

## Access to Higher Education Unit

This unit forms part of an Access to HE Diploma. If delivering the graded version of this unit, please refer to the Provider Handbook for details on grading descriptors and the application of these across units within your programme.

**Unit Title:** Promoting Health

**Graded Unit Reference Number:** GA36BIO37

**Ungraded Unit Reference Number:** UA36BIO37

**Module:** Biology; Health Studies; Human Biology

**Level:** Three [3]

**Credit Value:** Six [6]

**Minimum Guided Learning Hours:** 60

**Units barred for selection against this unit:**

- **Health Promotion (GA33HEA06 / UA33HEA06)**
- **Lifestyle Choices and Health (GA33BIO19 / UA33BIO19)**

| Learning Outcome (The Learner will):   | Assessment Criterion (The Learner can):   |
|--|---|
| 1. Understand how an individual's diet can affect their health               | 1.1 Explain what is meant by the term 'healthy diet'  |
|  | 1.2 Outline some of the possible consequences of an unhealthy and/or unbalanced diet  |
|  | 1.3 Discuss the potential long-term effects of an unhealthy and/or unbalanced diet  |
| 2. Understand the benefits and possible risks of different types of exercise | 2.1 Describe how regular exercise can have a beneficial impact a person's health  |
|  | 2.2 Evaluate the health benefits and risks of exercise for different groups of people (e.g., those who are pregnant, those who are elderly, and/or those who have a disability) |
|  | 2.3 Evaluate the health benefits and risks associated with different exercise methods (e.g., endurance sports, high impact/intensity training, strength training)               |
| 3. Recognise the perceived benefits and risks associated with the use of     | 3.1 Suggest and discuss reasons why people might choose to take recreational drugs  |

| Learning Outcome (The Learner will):                               | Assessment Criterion (The Learner can):   |
|--|---|
| recreational and performance enhancing drugs                       | 3.2 Identify the risks to health associated with short-term and/or long-term use of recreational drugs, and/or performance enhancing drugs  |
|  | 3.3 Evaluate perceptions of the use of different types of recreational drugs, citing examples (e.g., alcohol, tobacco, caffeine, cannabis, cocaine)   |
|  | 3.4 Evaluate perceptions of the use of different types of performance enhancing drugs, citing examples (e.g., anabolic steroids, growth hormone, erythropoietin, blood doping)  |
| 4. Understand the purpose and impact of health promotion campaigns | <p>4.1 Explain the general purpose and desired outcome of health promotion campaigns</p> <hr/> <p>4.2 Select two recent health promotion campaigns. Compare and contrast the chosen campaigns by:</p> <ul style="list-style-type: none"> <li>a) identifying their aim(s)</li> <li>b) identifying the methods used (e.g., posters, TV broadcasts, social media etc.)</li> <li>c) evaluate the impact of both campaigns; consider the strengths and limitations, and whether it achieved (or contributed to) its desired outcome</li> </ul> |