The aim of this unit is to develop your knowledge and understanding of how to maintain your own health and wellbeing. This will include setting a personal action plan, having clear goals, regular monitoring, reviewing activities, evaluating your progress and updating your action plan. This is a continuous cycle for monitoring your eating, lifestyle, exercise and weight management.

This unit applies to all practitioners in the barbering, beauty and hairdressing sector.

For the purposes of this unit the generic term of practitioner has been used to incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up, Massage therapist, Nail technician.
<table>
<thead>
<tr>
<th>Level</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value</td>
<td>7</td>
</tr>
<tr>
<td>GLH</td>
<td>60</td>
</tr>
<tr>
<td>Observation(s)</td>
<td>0</td>
</tr>
<tr>
<td>External paper(s)</td>
<td>1</td>
</tr>
</tbody>
</table>
Maintaining personal health and wellbeing

Learning outcomes

On completion of this unit you will:

1. Be able to maintain personal health and wellbeing
2. Be able to monitor weight management

Evidence requirements

1. **Environment**
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).

2. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the ‘Knowledge’ section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

3. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.

4. **External paper**
   Knowledge and understanding in this unit will be assessed by an external paper. There are one external paper that must be achieved. The criteria that make up the paper are highlighted throughout this unit.
Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*: 

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted. A pass mark of 70% must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Date achieved</th>
<th>Assessor initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 1</td>
<td></td>
<td></td>
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</tbody>
</table>
Knowledge

Learning outcome 1

Be able to maintain personal health and wellbeing

<table>
<thead>
<tr>
<th>You can:</th>
<th>Portfolio reference/ Assessor initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Access sources of information on health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>b. State sources of information available on personal health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>c. Describe the components that contribute to a balanced diet</td>
<td></td>
</tr>
<tr>
<td>d. Describe how nutrients are absorbed within the human body</td>
<td></td>
</tr>
<tr>
<td>e. Describe the effects of nutrients on the human body</td>
<td></td>
</tr>
<tr>
<td>f. Compare own dietary intake with recommended daily intake</td>
<td></td>
</tr>
<tr>
<td>g. Describe the influencing factors that affect food intake and choice</td>
<td></td>
</tr>
<tr>
<td>h. State the principles of healthy eating choices</td>
<td></td>
</tr>
<tr>
<td>i. Describe how to interpret retail food labelling</td>
<td></td>
</tr>
<tr>
<td>j. Describe the considerations that need to be identified when looking at body image</td>
<td></td>
</tr>
<tr>
<td>k. Describe how lifestyle choices affect personal health and wellbeing</td>
<td></td>
</tr>
</tbody>
</table>

*Assessor initials to be inserted if orally questioned. Requirements highlighted are assessed in the external paper.
Learning outcome 2

**Be able to monitor weight management**

<table>
<thead>
<tr>
<th>You can:</th>
<th>Portfolio reference/ Assessor initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe how to communicate and behave in a professional manner</td>
<td></td>
</tr>
<tr>
<td>b. Outline safe and hygienic working practices</td>
<td></td>
</tr>
<tr>
<td>c. Evaluate weight management programmes</td>
<td></td>
</tr>
<tr>
<td>d. Explain the principles of figure analysis</td>
<td></td>
</tr>
<tr>
<td>e. Describe how to identify and analyse good posture</td>
<td></td>
</tr>
<tr>
<td>f. Describe the effects of poor posture on the body</td>
<td></td>
</tr>
<tr>
<td>g. Evaluate safe exercise methods</td>
<td></td>
</tr>
<tr>
<td>h. Explain the principles of safe exercise on the human body</td>
<td></td>
</tr>
<tr>
<td>i. Describe the benefits that regular activities have on fitness</td>
<td></td>
</tr>
<tr>
<td>j. Describe how to measure and improve personal fitness</td>
<td></td>
</tr>
</tbody>
</table>

*Assessor initials to be inserted if orally questioned. Requirements highlighted are assessed in the external paper.*
This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

**Learning outcome 1: Be able to maintain personal health and wellbeing**

**Sources of information on health and wellbeing:** Evidence based textbooks, evidence based journals, evidence based websites, food standards, unsubstantiated marketing claims of suppliers such as low sugar, low fat, light.

**Sources of information available on personal health and wellbeing:** Professionals (for example dietician, nutritionist, personal trainer, general practitioners), professional bodies (diabetic association, nutrition association, food standards agency, NHS (National Health Service), direct.gov.

**The components that contribute to a balanced diet:** Balanced intake of nutrients, regular timing of food intake, high fibre, low in fat, low in salt, five portions of fruit and vegetables a day, the Eatwell or healthy plate.

**Key nutritional terms:** Diet, healthy eating, nutrition, balanced diet.

**How nutrients are absorbed within the human body:** Macronutrients, micronutrients, water, absorbed into the blood supply.

- **Macronutrients** – carbohydrates, fats, proteins.
- **Micronutrients** – water soluble vitamins C and B, fat soluble vitamins A, D, E and K.
- **Minerals** – calcium, copper, iron, magnesium, phosphorus, potassium, sodium, selenium, zinc.

**The effects of nutrients on the human body:**

- **Carbohydrates** – energy, digestion, nervous system function.
- **Fats** – monounsaturated, polyunsaturated, saturated and trans fats, fats provide essential fatty acids, insulation, protection of vital organs, energy, transport fat soluble vitamins.
- **Protein** – muscle growth, muscle repair, oxygen transport, fight disease, energy.
- **Vitamins** – energy metabolism, protein synthesis, glycogen synthesis, blood clotting, red blood cell formation, aids growth, maintenance of teeth and bones, aids vision.
- **Minerals** – bone growth, teeth growth, energy production, enzyme function, nerve and muscle function, water balance, blood clotting, oxygen transport in red blood cells.
- **Water** – maintain hydration, maintain homeostasis, heat regulation, maintain blood plasma volume, removal of waste products.
Learning outcome 1: Be able to maintain personal health and wellbeing (continued)

Main food groups and nutrients:

**Simple carbohydrates** – sugar, sweets, chocolate, fruit.

**Complex carbohydrates** – beans, bread, pasta, potatoes, rice, corn.

**Fats** – meat, dairy products, processed foods, cakes, biscuits, pies, oils.

**Protein** – meat, fish, eggs, dairy products, grains, beans, leafy vegetables.

**Vitamins** – vegetables, fruit, milk, fish, eggs.

**Minerals** – milk, nuts, vegetables, meats.

**Own dietary intake with recommended daily intake:** Food diary, use of computer software/apps to assess daily calorie intake.

**7 day food diary** – food and fluid timings, food and fluid types, food and fluid portion sizes/amounts, method of cooking or preparation, mood after eating.

**The influencing factors that affect food intake and choice:** Personal goals, medical history, food preferences, supplement use, nutritional knowledge, attitudes and motivation, stage of readiness.

**Lifestyle** – job, family, financial, hobbies, time.

**Diet history** – food and fluid timings and frequency, food and fluid types, food and fluid portion sizes/amounts, method of cooking or preparation, mood after eating.

**The principles of healthy eating choices:** Balanced intake of nutrients, regular timing of food intake, high fibre, low in fat, low in salt, five portions of fruit and vegetables a day.

How to interpret retail food labelling:

- Macronutrient amounts in grams, total energy value (kJ, kcal), micronutrient % (recommended dietary allowance), ingredients, traffic light system.

**Calories and kilojoules:** They are a measure of the energy contained in both the foods we eat and our body fat.

**Calories** – kcal.

**Kilojoules** – kJ.

**How to maintain an even body weight:** If you eat more calories than you burn you will gain weight, if you eat fewer calories than you burn you will lose weight, unless you have some limited and specific medical conditions.

**Considering body image:** Personal goals, lifestyle, medical history, diet history, food preferences, supplement use, nutritional knowledge, attitudes and motivation, stage of readiness for change.

**How lifestyle choices affect personal health and wellbeing:** Personal commitment and goals, body composition, physical activity levels, exercise levels, sports participation, occupation, lifestyle, family commitment, work ethic.
Learning outcome 1: Be able to maintain personal health and wellbeing (continued)

**Infection Prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene-handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

**Environmental working practices:** Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees, water conservation, environmental waste management.

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists.
Learning outcome 2: Be able to monitor weight management

**Weight management programmes:**
Balanced intake of nutrients, regular timing of food intake, high fibre, low in fat, low in salt, five portions of fruit and vegetables a day.

**The principles of figure analysis:**
Body mass index (BMI), waist to hip ratio, skin-fold callipers, bio-electrical impedance, hydrostatic weighing, classification of health risk in relation to weight (underweight, healthy, overweight, obese, severely/morbidly obese).

**How to identify and analyse good posture:**
Natural mild S-shaped curve of the spine.

**Posture** – straight back, stand correctly, even weight distribution, maintain balance, remain relaxed.

**The effects of poor posture on the body:**
Fatigue, back/shoulder injury, repetitive strain injury.

**Safe exercise methods:** Professionally organised sessions, personal trainer, planning, preparation of equipment/self and participants, health and safety, organisation, leadership, communication, group management.

**The effects of safe exercise on the human body:**

- **Blood supply** – improved blood flow distribution, increased blood volume, improved oxygen transportation.
- **Heart** – increase in size, decreased resting heart rate, increased cardiac output.
- **Respiratory** – decreased resting breathing rate, increased lung capacity.
- **Blood pressure** – reduction in overall resting blood pressure.
- **Bones and joints** – improved bone density, increased joint stability, motion of joints.
- **Muscle** – increase in muscle mass.
- **Posture** – correct pelvic tilt, neutral spine, engaging core/trunk muscles.

**The benefits that regular activities have on fitness:**

- **Physical benefits** – improved health and wellbeing, improved physical fitness, longer life expectancy, reduced risk of disease.
- **Mental benefits** – improved mood and enjoyment, increased self-confidence, increased self-esteem, mental resilience, motivation, ability to take positive risks.
- **Social benefits** – meaningful activity, crime reduction, drug avoidance, anti-bullying, social contact and acceptance, motivating and supporting others to lead an active and healthy lifestyle.

**How to measure and improve personal fitness:**
Personal action plan, goal setting, starting point, regular monitoring, review activities, evaluate progress, update action plan, continuous cycle, maintain motivation, expect relapse.
Learning outcome 2: Be able to monitor weight management (continued)

**Communication:**

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning.

**Non-verbal** – eye contact, body language, listening.

**Written** – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

**Visual aids** – photographs, digital media, magazines and images, can provide inspiration.

**Adapting and tailoring approaches** – for different clients, for example, new and existing clients, according to age, health conditions.

**Clarification** – checking understanding and expectations, outcomes, checking wellbeing.

**Professional ethical conduct:**

Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

**Management of health and safety at work:** Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

**General hygiene:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in a covered bin, dispense products with a pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise practitioners hands before, during and after services/treatments.

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Hazards** – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Reasons for risk assessment** – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.
Learning outcome 2: Be able to monitor weight management (continued)

**Personal protective equipment (PPE):**
Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

**Electricity at work:** Visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling:** Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

**Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

**Control of substances hazardous to health:** Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturer’s instructions for use.

**Towels:** Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

**Disposal of waste:** Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers’ instructions.
Use this area for notes and diagrams.