



Unit Title: Health Trainer: Helping People Make Healthier Choices
Unit Level: Three
Unit Credit Value: 4
GLH: 28
Unit Code: PA9/3/NE/002
Unit Review Date: 30/04/2022
This unit is not part of a regulatory framework

Purpose and Aim of the Unit:	The purpose of this unit is to enable learners to develop the skills and knowledge required to carry out the role of a health trainer in local communities.
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This unit has 7 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the role of a health trainer.	1.1. Describe the role of a health trainer. 1.2. Analyse the role of the health trainer in the context of local and national health and wellbeing policies. 1.3. Describe the limits of the health trainer role. 1.4. Identify appropriate routes for referring matters beyond own competence. 1.5. Identify other sources of support that can advise on the health trainer role. 1.6. Identify the key communication skills of a health trainer. 1.7. Evaluate own communication skills.
2. Understand legislation and policies related to the role of a health trainer.	2.1. Identify legislation relevant to the role of the health trainer. 2.2. Outline potential consequences of non-compliance with organisational policies, procedures and protocol. 2.3. Analyse confidentiality in the role of the health trainer. 2.4. Analyse issues relating to equality and diversity and anti-discriminatory practice which relates to the role of the health trainer. 2.5. Analyse the assessment and management of risks. 2.6. Identify risks to self and others. 2.7. Explain ways to minimise the risks identified in 2.6. 2.8. Explain issues around handling confidential and sensitive information. 2.9. Explain the importance of systematic and accurate record keeping.



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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
3. Understand factors influencing health and wellbeing.	3.1. Explain the following terms: (a) health; (b) wellbeing. 3.2. Define the term 'lifestyle'. 3.3. Explain the links between 'lifestyle', 'health' and 'wellbeing'. 3.4. Explain factors influencing individuals' health and wellbeing. 3.5. Explain wider determinants of health and wellbeing. 3.6. Explain two behaviour change theories.
4. Know how to promote the benefits of making lifestyle changes.	4.1. Describe ways to promote the benefits of making lifestyle changes. 4.2. Identify people and agencies that may be able to help individuals improve their health and wellbeing. 4.3. Identify a range of approaches that apply to the promotion of health and wellbeing.
5. Understand the principles of working with communities about health.	5.1. Explain the following terms: (a) community development; (b) community engagement. 5.2. Explain the difference between the following: (a) asset models; (b) deficit models.
6. Understand the importance of developing working relationships within communities.	6.1. Explain the importance of the following: (a) demonstrating respect for others; (b) clearly agreeing ways of keeping in contact and reporting back; (c) fulfilling commitments.



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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
7. Understand the importance of maintaining accurate information on community organisations and groups.	7.1. Identify relevant services and sources of information. 7.2. Evidence that information is up to date and accurate. 7.3. Explain how to record information in a way that can be used in future work. 7.4. Explain the importance of regularly updating information. 7.5. Describe methods to update information. 7.6. Describe the consequences of using out of date or inaccurate information.

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ASSESSMENT INFORMATION

One Awards promotes the use of a range of methods to assess the skills and knowledge of learners. Please refer to the Assessment Definitions document (available on the One Awards website) which provides guidance on the use of assessment activities at different levels, the evidence which could be generated from these activities and ways in which the assessment activities could be managed.

When planning assessment tasks for this unit, Centres should ensure that the selected assessment methods are relevant to the subject, the assessment criteria and the needs of learners.

All assessment practice for this unit should take an active account of equality and diversity issues. Centres should refer to the guidance in the One Awards Access to Fair Assessment Policy (available on the One Awards website).

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