

Health and Social Care

Unit 1 - Health, Social Care and Early Years Provision

Unit 2 - Promoting Health and Well-Being

Student Assessment Activity - Teachers Notes

advancing learning, changing lives

Professional Development and Training



Assessment Activities

Introduction

These assessment activities have been written by a team of subject specific people including teachers and moderators. They are examples of the type of activities you might want to consider using with your students.

They give a basic format that you might want to follow for your assessment activities. If you use this format remember **it is your responsibility to check that the work the students produce meets the requirements of the specification.**

Before you use these **assessment** materials remember that there are various preliminary stages to pass through -

Teaching - remember the 'What you need to learn' section of the specification - make sure you have read the specification and have fully addressed the detail of the unit. Teach the knowledge that is required.

Learning - students need to engage in activities that reinforce learning. This may be through group work, discussion, role plays, problem solving activities, worksheets, interviews, investigations or visits to real organisations.

Assessment - once the teaching and learning aspects are complete and you are confident that the student has gained the appropriate knowledge you will want to give them an assessment activity. The work that is then produced becomes the evidence for their portfolios.

Teaching and Learning

Skills the students need to learn

- Ensure the pupils know the vocabulary of the specification - you may want to put key words on display somewhere, or use the development of understanding of key words as an activity; encourage them to use correct vocabulary from the start.
- Students will need help to differentiate between a description and an evaluation - the relevant words in the mark bands.
- Students will need practice at applying the concepts and vocabulary in real contexts - have activities that replicate the world of work.
- Ensure the skills developed relate to the standard required by industry. In Engineering for example students must be able to produce engineering drawings that comply with sector specific standards and conventions

Links/External needs/Resources

- Industry links could be used to provide useful resources and give the students opportunities to experience different types of organisations/products relevant to the course - visits, case studies, speakers, sample documentation
- Check out the resources and other advice in the Teachers Guide

Delivery

- These are vocational courses - avoid making it too theoretical.
- When planning the course build in the vocational relevance
- When delivering the course make the most of links with industry/commerce
- Make the classroom an 'adult learning environment'

Assessment

- Check assessment activities to make sure they allow the student to
 - demonstrate learning and work independently where possible so as to access the higher mark bands
 - produce the right evidence across the mark bands
- Make sure the students have access to the most appropriate resource in order to get the unit evidence right, here are a few examples of the things you need to remember but it is important that you check the unit specifications carefully:
 - Applied Art & Design - check the specifications carefully if you are integrating the delivery
 - Applied Business - make sure they have chosen the right organisation
 - Applied ICT - they have chosen the right business organisation to investigate
 - Applied Science - make sure they cover all the topics in Unit 1 'What you need to learn' and that it is relevant to the content
 - Engineering - they have a client brief and a product specification to include a set of drawings
 - Health & Social Care - they have chosen two different clients with an appropriate range of needs who use the services of their chosen organisation
 - Leisure & Tourism - they need practice in customer service situations
 - Manufacturing - they have the right client Brief and Production Plan including a product specification
- **Check the specification carefully to ensure that you have covered the key points like the things noted above**
- Ensure students work is internally moderated
- Attend Getting the Standards Right events to help with marking

Assessment Activities in this pack

These follow closely the structure of the assessment evidence grid and give suggested activities the students might do in each of the mark bands.

The Front Page

This clearly identifies the 'Title of the Assessment Activity', Subject, Unit Number and Title. The subject and unit number are then given in the footer in case the pages get misplaced.

Get Ready This states the banner - the first line in the assessment evidence grid - which states the nature of the work the student has to produce.

Get Set This gives the context in which the work is to be done. This reinforces the nature of the GCSEs and gives a work-related context.

Go The assessment criteria are listed here - these form the basis of the assessment activities that follow.

The pages that follow take one of the criteria at a time and suggest activities in the given context for each mark band. Clearly just stating the work the students might do does not guarantee that they will do it, nor that what they produce meets the evidence requirements. It is important therefore to check the work and give feedback to the students.

Formative and Summative Feedback

Teachers giving feedback to the students as they work through the activities can motivate them to achieve their full potential. Once the work has been assessed the **mark record sheet** should be completed and put with the work. The work can then go in the **portfolio**.

Mark Record Sheets

These are given in the Teachers Guide.

Portfolio Management

- Only the evidence that meets the assessment criteria should be put in the portfolio - nothing else, no teaching notes, handouts or unnecessary materials. Where questionnaires have been used then one example with a summary should be included - not all the completed questionnaires
- Look at the sheet headed Virtual Portfolio included with these notes - it outlines a portfolio structure that you might want to follow
- Portfolios must have a front sheet clearly indicating the student name and qualification
- Each unit should have a separate section in the portfolio - with the possible exception of Applied Science and Applied Art & Design
- Annotate the work - refer again to the instructions, show the moderator where the evidence can be found and why marks have been awarded. Moderators should be able to locate the evidence quickly and easily
- Use the mark record sheets given
- Students should put page numbers on the work
- Witness statements should be detailed, what exactly has been witnessed, by whom and when
- Make sure any photographs are real evidence of an individual student's work - a photograph of a class/group without annotation is not evidence. The photograph must clearly show the specified student with the specified evidence and must be annotated/signed by the teacher
- Do not put work in plastic wallets it is preferable if each unit of work is hole punched and treasury tagged on the left hand side

Other types of evidence

Witness Statements

A witness statement should be a statement about an individual student outlining what the witness wishes to state about the student in the context of the assessment evidence criteria.

Witness statements should not be a list photocopied for each member of the class - such statements are meaningless. If lists are used anything ticked should be supported by a statement outlining what the individual student should be credited with having done or achieved.

Photographs

Photographs are only acceptable as evidence if it is clearly annotated - the performance of the individual student clearly seen. A group photograph around an object/display or such like without any annotation is not evidence. Evidence must be of what the individual student did as part of the group outcome.

Teachers' Guide and Portfolio Marking Guidance

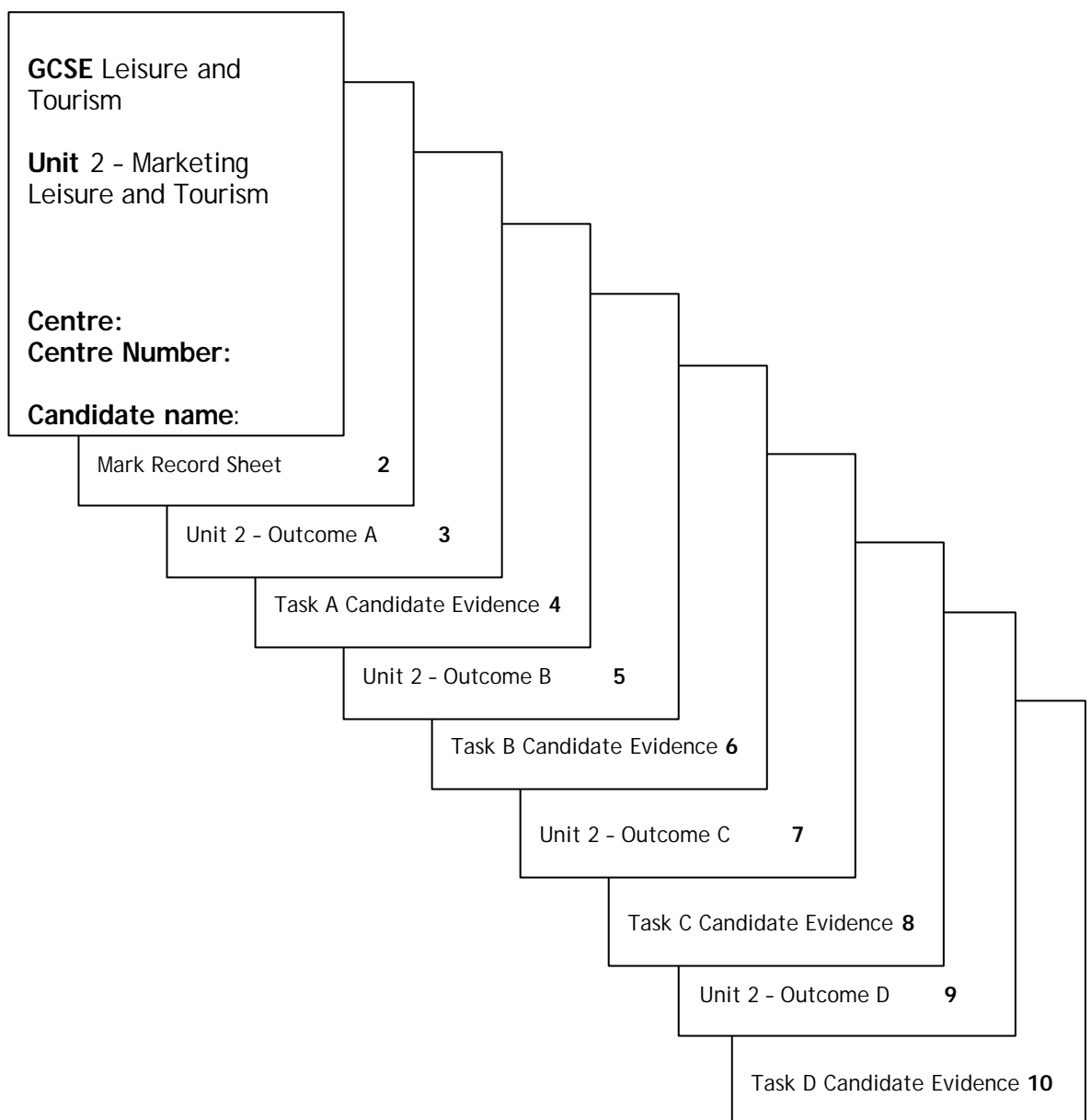
Teachers should refer to the Edexcel Teachers Guide and Portfolio Marking Guidance for further use of Witness Statements and Observation Records.

Virtual Portfolio

Example from Leisure and Tourism

Unit 2 - Marketing Leisure and Tourism

The following represents a virtual portfolio. It incorporates standard sheets to be included in the portfolio. Some of these sheets will need to have candidate information while others need teachers to provide feedback on candidate performance.





Health and Social Care

Unit 1 - Health, Social Care and Early Years Provision




Student Assessment Activities

advancing learning, changing lives

Professional Development and Training



TITLE OF ASSESSMENT ACTIVITY	An investigation into one provider of health, social care or early years services in your local area.
SUBJECT	Health and Social Care
UNIT NUMBER AND TITLE	Unit 1 - Health, Social Care and Early Years Provision.

	GET READY:	You need to produce a report of your investigation into one provider of health, social care or early years services in your local area.
	GET SET:	To gain primary evidence you may have: <ul style="list-style-type: none"> • been on a class visit to a local service provider eg local hospital NHS Trust • visited a local service providers organised by you or your teacher • had visiting speakers, workers and clients from local service providers • had a focused work placement.
	GO:	<p>You need to produce a report of your investigation into one provider of health, social care or early years services in your local area.</p> <p>Your report must show:</p> <ol style="list-style-type: none"> a) what services are provided; how they are organised, delivered and paid for; where they are located; how the services fit into the national provision b) your understanding of the skills and values required for care or early years work and the jobs which workers do c) how well these services meet the different needs of two people who use them. <p>Your report must also show:</p> <ol style="list-style-type: none"> d) how these two people access the variety of services they need and the things which may prevent them from obtaining services.



TITLE OF ASSESSMENT ACTIVITY - An investigation into one provider of health, social care or early years services in your local area.

What must be included in your portfolio:

You need to produce a report of your investigation into one provider of health, social care or early years services in your local area. Your report must show:

a) what services are provided, how they are organised, delivered and paid for; where they are located; how the services fit into the national provision.

What you must do to gain 1-5 marks/mark band 1

- a basic description, using a limited range of information sources, which identifies the type of services provided and how they are delivered; the sector (private, public, voluntary, not-for-profit) in which the chosen provider operates; the main sources of funding; their geographical location.

Suggested task

The service you are investigating is advertising for potential clients. Produce an information booklet to help the clients understand the service.

Include in your booklet:

Name and describe the provider.

List and describe at least two services offered - ask your teacher for the list of examples from the teachers guide:

- say how these services are provided eg daily, weekly, monthly. Nursery school/day care nursery, provides breakfast club, after school club or holiday play scheme. Residential care home providing chiropody, hairdressing, occupational therapy, GP
- name the sector: is it private, public, voluntary or not for profit.
- explain what this means.
- state how the service fits into the national framework eg draw a diagram
- identify how the service is paid for
- mark on a map the location of the service and describe where it is.

What you must do to gain 6-9 marks/mark band 2

- a clear description, using primary and secondary information sources, of the type and range of services provided and how they are delivered; the sector (private, public, voluntary, not-for-profit) in which the chosen provider operates; a range of relevant sources of funding; their geographical location.

Suggested task

You **MUST** have primary evidence eg interview questionnaire or record of a visit.

Include all the information from Mark Band 1 **and**:

- describe at least 3 services fully
- give more detail about how the service is paid for and provided, nationally, regionally and locally. This could be a diagram or a pie chart. Whichever you chose must be supported with a written description. You should include a list of sources of information ie books, websites, provider prospectus.

What you must do to gain 10-13 marks/mark band 3

- a comprehensive description of the type and range of services provided and how they are delivered; the sector (private, public, voluntary, not-for-profit) in which the chosen provider operates; an explanation of the relevant sources of funding; their geographical location. The student should use appropriate information from a wide range of information sources, comparing and contrasting where appropriate.

Suggested task

Your booklet **MUST** show comprehensive knowledge and understanding about your chosen service.

Include all the information from Mark Band 1 and Mark Band 2 **and**:

- compare and contrast your chosen service with at least one other service of the same kind. For example, if you have chosen a GP surgery then compare and contrast with another GP surgery.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:



TITLE OF ASSESSMENT ACTIVITY - An investigation into one provider of health, social care or early years services in your local area.

What must be included in your portfolio:

You need to produce a report of your investigation into one provider of health, social care or early years services in your local area. Your report must show:

- b) your understanding of the skills and values required for care or early years work and the jobs which workers do.

What you must do to gain 1-5 marks/mark band 1

- using limited information sources, the student can give a basic description of two main job roles within the chosen organisation, showing how the basic skills are acquired and giving an example of how the values necessary for care or early years work are implemented.

Suggested task

Using the same service you have chosen for your booklet, produce a job information pack about working in that service.

Choose 2 people who work within the service. For EACH worker:

- give their job title
- describe a typical day doing their job
- what skills do they need for the job?
- how do they get these skills?
- say what qualifications and training are needed for each worker.
- list and describe the care value base
- give an example of how one worker uses at least one of the care values in their job.

You must change the name of each worker to ensure confidentiality.

What you must do to gain 6-9 marks/mark band 2

- using primary and secondary sources of information, the student understands and can accurately describe two main job roles within the chosen organisation, explaining how the basic skills are acquired, describing the importance of the values necessary for care or early years work and giving at least one example of how these are implemented either by a worker or the organisation.

Suggested task

You MUST have primary evidence eg interview questionnaire or observation.

You should include a list of sources of information ie books, websites, careers information.

Include all the information from Mark Band 1 **and**:

- write a detailed job description about both jobs
- produce a step-by-step guide to gaining the qualifications for these jobs, beginning with GCSE's to starting the job
- say why the care value base is important in these jobs
- describe several ways in which the workers or organisation put their care values into practice.

What you must do to gain 10-13 marks/mark band 3

- using wide-ranging and relevant sources of information, the student understands and can comprehensively describe two job roles within the chosen organisation, explaining clearly how appropriate skills can be acquired, describing the importance of the values necessary for care or early years work giving relevant examples of how they are implemented by both workers and the organisation.

Suggested task

You should include a wide ranging and relevant list of sources of information ie books, websites, careers information.

Your pack MUST show comprehensive knowledge and understanding about your chosen workers and the care value base.

Include all the information from Mark Band 1 and Mark Band 2.

Information about the care value base should be linked to both the workers AND the organisation, using appropriate examples.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:



TITLE OF ASSESSMENT ACTIVITY - An investigation into one provider of health, social care or early years services in your local area.

What must be included in your portfolio:

You need to produce a report of your investigation into one provider of health, social care or early years services in your local area. Your report must show:

c) how well these services meet the different needs of two people who use them.

What you must do to gain 1-4 marks/mark band 1

- the student can, with guidance, identify and describe the main needs of two different people who use the services offered, stating how the provision is organised and delivered in order to meet their requirements.

Suggested task

Using the same service you have chosen for your booklet and job information pack about working in that service, select two clients who use the service.

Produce a case study for each client.

Include a brief description of each one:

- list at least two main needs of their clients
- describe these needs
- say how the service meets these needs eg a person living in a residential care home needs help getting dressed and foot care

You must change the name of each client to ensure confidentiality

What you must do to gain 5-8 marks/mark band 2

- the student can identify and fully explain the needs of two different people who use the services offered, explaining how the provision is organised and delivered in order to meet their requirements.

Suggested task

You should include a list of sources of information ie books, websites, interview findings.

Include all the information from Mark Band 1 **and:**

- identify and fully explain at least three main needs of these clients. This information may be gained through interviewing the clients or professionals supporting them.
- give a detailed explanation of how the organisation meets these needs.

What you must do to gain 9-12 marks/mark band 3

- the student can comprehensively identify and explain the current needs and predict any likely future requirements of two different people who use the services offered, explaining how the provision is organised and delivered in order to meet their requirements, identifying any gaps and making suggestions for improvement.

Suggested task

Include all the information from Mark Band 1 and Mark Band 2.

Your case studies **MUST** show comprehensive knowledge and understanding about your chosen clients needs. You also need to predict future needs, how these may vary over time and any other services that may be required in the future.

Suggest any gaps in the services, improvements, additions to the services that would benefit your clients, eg a holiday club at the Day Nursery.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:



TITLE OF ASSESSMENT ACTIVITY - An investigation into one provider of health, social care or early years services in your local area.

What must be included in your portfolio:

You need to produce a report of your investigation into one provider of health, social care or early years services in your local area. Your report must also show:

- a) how these two people access the variety of services they need and the things which may prevent them from obtaining services.

What you must do to gain 1-4 marks/mark band 1

- using limited information sources, the student can explain the different ways in which people can **be referred to** the services they need, describing the main obstacles that may prevent them from obtaining services. The student makes a simple evaluation of **access to the services**.

Suggested task

- i) Using the same clients continue your case studies giving the different ways they were referred to the service eg self referral, third party referral or professional referral.
- ii) List and describe at least 3 obstacles (barriers) that may prevent your clients from accessing the services, eg physical, language, psychological (scared of going to the doctors), geographical, financial (can not afford the cost of the nursery).
- iii) When accessing these services what might they find easy and what might they find difficult.

What you must do to gain 5-8 marks/mark band 2

- using a variety of information sources, the student can clearly explain the different ways in which people can be referred to the services they need, describing in detail the range of obstacles that may prevent them from obtaining services. The student makes an accurate evaluation of access to the services.

Suggested task

You should include a list of sources of information ie books, websites, interview findings.

Include all the information from Mark Band 1 **and give:**

- a more detailed description of the methods of referral used
- a detailed description and explanation of the barriers and obstacles which may prevent access and an assessment of how easy or difficult it is to access the service.

What you must do to gain 9-12 marks/mark band 3

- using a wide range of information sources, the student can explain the different ways in which people can be referred to the services they need, describing in detail the range of obstacles that may prevent them from obtaining services. The student makes an accurate and thorough evaluation of the effectiveness of access, suggesting some solutions to improve effectiveness.

Suggested task

Include all the information from Mark Band 1 and Mark Band 2 **and:**

- i) comprehensively explain the methods of referral used by your clients and give an account of other methods of referral which could be used in different situations.
- ii) describe all possible barriers to access for the services identified and discuss whether or not the access is effective
- iii) suggest at least two ways in which access to these services can be improved and give detailed reasons for your suggestions.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:

Teacher Support

Unit 1 - Health, Social Care and Early Years Provision

The portfolio evidence must be based on a report into **one local** provider of health, social or early years services. Candidates are expected to demonstrate their knowledge and understanding of the unit content in four areas

- Types of care services
- Jobs and value bases in care services
- Care needs of clients
- Ways of obtaining care services and barriers to access

AO1(a)

The choice of provider is crucial to this unit. Candidates should base their work on **one** provider, which offers a range of services. Two services will be accepted as a range for mark band 1 and 3 services for mark bands 2/3. Some suggestions of service providers that could be used for this unit are:

- Health Centres
- GP Surgeries
- Day Centres
- Hospices
- Chemists (such as some of the larger Boots Stores which offer a range of services such as Chiropody, Dental Services, Opticians, Pharmacy)
- Residential Care Homes
- Reception or Nursery Classes in a Primary School and Day Nurseries (providing they offer a range of services such as an After School Club, a Before School Care Facility or a Holiday Club)

Candidates are expected to demonstrate their use of primary research by providing evidence of a placement, an interview, a visit, a completed questionnaire or details of questions asked of a visiting speaker. Candidates may have difficulty visiting organisations and therefore speakers from organisations could be invited into the Centre to provide information on the organisation.

Where marks are awarded in bands 2 and 3 there **must** be evidence of primary and secondary research.

Candidates must state the sector in which the chosen provider operates and for mark bands 2 and 3 they are expected to demonstrate their understanding by describing how it fits into the national provision, an annotated organisation chart would be appropriate.

Candidates are required to investigate and discuss the main sources of funding for their chosen organisation at both local and national level. They should describe funding in relation to their chosen provider, not generically. The depth and detail of the information on funding will determine into which mark band the work falls.

A map accompanied by a written description will provide evidence for geographical location.

Mark band 3 requires candidates to compare and contrast between their provider and other providers of the same services. For example if a report is based on a GP surgery a comparison could be made between the services offered there and those offered by other GP surgeries in the area.

If there is no evidence of any primary research and it is obvious that all of the evidence presented is book-based, then candidates cannot be awarded points in mark bands 2 or 3 for this assessment objective.

Secondary research should be evidenced by a resource list or bibliography.

AO2, 3(b)

Candidates must choose two job roles within the organisation reported on in (a). For example if a report were based on a Residential Care Home, then the candidates may choose to investigate the role of a care assistant and the Care Manager. Direct and indirect job roles can be chosen. For mark bands 2 and 3, descriptions of job roles must be based on both primary and secondary information. Candidates can access their information through interviewing their chosen workers, through answers from a questionnaire or from observation. Therefore candidates need to be able to interview the workers either in the workplace or at their Centre.

They must describe the skills needed for the job and a good way of evidencing this would be through a description of a typical working day for their chosen person. Qualifications need to be covered in sufficient detail, for example, candidates need to mention intermediate qualifications and the route they followed to obtain them. The acquisition of basic skills implies that candidates will describe the training required for the job and the career route. Those candidates who base all their evidence on secondary sources will not be able to access mark bands 2 and 3.

Candidates should be dissuaded from leaning too heavily on generic information copied directly from books and career sites.

In addition to describing the Care Value Base candidates must give examples of how it is implemented by the workers and the organisation on which their report is based.

For Mark Band 1, one example is required of its implementation by either a care worker or the organisation.

For Mark Band 2 more than one example (2 will do) of **either** a care worker **or** the organisation.

For Mark Band 3 it is essential that candidates give examples for **both** workers **and** the organisation.

Candidates must demonstrate their understanding of Care Values by giving specific examples of their use within their chosen setting.

AO2 (c)

Candidates have to be able to identify the needs of two people who use the provider and services identified in (a) and to explain how the services meet their requirements. The key is the selection of the people and if these are not appropriate then it proves very difficult for candidates to actually access the relevant information. It is essential that this aspect of the work is related to the chosen provider described in (a). Because of issues of confidentiality it may not be possible or appropriate for candidates to interview people who use the services in order to gain information for this part of their work. (It should be noted that there is no specific requirement for primary evidence). However, good practice would be for candidates to gather their information through discussion with a care worker who is familiar with the service users. The anonymity of the chosen people must be preserved throughout the work.

In the area of nursery or other early years provision, parents are considered to be service users.

Those candidates aiming to achieve in mark band 3 should also identify where there are gaps in the service provision and suggest improvements. The identification of clients' needs under PIES is one of the recommended methods of achieving this criterion.

The use of case studies can prove limiting for the candidates in that their work tends to be repetitive and often lacks depth.

For candidates to achieve mark band 3 they need to predict the possible future needs of their chosen people. (It may be that these needs would have to be met through other services).

They also need to identify gaps in the current provision and suggest improvements.

Candidates working at mark band 3 must be able to demonstrate that they have used a wide range of information sources to include books, Internet sites and visits to the chosen organisation and to include a full resource list.

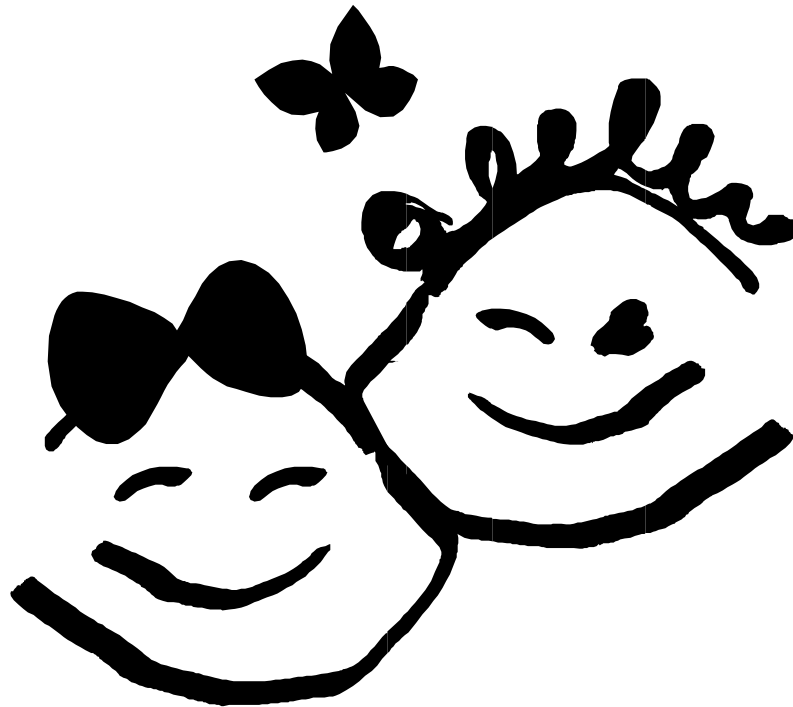
AO3(d)

When addressing issues relating to access and referral for this criterion candidates should relate this part of the work to the two people on whom they based their work on needs for AO2 (c).

Candidates are required to describe how the two people whose needs were identified in (c) were referred to the services they required. Candidates must also describe access to the services - again it should be to the identified services. Candidates need to include physical, geographical, financial, psychological, cultural and language barriers to access.

Where candidates find it difficult to cover the full range of criteria on the Marking Grids because of the nature of the chosen provider, it is suggested that they include some generic information to support their work. For example, if there is only one appropriate method of referral to the services which has been described then candidates could include some information on other types of referral whilst explaining where this would be used.

To access mark band 3 candidates must make suggestions for improvement to access.



Health and Social Care

Unit 2 - Promoting Health and Well-Being




Student Assessment Activities

advancing learning, changing lives

Professional Development and Training



TITLE OF ASSESSMENT ACTIVITY	Health plan for improving or maintaining the physical health and well-being of one individual
SUBJECT	Health and Social Care
UNIT NUMBER AND TITLE	Unit 2 - Promoting Health and Well-Being

	GET READY:	You need to produce a health plan for improving or maintaining the physical health and well-being of one individual.
	GET SET:	<p>You are part of a newly formed local government Health Initiative Team called Health Patrol.</p> <p>Your brief is to educate and raise awareness of health issues within the local community.</p> <p>Your first project for the Health Patrol is to work with a family member or member of the community. Raising their awareness will then mean that others in the family/community will become educated in health matters.</p>
	GO:	<p>You need to produce a health plan for improving or maintaining the physical health and well-being of one individual. Your plan must:</p> <ol style="list-style-type: none"> explain what is meant by health and well-being identify factors affecting the individual's health and well-being, and explain the effect these factors have identify information to set targets and measures of health for the individual include in your plan an assessment of how it may affect the individual, the difficulties which may be experienced in following and achieving the plan and how these difficulties may be overcome. <p>You may base this plan on yourself.</p>



TITLE OF ASSESSMENT ACTIVITY - Health plan for improving or maintaining the physical health and well-being of one individual.

What must be included in your portfolio:

You need to produce a health plan for improving or maintaining the physical health and well-being of one individual. Your plan must:

- a) explain what is meant by health and well-being.

What you must do to gain 1-3 marks/mark band 1

- a basic description of health and well-being. Some examples should be given to support the definitions given.

Suggested task

Prepare an information booklet to help the community understand what is meant by health and well-being.

Include:

- what is meant by health and well-being?
- what is meant by a negative view of health and well-being? Give at least two examples.
- what is meant by a positive view of health and well-being? Give two examples.

What you must do to gain 4-5 marks/mark band 2

- a description of health and well-being that recognises the differences between positive, negative and holistic definitions and how these differ over time and between cultures. A variety of examples is used in support of these.

Suggested task

Include all the information from Mark Band 1 **and**:

- i) describe what is meant by a holistic view of health and well-being. Give two examples
- ii) explain how someone's health is affected over time eg growing from a young baby to an old person or advances in medicine or medical procedures over time or the effect on health of the introduction following the introduction of the NHS
- iii) explain what is meant by culture and how this might affect health eg from the life style of a person to religious beliefs. Give at least two examples.

What you must do to gain 6-7 marks/mark band 3

- a description of health and well-being that recognises the differences between positive, negative and holistic definitions, how these differ over time and between cultures, illustrating the complex nature of such definitions. Well chosen examples are used to make these differences clear.

Suggested task

Include all the information from Mark Band 1 and Mark Band 2 **and**:

Your booklet **MUST** show comprehensive knowledge and understanding about the complex nature of health and well-being. Choose these examples carefully to illustrate the differences.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:

TITLE OF ASSESSMENT ACTIVITY - Health plan for improving or maintaining the physical health and well-being of one individual

Preparatory Work

You should now choose a person from your family or community to investigate their health and well-being.

Your person should have a range of 'risks' in their lifestyle eg drink alcohol, smoke, over weight, stressed, unemployed. An individual with a range of risks will give you more information to work with.

Write an introductory profile about your person to include the following:

- Name (this **must** be changed for confidentiality)
- Age
- General background information

Write a questionnaire to collect information about their lifestyle, both good and bad aspects.

Collect information about the following, especially how much and how often:

- Height
- Weight
- Exercise pattern
- Alcohol drunk
- Smoking
- Substance abuse
- Personal hygiene
- Stress
- Sexual behaviour
- Unsafe work practices
- Diet
- Employment status
- Leisure activities
- Adequate finance
- Support relationships
- Housing
- Environmental pollution
- Inherited diseases

Now use the results of your questionnaire to investigate your client's health and well-being to produce a report.



TITLE OF ASSESSMENT ACTIVITY - Health plan for improving or maintaining the physical health and well-being of one individual.

What must be included in your portfolio:

You need to produce a health plan for improving or maintaining the physical health and well-being of one individual. Your plan must:

- b) identify factors affecting the individual's health and well-being, and explain the effect these factors have.

What you must do to gain 1-5 marks/mark band 1

- a statement of a range of factors having both positive and negative effects on health and well-being together with basic explanations of the effect of these factors. Information is derived from a limited range of sources and some support and guidance is provided.

Suggested task

After collecting all the introductory information from your client, write a summary of the person's lifestyle, include:

- a list of 5 or 6 negative or positive things about this person's health. What are the risks and benefits they are taking with their health?
- research why these risks are bad for your person, for example if they smoke, exactly what does smoking do to the body? Why is it bad for you?
- research why the benefits are good for your person, for example if they do some exercise, why is that good for them?

Remember to record in the bibliography the names of all the books, leaflets, etc that you use. Use at least two different sources for each factor.

What you must do to gain 6-9 marks/mark band 2

- an explanation of a varied range of factors having both positive and negative effects on the health and well-being of the individual. Information is selected from a wide range of sources and only limited assistance is required.

Suggested task

Include all the information from Mark Band 1

Your explanations and reasons **MUST** be related to your client.

Your information on factors should be as detailed as possible, illustrate your findings appropriately. Use a variety of sources of information when writing about each factor.

Don't forget to record the sources of information in your bibliography. Use at least three different sources.

What you must do to gain 10-13 marks/mark band 3

- a comprehensive explanation of a varied range of factors having both positive and negative effects on the individual's health and well-being. The student has worked independently to select appropriate information from a wide range of sources.

Suggested task

Include all the information from the Mark Band 1 and Mark Band 2.

Your information **MUST** show comprehensive knowledge and understanding about your client's factors.

You should be working independently.

Don't forget to record the sources of information in your bibliography. Use at least four different sources.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:



TITLE OF ASSESSMENT ACTIVITY - Health plan for improving or maintaining the physical health and well-being of one individual

What must be included in your portfolio:

You need to produce a health plan for improving or maintaining the physical health and well-being of one individual. Your plan must:

c) identify information to set targets and measures of health for the individual.

What you must do to gain 1-7 marks/mark band 1

- a simple plan which shows that the student can identify and apply a limited range of appropriate health-related information, **which includes physical measures of health**, in order to set some targets for the individual.

Suggested task

For your client record their physical measures of health:

- work out their BMI
- put the height and weight information on a ratio chart
- you can also measure the peak flow or blood pressure
- you could also get your client to do the Harvard step test/recovery rate (you must record at least 2 measures of health)

Record your findings accurately and in an appropriate form. Compare to National Standards/ Norms.

Explain what these measures tell you about your client's health compared to the norm eg my client is overweight or their peak flow is too low.

With all the information you have gathered:

- produce a simple plan; clearly list the targets for your client to follow in order to improve their health. This should include sensible suggestions about how they could improve their health over the next 6 months eg week 1 cut down to 10 cigarettes a day instead of 20, week 4 stop smoking completely. If overweight, try to lose 1kg a week for the next 6 weeks.
- collect and include two pieces of health related/promotional materials to help your client follow the targets eg home page from a stop smoking website or a Weight Watchers leaflet.

What you must do to gain 8-12 marks/mark band 2

- a realistic plan which shows that the student can identify and apply a range of appropriate health-related information, **which includes physical measures of health**, in order to set appropriate targets for the individual.

Suggested task

Include all the information from Mark Band 1.

Make sure your plan is realistic for the client to follow and that they are able to achieve the targets eg if your client needs to do more exercise, to start off slowly and build up, not trying to run a marathon straight away!

Ask your client what they think of the targets and if they are able to follow them easily. Write down their answers.

Collect and include a piece of health related/promotional material to help your client follow each target eg home page from a stop smoking website or a Weight Watchers leaflet.

What you must do to gain 13-17 marks/mark band 3

- a detailed plan which shows that the student can identify and apply a wide range of appropriate health-related information, **which includes physical measures of health**, in order to set appropriate and realistic targets for the individual.

Suggested task

Include all the information from Mark Band 1 and Mark Band 2.

For your client's physical measures of health you must include at least 3 measures and your findings.

The plan **MUST** be detailed, appropriate and realistic giving options and a chance to select a range of ways to reach the targets eg to do more exercise by going jogging or swimming or walk to work instead of taking the bus.

Collect and include a range of health related/promotional material to help your client follow each target eg home page from a stop smoking website or a Weight Watchers leaflet.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:



TITLE OF ASSESSMENT ACTIVITY - Health plan for improving or maintaining the physical health and well-being of one individual.

What must be included in your portfolio:

You need to produce a health plan for improving or maintaining the physical health and well-being of one individual. Your plan must:

- d) include in your plan an assessment of how it may affect the individual, the difficulties which may be experienced in following and achieving the plan and how these difficulties may be overcome.

What you must do to gain 1-5 marks/mark band 1

- basic statements indicating how the plan may affect the individual, together with an indication of the difficulties which may be encountered by the individual following and/or achieving the plan. Some suggestions should be offered for overcoming the difficulties.

Suggested task

Show the plan to your client and ask them what they think.

Say how the plan and targets will affect them eg

- make them healthier
- affect their lifestyle
- fit into their daily life
- have to change things
- does anyone else benefit from it
- will it be too hard.

You **MUST** include at least three statements.

Write down at least two difficulties the client might have to face when following the plan eg not enough time, too expensive, make more stressed, fit in with the family.

Suggest how they could overcome each difficulty.

What you must do to gain 6-9 marks/mark band 2

- a review of some of the ways in which the individual may be affected by the plan. An evaluation of some difficulties that may be encountered by the individual and explanation of how these may be overcome. Supporting arguments are presented clearly.

Suggested task

Include all the information from Mark Band 1.

- describe and explain how the plan and each target will affect your client.
- evaluate at least three of the difficulties the client might have to face and explain how these may be overcome.
- make sure you clearly explain your arguments.

What you must do to gain 10-13 marks/mark band 3

- a well-structured review of the ways in which the individual may be affected by the plan. A critical evaluation of the difficulties that may be encountered by the individual, together with appropriate strategies for overcoming those difficulties. Supporting arguments are clear, accurate and precise.

Suggested task

Include all the information from the Mark Band 1 and Mark Band 2.

Your review of the plan and targets **MUST** show comprehensive knowledge and understanding about how your client is affected and the difficulties faced in achieving the plan. Anticipate any other difficulties that your client hasn't identified already.

Explain the strategies for overcoming the difficulties, giving clear and concise reasons.

Formative Feedback

Signature:

Date:

Summative Feedback

Signature:

Date:

Teacher Support

Unit 2 - Promoting Health and Well-being

This unit focuses on promoting health and well being. Candidates are expected to demonstrate their knowledge and understanding of the unit content in four areas:

- Explain what is meant by health and well-being
- Identify factors affecting the health and well-being of an individual and explain the effects of these factors
- Identify health related information including physical measures of health to produce a plan and set targets for the individual
- Identify how the plan may affect the individual, the difficulties which may be experienced in following and achieving the plan and how these difficulties may be overcome

The portfolio evidence must be based on a health plan for improving or maintaining the physical health and well being of one individual.

A01(a)

Candidates should base this assessment objective on health and well-being. This assessment objective can be tackled as a separate task.

For mark band 1, basic descriptions/definitions of health and well-being should be given. Two examples are considered to be sufficient to demonstrate understanding. Best practice would be to include the differences between positive and negative descriptions and to give examples of both of these.

For mark bands 2/3 candidates should give a detailed description/table of positive, negative and holistic definitions and show how these differ over time and between cultures. Three examples are sufficient for mark band 2 and four for mark band 3. Candidates are advised to support their definitions by giving appropriate examples such as relating them to characters in "soaps" and their own families.

Examples of time could include lifespan from birth to old age, developments in medicine and medical procedures or the effect of the introduction of the NHS.

The word culture could be used in the widest sense from the background and lifestyle of a person to religious beliefs. For mark bands two and three candidates need to make attempt to discuss differences over time and culture and to link the differences to health issues. For example, cultural differences in dress need to be extended to discuss how the possible lack of exposure to sunlight could lead to low vitamin D levels and therefore increased incidence of rickets.

For mark band 3 candidates need to demonstrate a clear understanding of the complexities of defining health and well-being.

AO1, 2 (b)

Candidates should base their work on **one** individual.

The choice of client is crucial and those candidates who choose clients with obvious health needs will find (c) and (d) easier. It is advisable that candidates choose their own individual on whom to base their health plan since the use of a case study precludes candidates from accessing the higher mark bands. It would be expected (at the higher mark bands) that they use questionnaires and interviews to determine the factors and risks affecting the health of the chosen person. Therefore, candidates using case studies are not allowed the opportunity for independent research. Where points are awarded in mark band 3 there must be evidence of primary and secondary research.

Candidates must analyse their questionnaires sufficiently in order for them to use the information to make recommendations. The inclusion of copious amounts of photocopied material which are not analysed and also large amounts of irrelevant information are to be discouraged.

Three or more factors **will** be accepted as a range for mark band 1 and 5/6 factors for mark band 2 and 3. Generic descriptions of factors that do not relate to the chosen individual will only be awarded points in mark band 1.

For mark bands 2/3 candidates should demonstrate their understanding of the factors with clear explanations. Factors must be positive and negative and need to include the identification of factors over which their chosen person may have some control and those which they may not be able to change such as financial, social or genetic. These must be applied to the chosen individual.

Two or more sources should be accepted as a range and evidenced through a resource list or bibliography.

If there is no evidence of any primary research and it is obvious that all of the evidence presented is book-based, then candidates cannot be awarded points in mark band 3 for this assessment objective.

A02, 3 (c)

There must be a health plan related to the chosen person.

Information gained from only secondary sources limits the candidate to the lower end of mark band 2.

Timescales are **not** part of the assessment objective.

The health plan should include the use of health related information to support the plan. Two or more sources of health related information will be accepted as the range. Candidates must indicate why it is selected and why it will be useful. Two physical measures of health should be included for bands 1 and 2 and three for mark band 3. Candidates must demonstrate their ability to use these measures accurately and compare their results against the norm.

Targets should be clearly related to the chosen person and the factors identified. Best practice would be to involve the chosen person in setting achievable targets. For mark band 3 candidates should offer alternatives/options to meet the targets or justify the targets and strategies.

Candidates accessing mark band 3 will need to use primary research for this assessment objective.

A02, 3 (d)

For mark band 1, two or three simple statements should be written to show how the plan might affect the individual. At least two difficulties that might occur should be given. Suggestions for overcoming these difficulties need to be offered to achieve full marks in this mark band.

For mark band 2, candidates should review the plan. (A description will be acceptable). Difficulties should be evaluated and suggestions for overcoming these difficulties should be explained. (Evaluation should include 'what, how and why').

Candidates accessing mark band 3 should show a clear understanding of what is trying to be achieved. The review should identify the most significant ways the individual will be affected.

For candidates to achieve mark band 3 they need to predict and evaluate the difficulties that the individual might encounter and suggest appropriate strategies/alternatives. Three or more difficulties will be accepted.

Edexcel GCSE in Health & Social Care (Double Award) Individual Candidate Record Sheet

Centre number:	Centre name:	Name of teacher:
Candidate number:	Candidate name:	

	UNIT 1 – Health, Social Care and Early Years Provision	Max mark	Centre mark	Moderator mark
(a)	What services are provided; how they are organised, delivered and paid for; where they are located; how the services fit into the national provision.	13		
(b)	Your understanding of the skills and values required for care or early years work and the jobs which workers do.	13		
(c)	How well these services meet the different needs of two people who use them.	12		
(d)	How these two people access the variety of services they need and the things which may prevent them from obtaining services.	12		

	UNIT 2 – Promoting Health and Well-being	Max mark	Centre mark	Moderator mark
(a)	Explain what is meant by health and well-being.	7		
(b)	Identify factors affecting the individual's health and well-being, and explain the effect these factors have.	13		
(c)	Identify health related information, produce a plan and set targets for the individual.	17		
(d)	Include in your plan an assessment of how it may affect the individual, the difficulties that may be expected in following and achieving the plan and how these difficulties may be overcome.	13		

Centre number:	Centre name:	
Candidate number:	Candidate name:	Name of teacher:

	UNIT 1 – Health, Social Care and Early Years Provision	Band 1			Band 2		Band 3		Total centre mark	Moderator mark	Portfolio reference(s)
		YES			NO						
		Marks awarded – please circle									
(a)	Have you produced a report? What services are provided; how they are organised, delivered and paid for; where they are located; how the services fit into the national provision.	1 2	3 4	5	6 7	8 9	10 11	12 13			
(b)	Your understanding of the skills and values required for care or early years work and the jobs which workers do.	1 2	3 4	5	6 7	8 9	10 11	12 13			
(c)	How well these services meet the different needs of two people who use them.	1 2	3 4		5 6	7 8	9 10	11 12			
(d)	How these two people access the variety of services they need and the things which may prevent them from obtaining services.	1 2	3 4		5 6	7 8	9 10	11 12			

Unit 1 - Assessor Comments on the nature of evidence, level of assistance received etc.

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IV feedback:

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IV signature:.....

Centre number:	Centre name:	
Candidate number:	Candidate name:	Assessor name:

	UNIT 2 – Promoting Health and Well-being	Band 1		Band 2		Band 3		Total centre mark	Moderator mark	Portfolio reference(s)
		YES		NO		NO				
		Marks awarded – please circle								
(a)	Have you produced a health plan? Explain what is meant by health and well-being.	1 2 3	4 5	6 7						
(b)	Identify factors affecting the individual's health and well-being, and explain the effect these factors have.	1 2 3 4 5	6 7 8 9	10 11 12 13						
(c)	Identify health related information, produce a plan and set targets for the individual.	1 2 3 4 5 6 7	8 9 10 11 12	13 14 15 16 17						
(d)	Include in your plan an assessment of how it may affect the individual, the difficulties that may be expected in following and achieving the plan and how these difficulties may be overcome.	1 2 3 4 5	6 7 8 9	10 11 12 13						

Unit 2 - Assessor Comments on the nature of evidence, level of assistance received etc.

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Additional support materials/ideas/websites

Health & Social Care

Unit 1

Health, Social Care and Early Years Provision

Unit 2

Promoting Health and Well-Being

A guide for one day placement at a well-chosen health, social care or early years provider.

- 1 The choice of provider is crucial to the success of this assessment activity. It must offer a range of services, at least three, eg
 - Nursery school/day care nursery which provides these services - breakfast club, after school club or holiday play scheme.
 - Residential care home which provides these services - chiropody, hairdressing, occupational therapy, visiting GP.
 - Health centre which provides these services - well woman clinic, practice nurse, ante natal clinic, minor operation clinic, diabetes clinic.
- 2 Initial contact should be made by the school/teacher. After initial agreement, students should then write a letter to arrange the visit.
- 3 Prepare students well before going out. Ensure that questionnaires have been checked to ensure that appropriate questions are being asked. Determine that all candidates have their prepared interview questions, checklists for observation, and prompt sheets which will act as reminders of the information they need to have at the end of the visit.
- 4 Liaise with the providers to ensure that they are aware of what the students need to find out. Make sure that the chosen providers are "prepared" in advance by the school. Send a copy of student task sheet.
- 5 Send a thank you letter following the visit.

Example of a class visit to a local provider - student pack

Vocational GCSE Health and Social Care

Unit 1

Health, Social Care and Early Years provision



Aims of the day

- To raise your awareness of varying careers within Health & Social Care
- To become more familiar with how a hospital operates
- To help you achieve success with your GCSE Health & Social Care course

Student Tutor Day

GCSE Health & Social Care

Welcome to your day at We hope you find the day beneficial and go home with useful information.

Please remember that this is a working hospital and there will be many sick patients around the building.

Can we also ask you to be aware of the following points:

- Please be quiet when moving around the hospital
- Please be polite/courteous
- Please follow instructions
- Please walk sensibly around the hospital as directed and stay in your group
- Please remember you are representing your school
- Please do not forget, if you see somebody you know in hospital you must keep this information confidential.

Enjoy yourself!

Student/Tutor Day - Health and Social Care Programme

10.00 am	Introduction and Welcome to the Trust	
10.10 am	Hospital as a business	
10.25 am	Key Partners	
10.30 am	Occupations: 10 minute presentations on the following roles/occupations	
10.30 am	• Doctor	
10.40 am	• Nurse	
10.50 am	• Healthcare Support Worker	
11.00 am	• Midwife	
11.10 am	• Medical Secretary	
11.20 am	• Medical Laboratory Assistant	
11.30 am	• Operating Department Practitioner	
11.40 am	• Cardiac Clinical Scientific Officer	
11.50 am	• Catering Assistant	
12.00 noon	• Electrician	
12.10 pm	Tour of the Departments: The group will be divided into 4 sub-groups to visit one of the following: • Pathology laboratory • Hospital Sterile and Disinfection Unit • Catering Department • Roof space	
12.45 pm	Lunch	
1.20 pm	Student assignment - what three things have you learnt from your visit?	
1.50 pm	Presentations - sharing of what students have learnt from their visit	
2.30 pm	Close	

The following case studies were provided by the hospital as students were unable to talk directly to the clients.

Case Study: Hospital

Following your visit to the Hospital you will need to write up information on the following:

- Introduction - referring to class visit
- Background of hospital
- Where it is located
- Draw a diagram showing how it fits into the national framework (pg 18 GCSE for Edexcel). Include health targets and inspections results.
- Funding
- Describe care values
- Describe the care values that the organisation follows
- Describe 2 main job roles showing the care values they have to meet, giving an example. Under job roles you need to show skills, education, qualifications, training that they need for their job and how they access these.
- Identify and give examples of potential conflicts encountered by the two workers
- Describe the needs to 2 different people who access the hospital
- Barriers which prevent people getting to hospital and accessing the care
- What are the referral systems available
- Evaluate the referral systems
- Show primary and secondary sources (i.e. books and face to face/visits)

1. Shane is a fit young rugby player. Over the past year he has had severe knee problems and is unable to play at present. He has been to see a local doctor who says he will probably need an operation. At the next rugby match, Shane feels his knee pop out and he is in agony. He is taken to casualty and told to rest and wait for an appointment. The appointment can be 6-12 months. Shane decides to pay for a consultation. He sees a consultant within 24 hours of the injury and is told he needs an exploratory operation.

Within 3 months Shane has to attend the hospital for the knee operation. After looking inside the knee the consultant repairs some of the damage but advises that a bigger operation is needed. Shane returns home to recover and await a further appointment. Three months later he is back in hospital for major knee surgery and remains in hospital for several days because he has picked up an infection. Once back home he is given exercises to follow. He must see a physiotherapist and gradually build up this leg over several months.

- a) Describe the needs of this client?
- b) What provision is available to Shane and how is it organised?
- c) What effects might Shane experience from having surgery - physically, emotionally or psychologically?
- d) What services are being provided for Shane?
- e) What care needs will Shane have during this time in hospital?
- f) Over the period of time who has and will be caring for Shane?
- g) Can you suggest any improvements to the care that Shane has received?

- 2 Sarah has been married for 4 years and has just found out that she is 6 weeks pregnant. She has been to see her local doctor and has been referred to the Maternity hospital

- a) Describe the care that Sarah will receive during her pregnancy
- b) How would a midwife help Sarah?
- c) What is a midwife's job
- d) What are Sarah's needs and how will they change over the pregnancy and birth?
- e) What qualifications, skills and training does a midwife need to do the job?
- f) What needs will Sarah have - ie physical, emotional, and psychological?
- g) Apart from the midwife what other services would be available to Sarah?
- h) What referral process has Sarah gone through?

Websites for Health and Social Care

The following analysis of units 5321 and 5322 in the qualification suggests possible website that teachers and/or students would find useful. The websites are linked to specific topic areas in each of the units. For each website a brief explanation of what can be found is given.

Unit 1: Health, Social Care and Early Years Provision

Key areas

- The range of care needs of major client groups
- The types of services that exist to meet client group needs
- How different types of services are organised
- The main work roles and skills of people who provide these services
- The values that underpin all care work with clients
- How services develop in response to social policy
- How services develop to meet the needs of individuals

Key: SR – Student Resource

TR – Teacher Resource

<p>Who uses care services? Why do they use these services? Services will be shaped to meet these needs. www.nhs.uk www.kingsfund.org.uk – index provides a variety of information on types of provision – access to provision etc (TR)</p>	<p>Consider the major client groups: babies and children adolescents adults older people: www.nhs.uk/nationalplan – long-term care report and recommendations, useful statistics and discussion of services needed to meet the needs of this particular client group (TR) Disabled people www.access-ability.co.uk (TR and SR)</p>
<p>How are services developed to meet social policy goals? www.nhs.uk/nationalplan – useful summary of plan and targets, which could be used discussion (SR and TR) http://www.news.bbc.co.uk/hi/english/indepth/health/soooo/nhs/ref/orms/ Student-friendly articles from various news sources on August 27th, when reforms were announced (SR and TR)</p>	<p>Goals such as: reducing child poverty homelessness www.homelesspages.org.uk – search facility can be used to access a variety of information, use the text search facility and type in ‘health care’ (TR and SR) Drug misuse www.doh.gov.uk/drupdep/htm scroll down the summary to the key principles which has useful info on access to care services for drug misusers (TR and SR)</p>
<p>Health authorities need to assess the care needs of the local population</p>	<p>Demand for particular services in a local area are determined</p>

Which organisations deliver which services? www.doh.gov.uk/scg.socialc.htm has a variety of information covering the work of the department (TR)	Identify the main types of care services. Who are they for?
Where are these services located? www.nhs.uk/localnhsservices/ can be used by students to investigate services in their local area (SR and TR)	Regional and local variations exist - identify examples: www.caresupport.com - online search of care providers in UK (SR)
How do different service providers work together?	How do informal carers fit into this picture? www.carers.gov.uk - government website for carers (TR) www.carers.org - Princes Royal Trust for carers (SR)
How do people gain access to care services?	Different methods of referral exist - self, professional, third party
Barriers that prevent people from accessing services how do individuals overcome these barriers? www.kingsfund.org.uk uses the A-Z index to find a variety of topics including age discrimination and health provision	Physical, psychological, financial, geographical, cultural, language, availability of resources - poor integration. 'Post code lottery' news.bbc.co.uk/1/hi/English/health/newside/218000/218100.stm - article on barriers faced by refugees accessing health care services (SR and TR)
Main roles of care workers www.nhs.uk/careers information on NHS careers - 'careers in spotlight' useful information on particular professions (SR and TR) www.early-years-nto.org.uk - information via questions and answers on employment in the early years sector www.topss.org.uk information on careers in social services	Similarities and differences in work roles for different types of services
Changes in services and service provision may affect roles that require development of new skills	Some skills are consistent and of great importance in all roles: interpersonal and communication skills
Effective communication skills are used to develop relationships with clients	Recognising different communication needs of different client groups
Services must achieve a balance between getting involved in people's lives or not	Risks to individuals and society of action and inaction
Care practitioners use guidelines and codes of practice	

Unit 2: Promoting Health and Well-being

Key areas

- Definitions of health and well-being
- Common factors affecting health and well-being
- Effect of these factors on individuals, groups and across the lifespan
- Ways of promoting and supporting health improvement

Key: SR - Student resource
TR - Teacher resource

<p>What is health and well-being? www.bbc.co.uk/health/fitness (SR & TR) www.cdc.gov/health/diseases.htm - comprehensive list with explanations of a number of relevant diseases and conditions (SR and TR) www.wiredforhealth.gov.uk - health information site lists a number of other useful links (SR and TR)</p>	<p>Types of definition - positive, negative holistic</p>
<p>Factors positively influencing health and well-being www.nhlbi.nih.gov/health/public/heart National Heart, Lung and Blood Institute, information on blood pressure, diet etc (TR)</p>	<p>Diet: www.bhf.org.uk - British Heart Foundation site with specific young people section (SR) www.nutrition.org.uk - British Nutrition Foundation concerned with diet and health, useful students section on achieving a balanced diet (SR)</p>
	<p>Exercise: www.shapeup.org/fitness/assess - American site which includes online fitness assessment Science Industry Information Pack - pages 305 to 311, examples of fitness assessment</p>
	<p>Supportive relationships: www.nfpl.org - charity set up to enhance the quality of family life (TR)</p>
<p>www.nspcc.org.uk (TR) www.thewhocarestrust.org.uk - national charity working to improve the care for children and young people in residential or foster care (TR)</p>	<p>Adequate financial support</p>
	<p>Stimulating work, education and leisure</p>
	<p>Health monitoring and illness prevention</p>
<p>Risks to health and well-being www.doh.gov.uk - list of reports such as 'Smoking, drinking and drug use amongst young people' could be used by teachers to extract information for students (TR) www.youfirst.com - American health risk assessment - easy to read information (SR)</p>	<p>Lifestyle factors over which people have control: tobacco smoking, misuse of alcohol, drugs, solvents, lack of personal hygiene, lack of exercise, unprotected sex www.alcoholics-anonymous.org (TR) www.nimh.nih.gov/anxiety/anxietymenu National Institute of Mental Health (TR)</p>

Risks to health and well-being	Factors which may not be changed: genetically inherited diseases and conditions, stress, isolation, poverty, inadequate housing, unemployment, pollution
Measuring physical health	Factors to take into account - age, sex, lifestyle
	Examples of measurements: Blood pressure: www.monitorbloodpressure.com - illustrations of all types of BP measuring devices (SR & TR) Peak flow www.lungusa.org - questions answered on what peak flow is, how it is measured etc (TR & SR) Body mass index www.nhlbi.nih.gov - contains tables and charts to calculate BMI (TR & SR) Resting and recovery pulse rate
Health promotion and improvements www.had-online.org.uk - Health Development Agency, includes a number of downloadable publications and leaflets (TR)	Assessment and target setting - improvement plans
Types of Health promotion materials www.hpe.org.uk Health Promotion England includes links to a lot of other useful sites aimed at young people - www.wrecked.co.uk alcohol www.trashed.co.uk drugs www.lovelife.uk.com sexual health	For information, support and motivation

Other useful websites associated with nursing and healthcare professionals are:

www.topss.org.uk

Site of the National Training Organisation (NTO) for the personal social services. It has general information on training and National Occupational Standards. There are separate sections for the British regions.

www.doh.gov.uk/qsc

The regulation of social work education and training has transferred from CCETSW to the GSCC.

www.healthwork.co.uk

The healthcare National Training Organisations (NTO) site. This is key for training standards and qualifications, general information and library access. There are also useful links to other sites.

www.socialworkcareers.co.uk

For general information about social work as a career.

www.nursingtimes.net

Providing news and features that inform on clinical practice as well as employer information and training opportunities. A quick-search facility is provided.

www.bma.org.uk

How to become a speech and language therapist

www.college-optometrists.org/training/careers

How to become a dietician.

www.nursing-standard.co.uk

Provides information on jobs, nursing links and keyword searches on research articles

www.nhscareers.nhs.uk

A careers information services provided by NHS Careers Service, covering a wide vocational area.

www.midwives.co.uk

News articles, research index and a job-search system.

www.nursingnetuk.com

An independent database of nursing courses and jobs