

# iUCO47 – Maintaining personal health and wellbeing

URN – M/617/5647

**Guided Learning Hours: 60**

Learning outcome	Assessment criteria	Taught content to include
LO1 Be able to maintain personal health and wellbeing	1.1. Access sources of information on health and wellbeing	<ul style="list-style-type: none"> <li>• Internet</li> <li>• NHS guidelines</li> <li>• Government</li> <li>• Libraries</li> <li>• Television programmes</li> <li>• Magazines</li> </ul>
	1.2. State sources of information available on personal health and wellbeing	<ul style="list-style-type: none"> <li>• Internet</li> <li>• NHS guidelines</li> <li>• Libraries</li> <li>• Television programmes</li> <li>• Magazines</li> </ul>
	1.3. Describe the components that contribute to a balanced diet	<ul style="list-style-type: none"> <li>• Fruit and vegetables</li> <li>• Fibre</li> <li>• Carbohydrates</li> <li>• Proteins</li> <li>• Effects of nutrients within the human body</li> </ul>
	1.4. Describe how nutrients are absorbed within the human body	<ul style="list-style-type: none"> <li>• Process of absorption by the villi and lacteals contained in the small intestine</li> </ul>
	1.5. Describe the effects of nutrients on the human body	<ul style="list-style-type: none"> <li>• Water intake</li> <li>• Carbohydrates and fats/lipids</li> <li>• Cholesterol</li> <li>• Protein and vitamins</li> <li>• Fibre</li> </ul>

	1.6. Compare own dietary intake with recommended daily intake	<ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Proteins</li> <li>• Fat</li> <li>• Salt intake</li> <li>• Water intake</li> </ul>
	1.7. Describe the influencing factors that affect food intake and choice	<ul style="list-style-type: none"> <li>• Age</li> <li>• Food allergies</li> <li>• Pregnancy</li> <li>• Eating disorders</li> <li>• Cholesterol levels</li> <li>• Salt intake</li> <li>• Budgetary constraints</li> <li>• Cooking abilities</li> <li>• Time restrictions</li> <li>• Food preferences</li> <li>• Cultural and religious beliefs</li> </ul>
	1.8. State the principles of healthy eating choices	<ul style="list-style-type: none"> <li>• Limit intake of salt, fat and sugar</li> <li>• Eat fruit daily for vitamins</li> <li>• Eat some fibre</li> <li>• Drink water</li> </ul>
	1.9. Describe how to interpret retail food labelling	<ul style="list-style-type: none"> <li>• Food Labelling Regulations 1996</li> <li>• Nutritional signposting</li> <li>• Traffic light labelling</li> <li>• E-numbers</li> <li>• Label advice</li> <li>• Place of origin</li> </ul>
	1.10. Describe the considerations that need to be identified when looking at body image	<ul style="list-style-type: none"> <li>• Posture</li> <li>• Weight</li> <li>• Body shape and type (endomorph, ectomorph, mesomorph)</li> <li>• Basic metabolic rate</li> </ul>
	1.11. Describe how lifestyle choices affect personal health and wellbeing	<ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Fluid/water intake</li> <li>• Exercise</li> <li>• Posture</li> <li>• Smoking habits</li> <li>• Role of supplements</li> </ul>

		<ul style="list-style-type: none"> <li>• Work-life balance</li> <li>• Working environment</li> <li>• Shift patterns</li> <li>• Stress levels and ways of coping with stress</li> <li>• Sleep quality and patterns</li> <li>• Drug, alcohol and substance abuse</li> </ul>
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LO2 Be able to monitor weight management	2.1. Evaluate weight management programmes	<ul style="list-style-type: none"> <li>• Basal metabolic rate</li> <li>• Posture</li> <li>• Weight</li> <li>• Body shape and type (endomorph, ectomorph, mesomorph)</li> <li>• Body mass index</li> </ul>
	2.2. Explain the principles of figure analysis	<ul style="list-style-type: none"> <li>• Using the measurements to decide the client's figure type: <ul style="list-style-type: none"> <li>- Pear shaped</li> <li>- Top heavy</li> <li>- Apple</li> <li>- Hourglass</li> <li>- Square</li> <li>- Body type (mesomorph, ectomorph, endomorph)</li> </ul> </li> </ul>
	2.3. Describe how to identify and analyse good posture	<ul style="list-style-type: none"> <li>• Visual</li> <li>• Plum line</li> <li>• Muscle tone test</li> </ul>
	2.4. Describe the effects of poor posture on the body	<ul style="list-style-type: none"> <li>• Hereditary</li> <li>• Degenerative postural and figure faults e.g. Dowager's hump, round shoulders, winged scapulae, midriff bulge, protruding abdomen, hyper-extended knees, weight distribution, poor muscle tone</li> <li>• Spinal curvatures (kyphosis, lordosis, scoliosis)</li> </ul>
	2.5. Evaluate safe exercise methods	<ul style="list-style-type: none"> <li>• Isotonic exercise</li> <li>• Isometric exercise</li> <li>• Aerobic exercise</li> <li>• Stretching</li> <li>• Yoga/pilates</li> <li>• Correct breathing</li> </ul>
	2.6. Explain the principles of safe exercise on the human body	<ul style="list-style-type: none"> <li>• Warm up</li> <li>• Specific safety points</li> </ul>

		<ul style="list-style-type: none"> <li>• Number of repetitions</li> <li>• Frequency of performance</li> <li>• Cool down</li> </ul>
	2.7. Describe the benefits that regular activities have on fitness	<ul style="list-style-type: none"> <li>• Weight management</li> <li>• Stress levels</li> <li>• Energy levels</li> <li>• Sleep patterns</li> <li>• Cardiovascular</li> <li>• Muscles</li> <li>• Joints</li> </ul>
	2.8. Describe how to measure and improve personal fitness	<ul style="list-style-type: none"> <li>• Components of fitness (frequency, intensity, type, time, adherence)</li> <li>• Strength</li> <li>• Speed</li> <li>• Stamina</li> <li>• Power</li> <li>• Suppleness</li> </ul>
	2.9. Communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>• Being polite</li> <li>• Being honest</li> <li>• Speaking clearly</li> <li>• Listening attentively</li> <li>• Demonstrating positive body language and facial expressions</li> <li>• Following instructions</li> <li>• Recording and storing in line with current data protection legislation</li> <li>• Presentation</li> </ul>
	2.10. Follow safe and hygienic working practices	<ul style="list-style-type: none"> <li>• Protecting client, self and colleagues</li> <li>• Sanitising tools and equipment</li> <li>• Disposing of waste safely</li> </ul>
	2.11. Outline safe and hygienic working practices	<ul style="list-style-type: none"> <li>• Protecting client</li> <li>• Personal protection</li> <li>• Posture and standing position</li> <li>• Sanitisation of tools and equipment</li> </ul>

<b>Assessment</b>	
MCQ	

<b>Guide to taught content</b>
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

**Document History**

<b>Version</b>	<b>Issue Date</b>	<b>Changes</b>	<b>Role</b>
v1	17/09/2019	First published	Qualifications and Regulation Co-ordinator