



Ascentis Level 1 Award in Personal Health and Well-Being Specification

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 1 AWARD IN PERSONAL HEALTH AND WELL-BEING

Introduction

This qualification provides learners with knowledge and skills enabling them to make balanced and informed choices about their life, both now and in the future, and to develop confidence in their own abilities. The qualification offers learners an opportunity to explore issues relating to the society in which they live and topics which may be relevant to their own lives.

There are several features of this qualification that make it very appropriate for its target learners:

- Assessment and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessments are primarily offered through an online multiple choice test that will normally be taken at the end of the course. Assessments can be requested as a paper based assessment, where required as a reasonable adjustment.
- There are online resources that can be used alongside the teaching

Aims

The aims of the qualification are to enable learners to:

- 1 Understand the importance of a healthy lifestyle
- 2 Know about sex and relationships
- 3 Understand ways of building confidence and self-esteem
- 4 Understand the impact of body image

Target Group

The qualification is aimed at a range of learners, including:

- Young people wishing to pick up an Award as part of another learning programme
- Young people aged 14–19 who are in various learning environments
- Adult learners

Regulation Code

Ofqual Qualification Number: Ascentis Level 1 Award in Personal Health and Well-Being – 603/4280/8

Award of the Qualification

Learners must complete one unit for the Level 1 Award in Introduction to Personal Health and Well-Being.

Level 1 Award in Personal Health and Well-Being				
Title	Level	Credit Value	TQT	Unit ref
Introduction to Personal Health and Well-Being	1	3	31	A/617/5120

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 30.

Total Qualification Time (TQT)

The total qualification time for this qualification is 31.

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

This qualification is suitable for young people aged 14–19 and adult learners.

Opportunities for Progression

The qualification gives the learner an introduction to personal health and well-being which can be applied in a wide variety of contexts. Learners may use the qualification as a stand-alone course or as part of a longer vocational or academic programme of study. Learners may also use the qualification as an element of their continuing professional development.

Resources to Support the Delivery of the Qualification

There are online resources available to download to support this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners should be registered within 5 working days of the intended e-Assessment date. Registration is via the Ascentis electronic registration portal. Please refer to our Reasonable Adjustment policy for requesting paper based assessments.

e-Assessment Re-sits

Learners can re-sit the assessment if they do not achieve a pass however should have sufficient time for additional learning.

Classroom-based Assessments

For classroom-based assessments a total of 2 re-sits are permitted, these are free of charge.

e-Invigilated-based Assessments

For e-Invigilated-based assessments a total of 2 re-sits are permitted, there will be a charge for the use of the software for both re-sits per assessment.

Status in England, Wales and Northern Ireland

This qualification is available in England. They are only offered in English. If you wish to deliver it in any other nation, please contact development@ascentis.co.uk

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Overview

To gain the Level 1 Award in Introduction to Personal Health and Well-Being all learning outcomes and assessment criteria within the unit must be successfully achieved. The full Award consists of one unit.

External Assessment

This qualification is assessed through the completion of an Ascentis devised multiple choice test that is carried out at the completion of the course.

The grading of this qualification is pass or did not achieve.

Conduct of Assessment

The assessment is through a 40-minute e-Assessment consisting of 20 multiple choice questions.

Full details of candidate, Examinations Officer and invigilator instructions are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Note: Dictionaries cannot be used during the assessment.

Quality Assurance Arrangements

As part of ongoing quality assurance arrangements, Ascentis will carry out quality visits to recognised centres using a risk based approach. The focus of quality visits will normally be

- Review of resources; both physical and staffing
- Observation of assessment practice

Further details will be provided prior to a visit taking place.

Ascentis reserve the right to carry out inspections of assessments taking place without prior notice.

The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification. Delivery staff should also have a theoretical understanding of personal health and well-being.

Results

Classroom-based Assessments

For classroom-based assessments provisional results are provided immediately after the e-Assessment. An hour after the e-Assessment the achievement list report can be run through QuartzWeb. Learner result slips and certificates will be issued within 10 working days of the e-Assessment.

e-Invigilated-based Assessments

For e-Invigilation-based assessments that have satisfied exam requirements, the confirmation of results and e-Certificates will be available in Quartzweb within 5 working days. For any results that require further scrutiny due to potential breach of exam requirements, results will be released once reviewed by the Ascentis Quality Assurance Team. Learner results slips and certificates will be issued within 10 working days of the e-Assessment.

Ascentis will normally process results and issue certificates within 4 weeks of the verification date for paper based assessments taken as a reasonable adjustment.

Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

Centres must ensure that those delivering Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery of our qualifications and invigilation of assessments.

Those delivering the qualification should hold or be working towards a recognised teaching qualification. Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery and invigilation of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on QuartzWeb or the Ascentis website.

UNIT SPECIFICATIONS

Unit Title - Introduction to Personal Health and Well-Being

Unit Code - A/617/5120

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the importance of a healthy lifestyle.	1.1 State what is meant by a healthy and balanced diet.
	1.2 Outline the importance of physical activity to healthy lifestyle.
	1.3 State how lack of exercise can affect the human body.
	1.4 Outline the effects of stress on the human body.
2 Know about sex and relationships.	2.1 State what is meant by 'sexuality'.
	2.2 Outline what is meant by a consensual sexual relationship.
	2.3 Outline how to maintain good sexual health..
	2.4 List methods of contraception.
3 Understand ways of building confidence and self-esteem.	3.1 Define: <ul style="list-style-type: none"> • confidence • self-esteem
	3.2 Outline how lacking confidence might influence others' perceptions of an individual.
	3.3 Identify factors that affect self-esteem.
	3.4 Identify ways of building confidence and self-esteem.
4 Understand the impact of body image.	4.1 State what is meant by 'body image'.
	4.2 Give an example of a positive and a negative portrayal of bodies in the media.
	4.3 Outline how body image can be influenced by different societies or cultures.
	4.4 Identify influences on own body image.

Indicative Content

Understand the importance of a healthy lifestyle

What is meant by a healthy and balanced diet: this means eating a wide variety of foods in the right or recommended proportions, and eating and drinking the right amount of food and fluids to achieve and maintain a healthy body weight. Fruit and vegetables are a vital source of vitamins and minerals, and should make up just over a third of the food we eat each day. It is recommended that we eat at least five portions of a variety of fruit and vegetables every day. Starchy foods should make up just over a third of everything we eat. Milk and dairy foods such as cheese and yoghurt are good sources of protein. Beans, pulses, fish, eggs and meat are all good sources of protein.

The importance of physical activity to healthy lifestyle: can reduce the risk of major illnesses, such as heart disease, stroke, type 2 diabetes and cancer by up to 50%; can lower the risk of early death by up to 30%; increases feelings of well-being; improves mental well-being; boosts energy; strengthens muscles; supports the immune system; lowers the risk of fractures; boosts self-esteem, mood, sleep quality and energy; reduces the risk of stress, depression, dementia and Alzheimer's disease.

How lack of exercise can affect the human body: weight gain; ill health; lowers self-esteem; increases lethargy; increases the risk of major illnesses and diseases; affects the heart, lungs, blood sugar levels, joints, bones, muscles, mobility and mood.

The effects of stress on the human body: headache; chest pain; tiredness and fatigue; muscle tension or pain; change in sex drive; loss of interest in food and eating; loss of appetite; stomach upset; sleep problems; sadness; depression; lack of motivation.

Know about sex and relationships

What is meant by 'sexuality': sexuality is about who people are attracted to sexually and romantically. For example, people who are attracted to others of a different sex are known as 'heterosexual' or 'straight', and people who are attracted to others of the same sex are known as 'homosexual', 'gay' or 'lesbian'.

What is meant by a consensual sexual relationship: when both parties actively agree to be sexual with each other; consent lets someone know that sex is wanted – however, sexual activity without consent is rape or sexual assault; involves setting boundaries; respecting the wishes and boundaries of parties every time there is sexual activity; consent can be withdrawn at any time.

How to maintain good sexual health: eat healthily; maintain a healthy weight; limit your alcohol consumption; protect yourself; stop smoking; attend regular check-ups if there are concerns; only have consensual sex; have safe sex; use contraception; access to free contraception; have regular checks for sexually transmitted infections (STIs); share information regarding concerns/ill health if necessary.

Methods of contraception: contraceptive implant; intrauterine system (IUS); intrauterine device (IUD) or coil; female sterilisation; male sterilisation or vasectomy; contraceptive injection; combined pill; progestogen-only pill; male/female condom; diaphragm/cap; contraceptive patch; vaginal ring; symptothermal method of natural family planning; emergency contraception.

Understand ways of building confidence and self-esteem

The meaning of confidence: a feeling of trust and belief in self and others; the ability to succeed; belief that you can rely on someone or something.

The meaning of self-esteem: confidence in own self-worth and abilities; self-respect; personal value; level of respect and how much we like ourselves.

How lacking confidence might influence others' perceptions of an individual: can be viewed as not capable; will not instil confidence in others; others not keen to socialise or work with individual; anxiety around abilities, skills or knowledge; low opinion or value of individual; avoidance; others not attracted to individual.

Factors that affect self-esteem include: past experiences; negative reinforcement; social media promoting certain views and opinions; the views/opinions of others; failure; lack of achievement; attitudes during childhood/when growing up; isolation; lack of opportunity for achievement, challenge, development.

Ways of building confidence and self-esteem include: challenge; positive reinforcement; support; guidance; willingness to develop; interacting with confident, positive peers; identify skills and achievements; dress positively; exercise regularly; eat healthily; pay attention to appearance; think positively about yourself.

Understand the impact of body image

What is meant by 'body image': body image is the perception that a person has of their physical self and the thoughts and feelings that come from that perception. These feelings can be positive, negative or both, and

are influenced by individual and environmental factors. It is how we see ourselves when we look in the mirror or when we picture ourselves in our minds.

Examples of the positive and negative portrayal of bodies in the media:

Positive:

- varied model body images
- images not digitally enhanced
- varied body shapes
- promotion of difference
- valuing diversity.

Negative:

- thin models
- pictures that have been digitally enhanced to improve their appearance
- negative image of weight gain
- male dominance
- promotion of stereotypical images.

How body image can be influenced by different societies or cultures: diet; appearance; impact of other beliefs, e.g. altering digital images, the impact of appearance; associating body image with success; impact of media; social pressures; roles and responsibilities; importance of food/dress to a society or culture.

Influences on own body image: peers; own confidence; associations with body image, e.g. positive/negative; media; parents/relatives; partners; job role; social interaction; exercise carried out.

Sample Questions

- 1) What should be included in a healthy and balanced diet every day?
 - a) At least three portions of sugary foods and vegetables
 - b) At least five portions of fruit and a range of meat
 - c) At least three varieties of fish and fruit and potatoes
 - d) At least five portions of a variety of fruit and vegetables**

- 2) Why is physical activity important to a healthy lifestyle?
 - a) It can lower the risk of deep sleep
 - b) It can reduce the risk of major illness**
 - c) It can limit the need for a balanced diet
 - d) It can increase the risk of depression

- 3) What can be an effect of stress on the body?
 - a) Lack of motivation**
 - b) Increased hunger
 - c) Wanting to exercise
 - d) Improved sleep

- 4) What is meant by 'sexuality'?
 - a) The influence of others on the way people dress
 - b) The biological aspects of the way humans reproduce
 - c) The way people experience and express themselves sexually**
 - d) The approaches used to attract others for sexual gain

- 5) What is meant by a consensual sexual relationship?
 - a) When both parties agree to sexual contact**
 - b) If two people are discussing sexual contact
 - c) When one person agrees to sexual activity
 - d) If two people refuse to have sexual activity

- 6) What is emergency contraception?
 - a) Birth control measures which do not contain any hormones
 - b) Birth control used before unplanned sexual intercourse to prevent pregnancy
 - c) Birth control used to reduce infection and disease
 - d) Birth control measures used after sexual intercourse to prevent pregnancy**

- 7) What is 'confidence'?
 - a) Needing support and guidance from others
 - b) Delegating tasks to others to do for you
 - c) Having trust and belief in yourself and others**
 - d) Not wanting to be alone at any time

8) How can confidence be built?

- a) **Through positive support from others**
- b) By reducing physical activity
- c) Through refusing any challenges
- d) By increasing your social activities

9) What is 'body image'?

- a) The way we buy clothes
- b) **How we see ourselves**
- c) The way we see others
- d) How we view models

10) How can body image be influenced by different societies or cultures?

- a) By always wearing the same clothes
- b) Through ignoring media images
- c) **By the importance of food or dress**
- d) Through limited social interaction