



Higher National Unit specification

General information

Unit title: Young People's Health and Wellbeing (SCQF level 7)

Unit code: H5XL 34

Superclass: PN

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit has been developed specifically to focus on *Young People's Health and Wellbeing*. The Unit will reflect on the prevailing health issues pertinent to young people, both male and female and also takes account of maternity, new-born and infant health and wellbeing. The Unit will allow the candidate to explore how society has changed and the impact of this on opportunities, choices and Outcomes for the young person. They will build on their Knowledge and Understanding of government priorities and targets for individuals, health professionals and organisations.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Investigate the factors affecting young people's health and wellbeing.
- 2 Explore current Government priorities in relation to young people's health and wellbeing.

Credit points and level

1.5 Higher National Unit credits at SCQF level 7: (12 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Although entry is at the discretion of the centre, it is recommended that candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualification for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. In addition to this, candidates should have preferably worked in a related field or have undertaken work experience, paid or voluntary in a care setting.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

If it is being delivered as part of a Professional Development Award (PDA) it should be taught and assessed within the subject area of that PDA.

The Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate the factors affecting young people's health and wellbeing.

Knowledge and/or Skills

- ◆ Determinants of Health
- ◆ Dimensions of health
- ◆ Changing family dynamics
- ◆ Support networks

Outcome 2

Explore current Government priorities in relation to young people's health and wellbeing.

Knowledge and/or skills

- ◆ Teenage pregnancy/teenage fathers and or partners
- ◆ Drugs/alcohol
- ◆ Obesity
- ◆ Diet and exercise
- ◆ Education/lack of opportunity/potential
- ◆ Mental Health
- ◆ Bullying
- ◆ Sexually transmitted diseases

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can.

- ◆ Explain what is meant by Determinants of Health and how this relates to young people's health and wellbeing.
- ◆ Describe the main inequalities in health and the impact of this on young people's health and wellbeing.
- ◆ Identify the main changes that have impacted on family life over the last thirty years.
- ◆ Explain the effects of the main changes to family life in relation to young people's health and wellbeing.
- ◆ Describe the role of respite and outreach services in supporting young people's health and wellbeing.
- ◆ Describe and explain the health challenges faced by young people and the effect of this on life chances and opportunities.
- ◆ Identify the key government objectives in promoting young people's health and wellbeing.
- ◆ Explain the rationale for these objectives being a priority for the government and health and social care professionals.
- ◆ Describe and evaluate four of the government's strategies in relation to:
 - Teenage pregnancy and the role of the father
 - Parenting skills
 - Drugs and alcohol
 - Obesity
 - Sexual Health
 - Mental Health including the rise in suicides in young men
 - Education provision and additional support for learning
- ◆ Explain both the professional and lay roles in supporting and promoting positive young people's health and wellbeing Outcomes.
- ◆ Describe delegation, accountability and limitations of practice in relation to the care worker role.



Higher National Unit Support Notes

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While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours

Guidance on the content and context for this Unit

This Unit is designed to enable the candidate to develop their Knowledge and Understanding of the factors that influence young people's health.

Outcome 1

This Outcome requires the candidate to understand the range of factors that affect the ability of individuals, communities and society to improve the health Outcomes for young people.

The candidate should recognise that young people should not be classed or considered as mini-adults and that the challenges and coping strategies are different from adults. By the same token they should not badge all young people as the same and make sweeping or generalised statements. This has particular relevance when considering the transition from paediatric care services to adult services. The candidate should be aware of the different categories that young people's welfare may fall into, including; Long Term Care, Looked After Children and those in Guardianship.

The candidate should be able to describe the main determinants of health, these should include; *social aspects, environment* and dimensions of health, including; *physical health, mental health, emotional health, social health, spiritual health, intellectual health*. The candidate should take a holistic perspective when looking at each of the determinants and dimensions of health and understand that they do not sit in isolation from each other. They should be able to explain the impact of these in relation to health choices and life chances and opportunities. The candidate should be aware that these issues are complex and that the solutions are also complex and require inter-organisations planning and working to tackle them. The following will be of assistance when looking at this:

- ◆ Equally Well: Report of the Ministerial Task Force on Health Inequalities
- ◆ Achieving our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland
- ◆ Early Years Framework
- ◆ Tackling Child Poverty in Scotland: A Discussion Paper

Higher National Unit Support Notes (cont)

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The candidate should be able to discuss how family life has changed over the last thirty years in the context of societal change and how this has affected family dynamics' and societal attitudes. They should also consider socioeconomic influences and the financial support available to the individual or to the family in relation to young people with additional support needs. The candidate should understand the impact of long term care and be able to discuss this in terms of its effects on the individual and family in relation to the support – available.

The candidate should be able to identify and discuss the challenges and obstacles faced by young people who do not have a supportive network. They should consider all of the factors above when putting this in the context of promoting their life chances and opportunities.

Outcome 2

The candidate should be to identify the key current government objectives in working to promote young people's health and wellbeing. This should be in the context of exploring the health inequalities and relating the knowledge gained from Outcome 1. The candidate should be able to discuss and explain why there is an emphasis on early years taking into consideration the influences occurring early on in life and the impact this has on personal choices as they grow and develop. They should have an overview of; *the Early Years Taskforce, Early Years Change Fund and the Early Years Collaborative* or any other current initiative. The candidates should reference the following:

Working for Scotland; the Government's Programme for Scotland 2012-13 —
<http://www.scotland.gov.uk/Resource/0040/00401237.pdf>

Wellbeing — A Guide to Measuring Meaningful Outcomes —
<http://www.scotland.gov.uk/Topics/People/YoungPeople/Equally-Well>

The candidate should explore the demographics in relation to teenage pregnancy in Scotland. They should gain an understanding of the implications of this in context of health and wellbeing and the predicted concerns regarding the Outcomes for the mother and child. The candidate should be encouraged to not make generalisations but to rationally argue why the reduction of this is a priority. They should link it to life chances and opportunities and the circle of poverty. They should explore the support available to them and the impact that this has on the health of the mother and child. They should also consider the role and impact of the father of the child. The candidate should consider the importance of the promoting good parenting skills, what these are and the impact that this can have on the overall health of the mother, child and family. The following link may be useful:

Reducing Teenage Pregnancy — Guidance and Self-assessment Tool (2010) —
http://www.educationscotland.gov.uk/publications/r/publications_tmc459481.asp

Higher National Unit Support Notes (cont)

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The candidate should explore sexual health in the context of all aspects of sexual health which includes pregnancy as above. The candidate should familiarise themselves with the Scottish Governments Sexual Health and Blood Borne Virus Framework that sets out their agenda for 2011–1015 or any other current strategy. The candidate should be able to understand the rationale behind the increase in Sexually Transmitted Diseases and the impact of this on the young people's in both the short and longer term in relation to young people's health and wellbeing. They should understand relationships and sexual health in the same high risk behaviour context as with substance misuse. The following reference may be useful:

www.scotland.gov.uk/Topics/Education/Schools/Hlivi/sex-education

Substance misuse encompasses risk taking behaviours that ultimately impact on health either in the short or longer term depending on what they are. They could include: *alcohol, drugs, tobacco, solvents and medicines*. Despite the many campaigns and initiatives young people still expose themselves to risk through these behaviours. The candidate should be able to understand the links between these behaviours and society, culture and lifestyle. They could also consider the financial cost to the government in terms of health and support interventions. They should also consider the impact on themselves and their family's health and wellbeing. The following are useful references:

Changing Scotland's Relationship with Alcohol: A Framework for Action (2009) —
<http://www.scotland.gov.uk/Publications/2009/03/04144703/0>

Scotland's Future is Smoke-free —
<http://www.scotland.gov.uk/Publications/2004/01/18736/31540>

The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem (2008) —
<http://scotland.gov.uk/Publications/2008/05/22161610/0>

The candidate should be able to understand why there is an increase in the level of obesity amongst young people and why this is concern to the government and health care professionals. They should access the government's current HEAT Target information relating to weight intervention that saw the government support this with over £10 million in the last five years. They should consider; dietary habits, exercise, finances and education when drawing any conclusions. They should be able to relate poor food dietary choices to culture, society and lifestyle. They should be able to explain the impact that this will have in relation to health, social and physical activities and long term Outcomes. The following are useful references:

Preventing Obesity and Overweight In Scotland Route Map (2010) and Action Plan (2011); Scottish Government —
<http://www.scotland.gov.uk/Publications/2010/02/17140721/2>

Recipe for Success: Scotland's National Food and Drink Policy 2009—
<http://www.scotland.gov.uk/Publications/2009/06/35133322/0>

Higher National Unit Support Notes (cont)

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The candidate should have an understanding of Government's current approaches, for example; the Scottish Government's Mental Health Strategy for Scotland: 2012–2015, paying particular attention to Child and Adolescent Mental Health in relation to the focus of improving both short and long term mental health Outcomes. The candidate should be able to discuss the role of those working in CAMHS and some of the initiatives being carried out. The candidate should also explore the rise in suicides in young men and relate this to the determinant and dimensions of health from Outcome 1.

<http://www.scotland.gov.uk/Publications/2012/08/9714>

http://www.healthcareimprovementscotland.org/programmes/mental_health/ocps_for_mental_health/child_and_adolescent_services.aspx

See me — **www.seemescotland.org/whatsonyourmind**

The candidate should explore the contribution of education in supporting young people's health and wellbeing. They should be able to discuss what is meant by additional support and in the contexts that it is required; this may include; *medical conditions, family circumstances, bullying, language and communication disorders or sensory impairment*. They should consider the fact that the longer a young person remains in education the greater their chances of obtaining long-term employment thereby improving their health Outcomes as unemployment is associated with negative health Outcomes, including early death and mental health problems. The following are useful references:

Opportunities for all — **<http://scotland.gov.uk/Publications/2012/11/7618>**

Post 16 Transition Planning — **<http://www.scotland.gov.uk/Publications/2012/11/3248>**

More Choices, More Chances — **Scottish Government Website**

Youth Employment Strategy, Action for Jobs — Supporting Young Scots Into Work — **<http://www.scotland.gov.uk/Resource/0039/00396371.pdf>**

Curriculum for Excellence

The candidate should be able to demonstrate a Knowledge and Understanding of the professional and lay roles in supporting young people's health and wellbeing. They should be able to put this in the context of delegation, accountability and limitations of practice in relation to the worker.

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

This Unit is most likely to be studied by candidates undertaking the Group Award. It is primarily designed to equip trainee maternity assistants with the underpinning Knowledge and Skills to work with patients with maternity care needs. Candidates should have an understanding of the role and scope of practice of the maternity care assistant.

This Unit is mandatory within the Professional Development Award (PDA) in Health and Social Care: Integrated Practice at SCQF level 7. The Knowledge and Skills highlighted within this Unit provide a theoretical and practical base for further study. Each Outcome is mutually supportive of each other and builds on Knowledge and Skills in a sequential way. An understanding of each of the Outcomes will be required in order to evidence all the Outcomes of this Unit.

Whilst it is not an identified learning Outcome it is strongly recommended that the delivery of this Unit is based upon the candidate having an understanding of the **10 Essential Shared Capabilities**:

- ◆ Working in Partnership
- ◆ Respecting diversity
- ◆ Practising ethically
- ◆ Challenging equality
- ◆ Promoting recovery, wellbeing and self- management
- ◆ Identifying people's needs and strengths
- ◆ Providing person-centred care
- ◆ Making a difference
- ◆ Promoting safety and risk enablement
- ◆ Development planning

It is recommended that the candidates gain a Knowledge and Understanding of the Capabilities and can see how these apply in the context of their professional practice and working environment.

The 10 Essential Shared Capabilities can be accessed at:

http://www.nes.scot.nhs.uk/media/351385/10_essential_shared_capabilities_2011.pdf

It is expected that candidates who are undertaking this PDA whilst in practice will evidence their ability to link theory to practice and record their clinical competence through either a:

- ◆ Record of Achievement
- ◆ Skills passport
- ◆ Competency Framework
- ◆ Learning Contract
- ◆ Reflective Portfolio

Higher National Unit Support Notes (cont)

Unit title: Young People's Health and Wellbeing (SCQF level 7)

Guidance on approaches to assessment of this Unit

Assessment Guidelines

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit forms part of a Group Award, which is primarily designed to provide candidates with Knowledge and Skills to work with people in need of care. This has influenced the assessment format, allowing more options, therefore allowing the candidate more opportunity to apply their knowledge.

Outcome 1 and 2

This could be assessed through one integrated project that allows the candidate to demonstrate their knowledge and understanding of the importance of promoting positive health and wellbeing choices for young people. This would include:

- ◆ The determinants and dimensions of health.
- ◆ Changes and the effects of these over the last three decades in relation to the impact on family life.
- ◆ Four of the government's priorities and objectives in relation to young people's health and wellbeing.
- ◆ Professional and lay roles in working to support young people.
- ◆ The professional roles, accountability and limitations of the care worker role.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of:

- ◆ *Communication* at SCQF level 6
- ◆ *Problem Solving* at SCQF level 5
- ◆ *Working with Others* at SCQF level 5
- ◆ *Information and Communication Technology* at SCQF level 5

in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

Communication — will be evidenced via the candidate's work with individuals and groups as well as within written assessments.

Problem Solving — critical thinking, planning and organising, reviewing and evaluating will be evidenced through supervision in the candidate's workplace and within written assignments.

Working with Others — will again be evidenced in the candidate's ability to interact, communicate and negotiate with those with whom they come into contact and to work collaboratively with other professionals and individuals.

Information and Communication Technology (ICT) — could be evidenced by the use of standard applications to obtain and process information and data for assignments.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Young People's Health and Wellbeing (SCQF level 7)

This section will help you to decide whether this Unit is for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The Unit has been developed specifically to focus on young people's health and wellbeing. The Unit will reflect on prevailing health issues pertinent to young people both male and female and also takes account of maternity, new-born and infant health and wellbeing. The Unit will allow you to explore how society has changed over the years and the impact on this on opportunities, chances and Outcomes for the young person. You will build on your Knowledge and Understanding of government priorities and targets for individuals, health professionals and organisations.

This Unit comprises of two Outcomes:

- 1 Investigate the factors affecting young people's health and wellbeing.
- 2 Explore current Scottish Government priorities in relation to young people's health and wellbeing.

Outcome 1

This Outcome lays the foundations for the rest of the Unit and puts in context some of the issues that have arisen and are still making positive health life choices a complicated and complex issue for the government and health professionals today.

You will learn about the range of factors that affect the ability of individuals, communities and society to improve the health Outcomes of young people. You will explore the influences that society, environment, culture and lifestyle have on health and wellbeing. And be able to explain the impact of these in relation to health choices and life chances and opportunities.

Outcome 2

This Outcome will allow you to focus in more detail on specific health issues, including; *teenage pregnancy, substance misuse, obesity, diet and exercise, education, mental health* relating to young people. This applies to young people who may have Additional Support Needs, are in Looked-After Care, Long Term Care, Guardianship. It will pick on what you have studied in Outcome and allow you to examine the government's strategies and targets. You will also look at the roles played by both professional workers and lay workers, not only in the contributions they make but also in relation to delegation, accountability and limitations of their practice.

Assessment will take the form of a project that will integrate both Outcomes, allowing you to demonstrate your breadth of Knowledge and Understanding in this Unit.