wellbeing	Research factors that affect lifestyle choices, and the subsequent effects of lifestyle choices on health and wellbeing, using case studies of yourself and others, eg clients. Suggest ways of improving an individual's health/wellbeing.	Written report marked and authenticated by the assessor.
P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, M2, D2	Weight Management Programmes Review	Having gained a work placement with the local council, consult with others to research and evaluate weight management programmes in the area.	Written report with research data, eg questionnaire results, marked and authenticated by the assessor. Practical observation, with signed witness testimony.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 3
Presenting a Professional Image in a Salon	Nutrition for Beauty Therapy

### Essential resources

Learners require access to information on health and wellbeing, and would benefit from having access to equipment to measure personal fitness.

### Employer engagement and vocational contexts

Centres are encouraged to develop links with healthcare professionals such as sports therapists and coaches. Guest talks by industry professionals from the hair and beauty sector about the importance of maintaining personal health and wellbeing would also benefit learners.

### Indicative reading for learners

#### Textbooks

Bedoyere C – *Balancing Work and Play (Healthy Lifestyles)* (Evans Brothers, 2010) ISBN 978-0237538309

Bennett R – *The Science of Beauty Therapy 3rd Edition* (Hodder Education, 2004) ISBN 9780340814666

Chisholm P and Hulley J – *Count on Confidence* (Macmillan, 1990) ISBN 9780333438114

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Dicker K – *Exercise (Healthy Lifestyles)* (Evans Brothers, 2010) ISBN 9780237538279

Dicker K – *Diet and Nutrition (Healthy Lifestyles)* (Evans Brothers, 2010) ISBN 9780237538286

Floyd E – *1001 Little Healthy Eating Miracles* (Carlton Books, 2008) ISBN 9781844420681

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

#### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

## Websites

<a href="http://www.bbc.co.uk/health">www.bbc.co.uk/health</a>	BBC health website
<a href="http://www.beautyguild.com/">www.beautyguild.com/</a>	Beauty Guild
<a href="http://www.childrenfirst.nhs.uk">www.childrenfirst.nhs.uk</a>	General health and hospital information website
<a href="http://www.dh.gov.uk/en/Publichealth/Healthimprovement/index.htm">www.dh.gov.uk/en/Publichealth/Healthimprovement/index.htm</a>	Department of Health
<a href="http://www.diplomainhairandbeautystudies.co.uk">www.diplomainhairandbeautystudies.co.uk</a>	Diploma in Hair and Beauty Studies
<a href="http://www.habia.org/">www.habia.org/</a>	Habia, the Standards Setting Body for the hair and beauty sector
<a href="http://www.library.nhs.uk/GUIDELINESFINDER/">www.library.nhs.uk/GUIDELINESFINDER/</a>	NHS Evidence – National Library of Guidelines
<a href="http://www.nhs.uk/livewell">www.nhs.uk/livewell</a>	Includes topics on health eating, fitness, smoking, alcohol, drugs, mental health and nutrition
<a href="http://www.talktofrank.com">www.talktofrank.com</a>	Explain signs and symptoms of drug abuse and the UK law, also information on peer pressure

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating own dietary intake with the recommended daily intake [IE4] exploring and evaluating influencing factors that affect food intake and choice [IE3, IE4] exploring and considering the influences of lifestyle choices on personal health and wellbeing [IE3, IE5] analysing and using reasoned arguments and evidence to evaluate weight management programmes [IE4, IE6] evaluating safe exercise methods [IE4]
<b>Reflective learners</b>	assessing themselves and others, comparing dietary intake with recommended daily intake [RL1]
<b>Team workers</b>	adapting behaviour, showing fairness and providing constructive support, communicating and behaving in a professional manner [TW3, TW4, TW5]
<b>Self-managers</b>	dealing with competing pressures, responding positively to change and managing emotions while communicating and behaving in a professional manner [SM5, SM6, SM7]
<b>Effective participators</b>	identifying improvements in weight management programmes and how to measure and improve personal fitness [EP4] discussing issues of concern, following safe and hygienic working practices. [EP1]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions for others to answer about weight management programmes [IE1] exploring factors that influence lifestyle choices, health and wellbeing from different perspectives [IE3]
<b>Creative thinkers</b>	questioning their own and others' assumptions about factors that influence lifestyle choices, health and wellbeing [CT4] trying out alternatives or new solutions when diagnosing ways to improve an individual's health and wellbeing, and following ideas through [CT5]
<b>Reflective learners</b>	evaluating experiences and learning to inform future progress relating to health and wellbeing [RL5]
<b>Team workers</b>	collaborating with others when researching factors that influence lifestyle choices, health and wellbeing [TW1]
<b>Self-managers</b>	managing their emotions, and building and maintaining relationships when consulting others about weight management programmes. [SM7]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching types of weight loss and weight management programmes
Select information from a variety of sources to meet requirements of a complex task	researching types of weight loss and weight management programmes
<b>ICT – developing, presenting and communicating information</b>	
Combine and present information in ways that are fit for purpose and audience	preparing and presenting information on a wall chart or electronic presentations
<b>Mathematics – analysing</b>	
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking the accuracy of data collected
<b>Mathematics – interpreting</b>	
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	interpreting data collected
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	discussing data collected in groups or as part of class discussions
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading literature related to personal health and wellbeing
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing their research proposal and investigation.